Ethical Work Climate Relates Organizational Culture of Public School Personnel

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Abstract - This study looked into the relationship between ethical work climate and organizational culture among public school personnel. The period covered by this study was School Year 2017 - 2018. Descriptive-correlational research design was used for it was deemed appropriate considering the nature of the study. It delved into determining whether or not there was a significant difference in the level of ethical work climate and the extent of the organizational culture of personnel. Furthermore, it also sought to determine whether or not there was a significant relationship between ethical work climate and organizational culture. Using a researcher-made instrument, data were obtained from 80 personnel whose ethical work climate level and organizational culture extent were measured. Results revealed that personnel had a very high level of ethical work climate and a very great extent of organizational culture when taking all areas collectively. Personnel did not significantly differ nor influence as to their ethical work climate and organizational culture even when their selected characteristics or variables were taken into consideration. In the final analysis, ethical work climate and organizational culture of personnel had a significant relationship. In the light of the conclusion arrived at by the researcher, he recommended that members of the academic community will continue to sustain significant breakthroughs that were beneficial to their personal growth and professional development.

Index Terms - educational leadership and management, ethical work climate, organizational culture, descriptive-correlational research design, District II - B

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1 INTRODUCTION

Over the last thirty years and more, the idea of ethical work climate had been a subject of much research. It had been defined as "an institution's shared perceptions of what ethically accurate conduct was and how ethical concerns should be handled". Likewise, it was the meaning people committed to their workplace environment's interconnected parcels of experiences they had at work (Pretorius & de Villers, 2009; Schneider, Ehrhart, & Macey, 2013).

Moreover, it arose to a great extent from institutional processes transferring leadership and managerial expectations in terms of moral behaviors and processes for resolving ethical glitches and exerted a crucial influence over attitudes and behaviors of personnel in the educational institution. The idea of shared perceptions, associated with the definition of ethical work climate, gave this concept a subjective facet, and meant that the existence of a type of ethical work climate was only confirmed when the majority of personnel in an educational institution or a unit considered that definite forms of ethical reasoning or behaviors dominated the functioning of the educational system. The ethical work climate also served, according to Cullen et al. (2013), as "perceptual lenses" supporting the educational manager and leader in identifying and resolving ethical dilemmas (Victor and Cullen, 2013).

In addition, Ahmad, Yunos, Ahmad, and Sanusi (2014) thoroughly examined the influence of three (3) types of ethical work climate dimension and they confirmed those from previous studies by signifying that educational institution personnel had diverse responses to different varieties of lapses. This was mainly the reason why Parboteeah, Seriki, and Hoegl (2013) established proposals connecting crucial communal institutional factors, with the three (3) types of ethical work climate dimension.

Furthermore, Goebel and Weißenberger (2017) explicated the relationship between ethical work climate and institutional performance that they were indirect as augmented mutual trust entirely facilitated among personnel. Ability and opportunity-enhancing practices developed compassionate and honorable institutional ethical work climates, while motivation-enhancing practices rather than being related to these associational ethical work climates, were related with the egoistic atmosphere (Guerci, Radaelli, Siletti, Cirella, & Rami Shani, 2015). In connection to this, Bollmann and Krings (2016) inspected staffs' expectation of social and self-sanctions as a self-regulatory instrument relating ethical work climate and counterproductive work behaviors (CWBs), and character as a parameter to these effects. Belias and Koustelios (2014) indicated that modern job-related phenomena were related to the discernment of their ethical work climate, relations with associates, institution objectives and approaches, and accomplishment standards.

According to Chen and Hou (2016), the indirect effect of ethical leadership on individual creativeness (via voice behavior) was stronger when the personnel worked in a more inventive and innovative ethical work climate. Another study regarding the effects of ethical work climates on institutional untruthfulness was analyzed by Stachowicz-Stanusch and Simha (2013), and they had found out that law and code environments were negatively linked with corruption in the organization, while instrumental and caring work climates were positively related to corruption in the organization. Campbell and Göritz (2014) concluded that immoral institutions professed themselves to fight in a war, which led to their taken-for-granted notion that 'the end justifies the means.'

On the other hand, organizational culture was the heart and soul of an educational institution and can also be defined in a school context as relatively lasting, universal quality of the internal environment of an academe experienced by facilitators of learning and learners that influenced their behavior and proceeded from their collective perceptions (Pretorius & de Villers, 2009). It was the elementary convention about the world and the values that directed life in educational institutions (Pretorius & de Villers, 2009; Schneider, Ehrhart,

& Macey, 2013).

Due to its prominence, this was a commonly studied area in the field of education. As a matter of fact, a review of psychometric properties of organizational culture measurement instruments had renowned many tools that regulated validation data despite of the regular use in both theoretical and useful situations (Heritage, Pollock, & Roberts, 2014).

It had been asserted as a vital and influential aspect of satisfaction and retention, as well as institutional effectiveness and success in education. Based on the result of Volkwein and Parmley's (2010) study, organizational culture was greatly influenced by organizational leadership, commitment, and behavior of personnel.

Additionally, it was linked to effectiveness and performance of a team - the stronger the organizational culture, the more efficient the educational institution will be (Lapiņa, Kairiša, & Aramina, 2015). Awadh and Saad (2013) supposed that educational leaders and managers were able to relate organizational performance and culture to each other as they aided in providing a competitive advantage. Also, Yidong and Xinxin (2013) openly showed that affective commitment completely arbitrated the relationship between group culture and citizenship manner, and that team culture partly reconciled the relationship between transformational leadership and affective commitment (Kim, 2014).

Iljins, Skvarciany, and Gaile-Sarkane (2015) studied the effect of organizational culture on ethical work climate in the process of change and the outcomes of the research established that during the era of changes, organizational culture had an impact on ethical work climate through particular factors.

Alvesson (2013) distinguished that modern-day learner of organizational culture frequently took the educational institution as a rational tool intended by top management to contour the behavior of personnel in purposive ways. Findings had implications for theory and practice, especially in connection to building an organizational culture within educational institutions that nurtured innovative behavior (Hogan & Coote, 2014).

Nieminen, Biermeier-Hanson, and Denison (2013) also suggested a model to better align leader-development strategies, vis-à-vis tutoring with a wider educational institution's advancement needs by recognizing important ways in which the frontrunner can function as an agent for positive cultural change. Dauber, Fink, and Yolles (2012) recommended a configuration model of organizational culture which explored dynamic connections between clan culture, strategy, structure, and operations of an organization, and mapped interactions with the external environment.

Many ASEAN organizations were moving toward a high-performance culture that reinforced organizational competitiveness through human asset to upsurge institution/shareholder value (Thedthong, 2016). Locally, Racelis (2009a) said that there was a significant and positive correlation between institutional profitability and the organization's culture strength. This finding provided uncertain support for the theory that organizational values were associated with organizational members' perception of ethical educational problems (Racelis, 2009b).

As part of the researcher's endeavor, it has been observed that public elementary schools in particular and the Department of Education (DepEd) as a whole, need to have a deeper knowledge and understanding on the level of ethical work climate and the extent of the organizational culture they have. It is on this premise that the researcher opts to pursue this investigation of which can be used as a basis for developing a program that will sustain the workplace environments' climate and culture. This study will also describe how they perceive, adapt, and manage the educative community as an educational leader and manager, what problems, dilemmas, triumphs, threats, and opportunities for the improvement of the educational sector in the Philippines.

2 METHODOLOGY

This chapter presents varied research methodologies that were used in this study. This includes design, locale, respondents, sampling, instrument, validity and reliability, data collection, and statistical tools.

Design

The study looked into the level of ethical work climate and the extent of the organizational culture of teaching and non-teaching personnel of eight (8) public elementary school of DepEd Division of Cadiz City, District II - B at Cadiz City, School Year 2017 - 2018.

The most appropriate design to use was descriptive-correlational research to provide explanations and interpretations of problems that were stipulated. Best and Khan (2008) stated that descriptive-correlational research method involved the gathering of evidence in relation to the current conditions of people or a class of events. This research design aimed to collect data and investigate to what degree was the relationship between two or more quantifiable variables without any attempt at manipulation.

Locale

This study was conducted to eight (8) public elementary schools of DepEd Division of Cadiz City, District II - B at Cadiz City, School Year 2017 - 2018.

Generally, educational institutions in this district were partially urban because they were located in various communities situated in the mountainous area covered by Cadiz City, Negros Occidental. They were offering Kindergarten up to Grade VI levels.
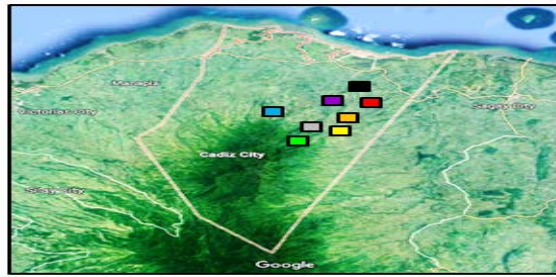
Figure 2. Location Map

Legend

■ School A		■ School E	
■ School B		■ School F	
■ School C		■ School G	
■ School D		■ School H	

Respondents

The respondents of the study were the teaching and non-teaching personnel of the eight (8) public elementary schools of DepEd Division of Cadiz City, District II - B at Cadiz City, School Year 2017 - 2018.

To arrive at the adequate sample size (n), the desired confidence level (alpha: a), and margin of error (e) had been set. The confidence level used in the computation of sample size was at 95%. The higher the confidence level desired, the bigger the sample size required.

Sampling

Table 1 shows the distribution of respondents in each of the eight (8) public elementary schools using Stratified Random Sampling Proportionate Allocation. Moreover, the sample size was obtained using Lynch and others (1972) formula. The number of teaching and non-teaching personnel from each school was taken from the Office of Public Schools District Supervisor (PSDS) last August 18, 2017.

Table 1. Distribution of Respondents as to their classification
n = 80

School	Teaching Personnel	Non-Teaching Personnel	Sample Size	Percentage
A	6	1	6	7
B	6	3	7	9
C	7	1	6	8
D	7	1	6	8
E	4	3	6	7
F	24	1	20	25
G	26	1	22	28
H	6	2	7	8
Total	**86**	**13**	**80**	**100%**

Statistics in Table 1 presents the distribution of respondents according to their classification. When taken collectively, there were eighty (80) teaching and non-teaching personnel who participated in the survey or acted as respondents of the study conducted in eight (8) public elementary schools of DepEd Division of Cadiz City, District II - B at Cadiz City, School Year 2017 - 2018. School A's six (6) personnel comprised seven percent (7%) of the population; School B's seven (7) per-

sonnel comprised nine percent (9%) of the population; School C's six (6) personnel comprised eight percent (8%) of the population; School D's six (6) personnel comprised eight percent (8%) of the population; School E's six (6) personnel comprised seven percent (7%) of the population; School F's twenty (20) personnel comprised twenty-five percent (25%) of the population; School G's twenty-two (22) personnel comprised twenty-eight percent (28%) of the population; and School H's seven (7) personnel comprised eight percent (8%) of the population.

Instrument

The researcher used a self-made research instrument. The survey was divided into two (2) parts. The first part was the respondent's demographic profile as to their age, sex, civil status, educational attainment, and length of service. The second part was the survey proper composed of two (2) subsections that determined the level of ethical work climate and the extent of the organizational culture of public school personnel. The researcher combined the different standardized tests of ethical work climate and organizational culture. For the composition of ethical work climate, the researcher had based these statements in the different items from the following questionnaires which served as his guide: The Use of the Ethical Climate Questionnaire in the Public Sector: An Empirical Assessment (Maesschalck, 2005), Ethical Climate Typology and Questionnaire: A Discussion of Instrument Modifications (Webber, 2007), Ethical Work Climate and Firm Performance (Khademfar, 2013), and A New Theory and Measure of Ethical Work Climate: The Psychological Process Model (PPM) and the Ethical Climate Index (ECI) (Arnaud, 2010). For organizational culture, the following questionnaires served as his guide: Corporate Culture Questionnaire (n. d.), Organizational Culture and The Focus Questionnaire (Muijen, et al., 1999), Organizational Culture Assessment Instrument (n. d.), Organizational Culture Questionnaire (Harrison, n. d.), and Sample Organizational Culture Survey (n. d.).

Below were the scales that the researcher utilized in the study. It ranged from 4 (highest) to 1 (lowest) with their corresponding verbal interpretations.

For the assessment of Ethical Work Climate:

Indicator	Item Number
Benevolence	1, 2, 3, 4, 5
Principles	6, 7, 8, 9, 10
Self-Interest	11, 12, 13, 14, 15
Weight	**Verbal Interpretation**
4	Very High
3	High
2	Low
1	Very Low

For the assessment of Organizational Culture:

Indicator	Item Number
Creativeness	1, 2, 3, 4, 5
Leadership	6, 7, 8, 9, 10
Operational Discernment	11, 12, 13, 14, 15

Weight	Verbal Interpretation
4	Highly Observable
3	Observable
2	Rarely Observable
1	Not Observable

The obtained mean scores were interpreted to the level of interpretation guide as follows:

For the level of Ethical Work Climate:

Interpretation Guide to Determine the Level of Ethical Work Climate

Mean Range Score	Verbal Interpretation	Descriptor/Indicator
3.25 - 4.00	Very High Level	The workplace environment focuses on honesty, consistency of policy application, transparency, credibility, and integrity of practice (Paine, 1994).
2.50 - 3.24	High Level	The environment has focused on "fixing the problem" rather than "fixing the blame". Teamwork results in the best solution, not just the most expedient one. Accepting one's mistake and learn from one another (Lipinski & Crothers, 2013).
1.75 - 2.49	Low Level	The environment at times has laxity in terms of decision making, task delegation, and command-responsibility. Some individuals question the integrity of each member of the educative community. Unacceptance of mistakes is observed (Duehring, 2001).
1.00 - 1.74	Very Low Level	The environment practices most of the time dishonesty, the inconsistency of policy application, and do not practice credibility.

There are always negativism and conflict of interest (Soskolne, 1985).

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The table above serves as interpretation guide for ethical work climate. First, if the result fell within the range of 1.00 until 1.74, it was considered as "very low" level. It can be interpreted that the workplace environment performed dishonesty always. They did not practice the value of integrity and credibility. There were inconsistencies when it comes to the implementation of policies and regulations. Most of the members of the academic community were radiating negativity among them in which conflict of interest arose. Second, if the mean score fell within the range of 1.75 until 2.49, it was considered as "low" level. It can be construed that the workplace environment sometimes had negligence when it comes to the distribution of responsibilities. There was also a poor decision making because they were not addressing the issue directly and undervaluing the factors that may affect their verdict. Personnel were close-minded because they cannot accept their mistakes and usually blame others for the errors that arose along the way. Third, for the mean scores that ranged from 2.50 up to 3.24, it can be interpreted as "high" level. Members of the educative community focused mainly on addressing the dilemma. They exemplified teamwork and cooperation among them. They were also open-minded and recognized the faults they had committed. Through this, they were learning by helping each other to grow personally and professionally. Lastly, the mean score will be interpreted as "very high" level if it ranged from 3.25 up to 4.00. It can be construed that the educational institution concentrated on uprightness, the constancy of regulation implementation, transparency, trustworthiness, and honor.

For the extent of Organizational Culture:

Interpretation Guide to Determine the Extent of the Organizational Culture

Mean Range Score	Verbal Interpretation	Descriptor/Indicator
3.25 - 4.00	Very Great Extent	There is a shared value within the organization. Assesses the quality of relationships across the organization - leaders to leaders, employees to leaders, employees to employees, and staffs to clients thus, it results in a harmonious relationship among members of the organization (Yafang Tsai, 2001).

Range	Extent	Description
2.50 - 3.24	Great Extent	The organization celebrates and nurtures the desirable behaviors and quashes the desirable behaviors. Trusted relationships exist - it can be seen, hear, and feel in many ways (Edmonds, 2011).
1.75 - 2.49	Slight Extent	In this organization, most often than not, employee scrutinizes each other - leaders to leaders, employee to leaders, employees to employees, and staffs to clients thus, it results to unharmonious relationship among members of the organization (Rivers, 2015).
1.00 - 1.74	Negligible Extent	In this organization, there is a strong negative impact of commitment that resulted to a low job commitment thus, the individual person feels uneasy to get along with his/her colleagues. Values, beliefs, and assumptions held by an organization are not practiced and observed (Yafang Tsai, 2001).

The table above serves as interpretation guide for organizational culture. First, if the result fell within the range of 1.00 until 1.74, it was considered as "negligible" extent. Personnel were not totally committed to their work because there was a conflict of interest. Due to this matter, they were not comfortable in dealing with their colleagues. There was a great possibility that their moral standards and principles can be compromised because they did not have a firm conviction. Second, if scores ranged from1.75 up to 2.49, it can be considered as "slight" extent. It can be inferred that the organization had established a culture that scrutinized each other that often led to conflict and unharmonious bond among them. Third, if it was "great" extent, mean score ranged from 2.50 up to 3.24. It can be interpreted that the workplace environment cultivated values that were worthy to be emulated. The trusted rela-

tionship can be experienced by the members of the academic community. Finally, if it was "very great" extent, mean score ranged from 3.25 up to 4.00. Core values were being valued and applied to the group. They valued the good relationship more than anything else to create a worthwhile connection among them.

Validity and Reliability

The research instrument was presented to fifteen (15) jurors who were Human Resource (HR) Directors of various educational institutions. After undergoing the content validity ratio (CVR) using the scale developed by Lawshe (1975), the content validity index (CVI) was *0.71800,* interpreted as *valid*.

After the validation of the research instrument, reliability was established. Calmorin (2016) defined reliability as "the consistency of the scores using the instrument measuring the same thing with similar research. It also measures how well the instrument agrees with itself." In this study, the Split-half Method was utilized to determine the reliability index of the survey instrument. The validated instrument was tested to thirty (30) teaching and non-teaching personnel of Bayabas Elementary School and Cadiz East Elementary School - I of DepEd Division of Cadiz City, District II - A who were not respondents of the study. The researcher took the result obtained from one-half of the scale item (odd-numbered items) and checked them against the results from the other half of the items (even-numbered items). The obtained Spearman Rho for the reliability test was *0.94807*, which indicated that there was a *very high correlation* between the two sets of scores. The result showed that the research instrument was *reliable*.

Data Collection

With the approved research instrument, the researcher sought permission from the Assistant Schools Division Superintendent (ASDS) through the PSDS of DepEd Division of Cadiz City. A letter of permission was prepared by the researcher signed by the Adviser and the Dean of the School of Graduate Studies (SGS) seeking permission to conduct the study among teaching and non-teaching personnel.

To optimize good supervision, teaching and non-teaching personnel were accommodated one at a time as they answered the research instrument. The forms of data results were immediately retrieved, properly labeled, and stored in a secured brown envelope for eventual treatments and analyses.

The researcher personally administered copies of the researcher-made instrument to the respondents so that questions which respondents may ask could be readily answered, at the same time, the researcher was assured 100% retrieval. Dummy tables were prepared in advance in relation to the concerns and objectives of this study.

Statistical Tools

In the analyses of problems, various statistical tools were employed to determine the level of ethical work climate and the extent of the organizational culture of eight (8) public

elementary schools of DepEd Division of Cadiz City, District II - B at Cadiz City, School Year 2017 - 2018.

Data gathered from the responses of the respondents were tallied and tabulated using the appropriate statistical tools. The raw data were transformed into numerical code guided by a coding manual. This allowed computer processing, statistical derivations, and tabular presentation. The SPSS was used in the computer processing of encoded data.

In the analyses of data, various procedures were employed depending on the specific statement of the study required.

For problems 1 and 2, to determine the level of ethical work climate and the extent of the organizational culture of public elementary school teaching and non-teaching personnel of DepEd Division of Cadiz City, District II - B when taken altogether, and grouped according to a) age, b) sex, c) civil status, d) educational attainment, and e) length of service, mean and standard deviation were utilized.

For problems 3 and 4, to determine whether or not there is a significant difference in the level of ethical work climate and the extent of the organizational culture of public elementary school teaching and non-teaching personnel when grouped and compared according to the aforementioned variables, Independent-Samples Mann-Whitney U and Independent-Samples Kruskal-Wallis Tests were used.

For problem 5, to determine whether or not there is a significant relationship between ethical work climate and organizational culture of public elementary school teaching and non-teaching personnel, Pearson Product-Moment (PPM) Correlation Coefficient was used.

3   RESULTS AND DISCUSSIONS

In this chapter, the researcher presents the data that were gathered in tabular form, analyzed and interpreted them on the basis of the objectives of the study.

The concluding chapter of this research report summarized the table on the level of ethical work climate and the extent of the organizational culture when grouped and compared according to variables used in the study.

Table 2a shows the level of ethical work climate of public school personnel when taken altogether and grouped according to age. Both younger and older personnel got a "very high" level of ethical work climate in all items except for item no. 11 for younger personnel which they got only "high" level because of the mean score of 3.074. The said item stated that "In this organization, personnel believe that the purpose of the competition is to gain personal power and advantage". Overall, younger personnel got a mean score of 3.448 interpreted as "very high" level with an SD of 0.654 while older personnel got a mean score of 3.583 construed as "very high" level with an SD of 0.804.

In a study conducted by Verschoor (2013), she had found out that younger personnel were significantly more likely than their older colleagues to feel pressure from others to break ethical rules because the pressure "eased as workers spent more time in the workforce and learned ways of coping with their workplace environment." As a possible solution, educational institutions should concentrate more on issues of ethical culture during the orientation of new personnel, which should mitigate their feeling of not knowing much about how to act within the culture of their new workplace.

In connection to this was the generational differences, Generation Y was composed of about eighty (80) million people born between 1981 and 2000 and therefore, considered as the most current dominant group to enter the workforce. Its different cohort experiences were likely to form their ethical principles and consequent workplace judgments and actions. In their analyses, Gen Y'ers inclined toward situationalism, and their socially linked orientation created more human beliefs of cooperative versus unilateral ethical violations. However, Gen Y'ers did display individual difference. Relativist Gen Y'ers were more tolerant of ethical violations; whereas, Gen Y idealists were less tolerant of ethical violations. High idealists also exhibited stronger teamwork and leadership characteristics (VanMeter, Grisaffe, Chonko, & Roberts, 2013).

Table 2b shows the level of ethical work climate of public school personnel when taken altogether and grouped according to sex. Both male and female personnel got a "very high" level of ethical work climate in all items except for item nos. 6 for male and 11 for female personnel in which they got only "high" level. On item no. 6 which stated that "In this organization, the best practices are practiced and are guided by their own personal principles", male personnel got the mean score of 3.000 whereas, female personnel got 3.074 mean score for item no. 11 which stated that "In this organization, personnel believe that the purpose of the competition is to gain personal power and advantage". Overall, female personnel got a mean score of 3.465 interpreted as "very high" level with an SD of 0.616 while male personnel got a mean score of 3.489 construed as "very high" level with an SD of 0.639.

Venezia, Nti-Osei, Venezia, and Hsueh (2017) examined the relationship of ethical work climates and national culture among education faculty members in educational institutions based on sex. Most studies involving ethics focused on learners or professions outside academia. Since education faculty members formed the frontline between the learner and the professional, their role became one that should be analyzed as a critical link in the study between organizational and national culture and their effect on the learner. In the study, the results showed that Ghana demonstrated an overall benevolent climate more conducive to ethical decision-making where the learner was concerned. The United States of America and Taiwan showed a greater reliance on rules, laws, and codes to govern their decision-making. One distinguishing

result revealed Taiwan to be stronger in egoism, usually associated with individualist cultures. One possible explanation was the way Taiwan structures its incentive programs. They were more designed to drive faculty to achieve more personal gain beneficial to their academic career than the United States of America. This difference could negatively impact ethical decision-making at the organizational level.

Table 2c shows the level of ethical work climate of public school personnel when taken altogether and grouped according to civil status. Both single and married personnel got a "very high" level in all items except for item nos. 7 and 11 for single personnel, and 11 for married personnel in which they got only "high" levels. Single personnel got a mean score of 3.167 for item no. 7 that stated, "In this organization, members of the community follow school rules, policies, and standards set for them." For item no. 11 that stated, "In this organization, personnel believe that the purpose of the competition is to gain personal power and advantage." Single personnel got a mean score of 2.917 whereas; married personnel got a mean score of 3.196. Overall, single personnel had reached a mean score of 3.347 with an SD of 0.721 while married personnel got 3.520 mean score. Both construed as "very high" levels.

DePaulo (2017) said research showed that often single people had just as many commitments and responsibilities as married people in their workstations. Single people also had higher rates of community engagement through volunteering than their married counterparts in all areas except places of worship.

Table 2d shows the level of ethical work climate of public school personnel when taken altogether and grouped according to educational attainment. Both personnel who had Bachelor's and Master's degrees got a "very high" level of ethical work climate in all items except for item no. 11 for both groups in which they got only "high" level. Personnel who had Bachelor's degree as their highest educational attainment got the mean score of 3.161 while Master's degree holder personnel got the mean score of 3.063. The said item stated that "In this organization, personnel believe that the purpose of the competition is to gain personal power and advantage". Overall, personnel who had Bachelor's degree as their highest educational attainment got a mean score of 3.442 interpreted as "very high" level with an SD of 0.633 while Master's degree holder personnel got a mean score of 3.596 construed as "very high" level with an SD of 0.556.

Table 2e shows the level of ethical work climate of public school personnel when taken altogether and grouped according to the length of service. Both personnel who had shorter and longer length of service got a "very high" level of ethical work climate in all items except for item no. 11 for the shorter group in which they got only "high" level because of the mean score they had attained which was 3.000. The said item stated that "In this organization, personnel believe that

the purpose of the competition is to gain personal power and advantage". Overall, personnel who had a shorter length of service got a mean score of 3.415 interpreted as "very high" level with an SD of 0.650 while personnel who had longer length of service got a mean score of 3.573 construed as "very high" level with an SD of 0.562.

Instituting and upholding an ethical work environment was vital for all organizations. However, it had been particularly crucial for personnel since they acted a boundary spanning role in the organization. Results indicated that an ethical work climate influenced the level of personnel to which they recognized with their organization's vision and goals. Ethical work environment also was correlated to turnover intentions but only related to turnover indirectly through organizational identification (DeConinck, DeConinck, & Banerjee, 2013).

Statistics in Table 2f presents the level of ethical work climate of public elementary school teaching and non-teaching personnel when taken altogether, and grouped according to aforementioned variables.

Zeroing into age, there were 68 younger (below 50) personnel (85%) and 12 older (50 and above) personnel (12%). For the first indicator, which was benevolence, the younger group got a mean score of 3.43 construed as "very high" level and a standard deviation (SD) which was 0.65; whereas, the older group got the mean score of 3.55 interpreted as "very high" level and an SD of 1.35. Both categories had a minimum difference of 0.12. For the second indicator, which was principles, the younger group got a mean score of 3.49 inferred as "very high" and an SD of 0.60; whereas, the older group got a mean score of 3.60 interpreted as "very high" and an SD of 0.47. They had a minimum difference of 0.11. On the third indicator, which was self-interest, the younger group got a mean score of 3.43 construed as "very high" and an SD of 0.72; whereas, the older group got a mean score of 3.60 and an SD of 0.59. Both categories had a minimum difference of 0.17. The total mean score that the younger group attained was 3.45 inferred as "very high" and an SD of 0.66, whereas, the older group reached a mean score of 3.58 interpreted as "very high" and an SD of 0.80.

Results of the study reveal that public school personnel, regardless of age, had "very high" level of ethical work climate. The very high overall mean ratings of both groups - younger and older - in these areas substantiate this mean rating.

Results imply that the educative communities of both young and old personnel helped & supported each other, and formed a family. They were giving importance to school rules and procedures, and they believed that it needed to be followed. According to them, the purpose of the competition was to gain personal power and advantage.

When sex was taken into consideration, there were 68 female respondents of (85%) and 12 male respondents (15%).

When taken altogether and grouped according to sex, the female group got a mean score of 3.44 construed as "very high" level and an SD which was 0.64; whereas, the male group got the mean score of 3.48 interpreted as "very high" level and an SD of 0.57 for the benevolence indicator. Both categories had a minimum difference of 0.04. For the second indicator, which was principles, the female group got a mean score of 3.53 inferred as "very high" level and an SD of 0.52; and the male group got a mean score of 3.35 interpreted as "very high" and an SD of 0.81. They have a minimum difference of 0.18. On the third indicator, which was self-interest, the female group got a mean score of 3.42 construed as "very high" and an SD of 0.69; and the male group got a mean score of 3.63 and an SD of 0.59. Both categories had a minimum difference of 0.21. The total mean scores that the female group attained was 3.47 inferred as "very high" and an SD of 0.62; whereas, the male group got a mean score of 3.49 interpreted as "very high" and an SD of 0.64.

Their overall ratings suggest that male and female counterpart of personnel in the academic community had a "very high" level of practicing the value of cooperation among them. This is to mean that best practices were being practiced and guided by their own personal principles. Based on the results, school administrators motivated members of the community to share one's ideas for the common good of everyone.

As to civil status, there was 24 single personnel (30%) and 56 married personnel (70%). On benevolence indicator, the single group got a mean score of 3.34 construed as "very high" level and an SD which was 0.72; whereas, the married group got a mean score of 3.50 interpreted as "very high" level and an SD of 0.59. Both categories had a minimum difference of 0.16. On principles indicator, the single group got a mean score of 3.40 inferred as "very high" level and an SD of 0.70; whereas, the married group got a mean score of 3.55 interpreted as "very high" level and an SD of 0.51. They had a minimum difference of 0.15. On self-interest indicator, the single group got a mean score of 3.30 construed as "very high" level and an SD of 0.74; whereas, the married group got a mean score of 3.52 and an SD of 0.62. Both categories had a minimum difference of 0.17. The total mean score that the female group attained was 3.35 inferred as "very high" level and an SD of 0.72; whereas, the male group got a mean score of 3.52 interpreted as "very high" level and an SD of 0.57.

Results entail that the major concern of single and married personnel was always what was best for the other personnel. They followed school rules, policies, and standards set for them. Furthermore, they developed their own potentials and shared for the common good.

As to the educational attainment was taken into consideration, there were 62 personnel (77.5%) who had Bachelor's degree as their highest educational attainment; 16 personnel (20%) who had finished their Master's degree; and 2 personnel (2.5%) who had completed their Doctorate degree already. On benevolence indicator, personnel who had Bachelor's degree their highest educational attainment had a mean score of 3.42 interpreted as "very high" level and an SD of 0.67; whereas, personnel who were Master's degree holder got a mean score of 3.58 construed as "very high" level and an SD of 0.61. They had a minimum difference of 0.17. For the principles indicator, personnel who had Bachelor's degree as their highest educational attainment had a mean score of 3.47 inferred as "very high" level and an SD of 0.55; whereas, personnel who were Master's degree holder got a mean score of 3.64 and an SD of 0.49. For the third indicator which was self-interest, the mean score of personnel who had Bachelor's degree got a mean score of 3.44 interpreted as "very high" and an SD of 0.68; whereas, Master's degree holder personnel got a mean score of 3.58 construed as "very high" and an SD of 0.57. The overall mean score that they had obtained was 3.44 inferred as "very high" level for the personnel who had Bachelor's degree and an SD of 0.63; and for the Master's degree holder personnel, they got a mean score of 3.60 interpreted as "very high" level and an SD of 0.56.

This result implies that personnel who had Bachelor's, Master's, and Doctorate degrees believed that they were expected to comply with the law and personal & professional standards over and above other considerations. They also viewed their school administrator as friendly and approachable in dealing with their colleagues no matter what their educational attainments were. They had also observed that the school administrator believed in the capacity of each member in the educative community.

On the length of service, it was divided into two (2) categories, namely: shorter (below 15 years) and longer (15 years and above). There was 53 personnel (66.3%) fell under the shorter category and 27 personnel (33.8%) fell under the older category. On benevolence indicator, the shorter group got a mean score of 3.40 construed as "very high" level and an SD which was 0.67; whereas, the longer group got the mean score of 3.56 interpreted as "very high" level and an SD of 0.56. Both categories had a minimum difference of 0.16. For the second indicator, which was principles, the shorter group got a mean score of 3.46 inferred as "very high" level and an SD of 0.60; whereas, the longer group got a mean of 3.59 interpreted as "very high" level and an SD of 0.52. They had a minimum difference of 0.13. On the third indicator, which was self-interest, the shorter group got a mean score of 3.39 construed as "very high" level and an SD of 0.69; whereas, the longer group got a mean score of 3.57 and an SD of 0.61. Both categories had a minimum difference of 0.18. The total mean that the shorter group had achieved was 3.42 inferred as "very high" and an SD of 0.65; whereas, the longer group got a mean score of 3.57 interpreted as "very high" level and an SD of 0.56.

These results imply that a person who had a short or

long length of service had the major consideration that was the best for everyone and this major consideration was aligned with the ethical standards of the law. They had also observed that one of the school administrators' best practices was giving importance to each member of the educative community.

All in all, they had achieved a "very high" level of ethical work climate and this meant that the workplace environment focuses on honesty, consistency of policy application, transparency, credibility, and integrity of practice (Paine, 1994).

To determine the extent of the organizational culture of public school personnel when grouped and compared according to age, sex, civil status, educational attainment, and length of service, mean and standard deviation were used.

Table 3a shows the extent of the organizational culture of public school personnel when grouped and compared according to age. It exhibited that both younger and older personnel got "very great" extent in all items. Younger personnel got a mean score of 3.487 with an SD of 0.626 whereas; older personnel got 3.622 mean score with an SD of 0.556. They were both interpreted as "very great" extents.

Result of the study supported by Zacher and Gielnik (2012) investigated the interactive effects of school administrators' age and their attitudes toward younger and older personnel on organizational age cultures. Data were collected from 66 school administrators of small and medium-sized educational institutions and 274 personnel. Results were consistent with expectations based on organizational culture and upper ranks theories. The relationship between school administrators' age and organizational age culture for younger personnel was negative for school administrators with a less positive attitude toward younger personnel and positive for those with a more positive attitude toward younger personnel. The relationship between school administrators' age and organizational age culture for older personnel was positive for school administrators with a more positive attitude toward older personnel and non-significant for those with a less positive attitude toward older personnel. The findings provided initial support for the existence of organizational age cultures, suggesting that these cultures can be predicted by the interplay of school administrators' age and age-related attitudes.

Affirmed by Sharma (2017) studied the impact of organizational culture on job satisfaction of the personnel taking into account their age. The current study was conducted in three educational institutions in the city of Pune, state of Maharashtra (India), with an effective sample of 220 licensed professional teachers. The responses from personnel were collected using organizational cultural profile and job descriptive index. The findings revealed that organizational cultural values such as fairness, growth opportunities, and reputation of the organization had a positive effect on job satisfaction whereas, organizational traits like aggressiveness had a negative influence on job satisfaction. Further analysis revealed that there were generational differences in the perception of organizational values.

Table 3b shows the extent of the organizational culture of public school personnel when grouped and compared according to sex. It exhibited that both male and female personnel got "very great" extent in all items. Male personnel got a mean score of 3.533 with an SD of 0.707 whereas; female personnel got 3.503 mean score with an SD of 0.603. They were both interpreted as "very great" extents.

Research from different parts of the world had consistently confirmed the maleness of organizational culture that was averse to female success. It reported on an exploratory study undertaken in Zimbabwean educational institutions to explore organizational explanations of how to achieve successful upward mobility into middle and senior organizational positions. The results confirmed that in Zimbabwe, the organizational cultures that prevailed in educational institutions were modeled after what Kanter referred to as a western organizational ethos. These cultures were further reinforced by traditional African culture that precluded females from taking an active role in public life. It concluded by making suggestions on how organizations can change their culture accommodate diversity in their human resources (Manwa, 2016).

Table 3c shows the extent of the organizational culture of public school personnel when grouped and compared according to civil status. It exhibited that both single and married personnel got "very great" extent in all items except for item no. 4 which stated that "In this organization, school administrator always puts emphasis on change" in which single personnel got a mean score of 3.208 interpreted as "great" extent. Overall, single personnel got a mean score of 3.403 with an SD of 0.708 whereas; married personnel got 3.552 mean score with an SD of 0.575. They were both interpreted as "very great" extents.

Table 3d shows the extent of the organizational culture of public school personnel when grouped and compared according to educational attainment. It exhibited that both personnel who had Bachelor's and Master's degrees got "very great" extent in all items. Personnel who had Bachelor's degree as their highest educational attainment got a mean score of 3.481 with an SD of 0.622 whereas; Master's degree holder personnel got 3.608 mean score with an SD of 0.600. They were both interpreted as "very great" extents.

A number of factors had been identified that affect organizational culture and one of these was the educational attainment of personnel. This was a complex factor characterized by many variables. To classify the variables included in organizational culture, a theoretical model was constructed. Two sets of variables were identified from the model: the tangible and intangible variables. The findings in this research indicated that a healthy and positive organizational culture existed in high-achieving educational institutions whereas; the same cannot be said for low-achieving educational institutions. A positive organizational culture seemed to exercise an

exceptionally positive influenced on members of an educational institution and was instrumental in directing their behavior in achieving the stated goals of the school. It was recommended that leadership and management strategies should be developed and put in place to improve the organizational culture of low-achieving educational institutions with the aim of advancing their educational attainment.

Table 3e shows the extent of the organizational culture of public school personnel when grouped and compared according to the length of service. It exhibited that both personnel who had shorter and longer length of service got the mean score of "very great" extent in all items. The shorter group got a mean score of 3.470 with an SD of 0.649 whereas; female personnel got 3.580 mean score with an SD of 0.555. They were both interpreted as "very great" extents.

Establishing and safeguarding an organizational culture was vibrant for all organizations. However, it had been principally essential for personnel since they performed a frontier traversing role in the organization. Results indicated that an organizational culture influenced the level of personnel to which they recognized with their organization's vision and aims. Organizational culture also was correlated to turnover purposes but only associated with turnover indirectly through organizational identification (DeConinck, DeConinck, & Banerjee, 2013).

Table 3f shows the extent of the organizational culture of public elementary school teaching and non-teaching personnel of DepEd Division of Cadiz City, District II - B at Cadiz City, School Year 2017 - 2018.

When taken altogether and grouped according to age, the younger personnel got a mean score of 3.46 construed as "very great" extent and an SD of 0.60; whereas, the older group got the mean score of 3.57 interpreted as "very great" extent and an SD of 0.56. Both categories had a minimum difference of 0.11 for the creativeness indicator. For the second indicator, which was leadership, the younger group got a mean score of 3.47 inferred as "very great" extent and an SD of 0.66. The older group got a mean score of 3.60 interpreted as "very great" extent and an SD of 0.47. They had a minimum difference of 0.13. On the third indicator, which was operational discernment, the younger group got a mean score of 3.54 construed as "very great" extent and an SD of 0.62; while the older group got a mean score of 3.62 and an SD of 0.56. Both categories have a minimum difference of 0.13. The total mean score that the younger group reached was 3.49 inferred as "very great" extent and an SD of 0.63; however, the older group got a mean score of 3.62 interpreted as "very great" extent and an SD of 0.56.

Results show that young and old personnel had a very high level of cultivating the culture of creativeness & innovation. They conformed to professional & ethical standards of conduct. School administrators explored all sides of topics and admitted that other opinions exist.

On the first indicator which was creativeness, the female group got a mean score of 3.46 construed as "very great" extent and an SD of 0.58; while the male group got a mean score of 3.47 interpreted as "very great" extent and an SD of 0.68. Both categories had a minimum difference of 0.01. For the second indicator, which was leadership, the female group got a mean score of 3.56 inferred as "very great" extent and an SD of 0.64; whereas, the male group got a mean score of 3.60 interpreted as "very great" extent and an SD of 0.72. They had a minimum difference of 0.04. On the third indicator, which was operational discernment, the female group got a mean score of 3.50 construed as "very great" and an SD of 0.59; while the male group got a mean score of 3.63 and an SD of 0.72. Both categories had a minimum difference of 0.13. The total mean score that the female group reached was 3.50 inferred as "very great" extent and an SD of 0.71; while the male group got a mean score of 3.60 interpreted as "very great" extent and an SD of 0.54.

Results imply that male and female personnel shared a common set of ethical work standard and were guided by moral principles. They also observed that designed projects for the betterment of the organization had been successful. School administrators treated all personnel equally regardless of their status in life.

When taken altogether and grouped according to civil status, the single group got a mean score of 3.34 construed as "very great" extent and an SD of 0.64; while married group got a mean score of 3.53 interpreted as "very great" extent and an SD of 0.59. Both categories had a minimum difference of 0.19 for creativeness indicator. For the second indicator, which was leadership, the single group got a mean score of 3.49 inferred as "very great" extent and an SD of 0.74. The married group got a mean score of 3.47 interpreted as "very great" extent and an SD of 0.61. They had a minimum difference of 0.00. On the third indicator, which was operational discernment, the single group got a mean score of 3.56 construed as "very great" extent and an SD of 0.75. The married group got a mean score of 3.60 and an SD of 0.54. Both categories had a minimum difference of 0.00. The total mean that the single group attained was 3.50 inferred as "very great" extent and an SD of 0.71, whereas, the married group got a mean score of 3.53 interpreted as "very great" extent and an SD of 0.58.

These results imply that single and married personnel were encouraged to take action and initiative, and made decisions on their own. They were given a chance to be involved in the decision-making process of every school operations. School administrators oriented personnel as to what were expected of them.

On creativeness indicator, personnel who had Bachelor's degree as their highest educational attainment had a mean score of 3.45 interpreted as "very great" extent and an SD of 0.59; whereas, personnel who were Master's degree holder got a mean score of 3.54 construed as "very great" ex-

tent and an SD of 0.61. They had a minimum difference of 0.09. For the leadership indicator, personnel who had Bachelor's degree as their highest educational attainment had a mean score of 3.45 inferred as "very great" extent and an SD of 0.68; while personnel who were Master's degree holder got a mean score of 3.63 and an SD of 0.60. For the third indicator, which was operational discernment, the mean score of personnel who had Bachelor's degree got a mean score of 3.54 interpreted as "very great" extent and an SD of 0.60; and Master's degree holder personnel got a mean score of 3.66 construed as "very great" extent and an SD of 0.57. The overall mean score that the personnel who had Bachelor's degree as their highest educational attainment was 3.48 inferred as "very great" extent and an SD of 0.62; while Master's degree holder personnel got a mean score of 3.61 interpreted as "very great" extent and an SD of 0.60.

These results would convey that personnel maintained definite standards of performance set for every personnel. They were guided by a set of standards as to what was right or wrong in their decision-making process. School administrators always put emphasis on change.

On the first indicator, which was creativeness, the shorter group got a mean score of 3.43 construed as "very great" extent and an SD of 0.61; while the longer group got a mean score of 3.56 interpreted as "very great" extent and an SD of 0.56. Both categories had a minimum difference of 0.13. On leadership indicator, the shorter group got a mean score of 3.44 inferred as "very great" extent and an SD of 0.70; whereas, the longer group got a mean score of 3.58 interpreted as "very great" extent and an SD of 0.56. They had a minimum difference of 0.14. On the third indicator, which was operational discernment, the shorter group got a mean score of 3.54 construed as "very great" extent and an SD of 0.64. The longer group got a mean score of 3.60 and an SD of 0.55. Both categories had a minimum difference of 0.06. The total mean score that the shorter group obtained was 3.47 inferred as "very great" extent and an SD of 0.65; while the longer group got a mean score of 3.58 interpreted as "very great" extent and an SD of 0.56.

This means that educational institution was open to suggestions when the need arose. School administrators had the clear-cut policy for every member of the academic institution as to their standard operation. The management focused on shared ideas & concepts as to decision-making process, organizing, leading, and motivation.

In the study conducted by Hamidi (2017), 46.6% of respondents were placed in the age range of 40 to 49 years old; 54.8% of participants were female and 45.2% were male; 13% of individuals were also single; 87% of them were married; 71.2% respondents held Bachelor's degrees; and 80.3% were officially employed in terms of their employment status. In this study, the index of capability development obtained the lowest mean score and the index of empowerment received the lowest mean score. In total, the mean score of "involvement" in Denison's model of organizational culture was estimated by 46.3. The indices of consistency and core values in this study were assigned with the lowest and the highest mean scores, respectively. Altogether, the mean score of "consistency" in Denison's model of organizational culture was estimated by 46.43. In this study, clientele orientation and learning indices received the highest and the lowest scores, respectively. In total, the mean score of "adaptability" in Denison's model of organizational culture was estimated by 47.98. Moreover, the index of vision obtained the highest mean score, and the index of goals received the lowest mean score in this research study. In sum, the mean score of "mission" in Denison's organizational culture was estimated by 48.21. In the study, "mission" received the highest score and "involvement" obtained the lowest mean score. Furthermore, the highest scores for organizational commitment in the present study were related to affective, normative, and continuance dimensions, respectively. There was a strong, direct, and significant relationship between organizational culture and all its dimensions. Furthermore, there was a direct and significant relationship between organizational commitment and its dimensions.

To determine whether or not there is a significant difference in the level of ethical work climate of public elementary school teaching and non-teaching personnel when grouped and compared according to the aforementioned variables, Independent-Samples Mann-Whitney U and Independent-Samples Kruskal-Wallis Tests were used.

Table 4a displays comparative statistics on the level of ethical work climate when grouped and compared according to age. As reflected in the table, the obtained p-value of 0.461 is "greater" than the significance at 0.05 level set of significance; therefore, the null hypothesis which states that "there is no significant difference in the level of ethical work climate of public elementary school teaching and non-teaching personnel grouped and compared according to age" is *not rejected*.

The study result implies that age of personnel did not have a bearing on their level of ethical work climate.

McKenna (1993) found a statistical significance between age and perceived organizational ethical work climate type. Age versus ethical work climate types had a statistical significance in this study, F = 1.981, and a p-value of .002. The study reported that the first most identified organizational ethical work climate type was Rule, followed by Law and Code, Independence, Caring, and Instrumental. What the results showed was that the younger mean ages 44 (Caring), 45 (Law and Code), and 47 (Rule) were associated with the more organizational ethical work climate types. She found that the first most identified organization was Law and Code, followed by Rule, Independence, Caring, and Instrumental respectively.

Table 4b displays comparative statistics on the level of ethical work climate when grouped and compared according to sex. As reflected in the table, the obtained p-value of 0.989 is

"greater" than the significance at 0.05 level; therefore, the null hypothesis which states that "there is no significant difference in the level of ethical work climate of public elementary school teaching and non-teaching personnel grouped and compared according to sex" is *not rejected*.

The study implies that sex of personnel did not have a bearing on their level of ethical work climate.

The implication of this finding was that educational leaders and managers or executive level personnel should keep in mind that sex and the field experience of a new personnel might had an impact on his/her moral reasoning. However, age, work tenure, management levels, education, and the five ethical work climate types may had no impact on his/her moral reasoning (McKenna, 1993).

Table 4c displays comparative statistics on the level of ethical work climate when grouped and compared according to civil status. As reflected in the table, the obtained p-value of 0.143 is "greater" than the significance at 0.05 level; therefore, the null hypothesis which states that "there is no significant difference in the level of ethical work climate of public elementary school teaching and non-teaching personnel grouped and compared according to civil status" is *not rejected*.

The study implies that civil status of personnel did not have a bearing on their level of ethical work climate.

In today's globalized world, educational ethics had become a sensitive and important issue. The purpose of this survey type study was to analyze the perception of educational ethics in a public higher education institution through a scale titled *Ethical Attitudes and Conduct in the Workplace*. The findings of the study tended to indicate that the respondents hold positive attitudes toward ethical conduct. The demographic characteristics, such as age, educational attainment, and civil status caused significant differences in perceptions, whereas, sex, length of service, and income level did not have a significant impact on perceptions (Parlak & Orman, 2009).

Table 4d displays comparative statistics on the level of ethical work climate when grouped and compared according to educational attainment. As reflected in the table, the obtained p-value of 0.298 is "greater" than the significance at 0.05 level; therefore, the null hypothesis which states that "there is no significant difference in the level of ethical work climate of public elementary school teaching and non-teaching personnel grouped and compared according to educational attainment" is *not rejected*.

The study implies that educational attainment of the personnel did not significantly differ nor were influenced as to their level of ethical work climate.

Research indicated that incivility, or subtle rude behavior, often stem from personal power inequities and flows downward, with those at the bottom of the hierarchy experiencing the greatest perception of incivility. This study used the Organizational Civility Scale (OCS) to survey educational leaders and managers across the United States of America re-

garding perceptions of civility in their own organizations. The purpose of this study was to compare the perceptions of civility based on formal education level and the findings revealed statistically significant differences. Respondents' lowest on the formal education hierarchy reported a greater frequency of incivility, lower satisfaction with their workplace, and a lower perception of overall civility at work (Maclennan, 2015).

Table 4e displays comparative statistics on the level of ethical work climate of personnel grouped and compared according to the length of service. As reflected in the table, the obtained p-value of 0.143 is "greater" than the significance at 0.05 level set of significance; consequently, the null hypothesis which states that "there is no significant difference in the level of ethical work climate of public elementary school teaching and non-teaching personnel grouped and compared according to length of service" is *not rejected*.

The study implies that regardless of the length of service of personnel did not differ as to their level of ethical work climate.

In the field of teaching, perceptions of staffs on ethical work climate patterns had sure indisputable effects on schools. There was a small evidence of possible differences in this element between public and private schools and influencing factors. This study probed whether the perceptions of the ethical work climate in staffs' working in public schools varied from that of personnel in private schools, and which factors may affect staffs' perceptions. As a result, school administrators were required to discover better ways to endorse activities for their staffs according to the field of work and their type of units. They should also encourage greater levels of contribution on initiatives in the school's ethical workplace environment, especially in the fields of staffs' perceptions of their administrators, co-workers, and for personnel with a probationary employment state (Ghorbani et al., 2014).

Using an example of multinational firms in Germany, Blome and Paulraj (2013) developed and empirically examined a model to test the results of ethical climate and its antecedents on purchasing social responsibility (PSR). Results showed different effects of benevolence dimensions of ethical climate on PSR: employee-focused climate had no effect, but the community-focused climate was a significant driver of PSR. The results also showed that top management ethical norms and code of conduct implementation impacted PSR directly as well as indirectly through an ethical environment.

To determine whether or not there is a significant difference in the extent of the organizational culture of public elementary school teaching and non-teaching personnel when grouped and compared according to the aforementioned variables, Independent-Samples Mann-Whitney U and Independent-Samples Kruskal-Wallis Tests were used.

Table 5a displays comparative statistics on the extent of organizational culture when grouped and compared according to age. As reflected in the table, the obtained p-value

of 0.374 is "greater" than the significance at 0.05 level; therefore, the null hypothesis which states that "there is no significant difference in the extent of the organizational culture of public elementary school teaching and non-teaching personnel grouped and compared according to age" is *not rejected*.

The study implies that whether younger or older personnel did not differ in their extent of organizational culture.

Age was associated with experience in many things. Amah (2013) examined the effect of age on organizational culture and effectiveness in Nigerian education industry. A total of 388 educational leaders and managers were randomly drawn from a population of 13,339 educational leaders and managers of all the 24 schools in Nigeria. The instruments used for data collection were a questionnaire and an oral interview. A total of 320 copies of the questionnaire were retrieved and analyzed. Spearman's Rank Correlation statistical tool was used to test the hypotheses. The findings revealed that age was significantly related to organizational culture and effectiveness. Based on the findings, it was concluded that age had a significant effect on organizational culture and effectiveness. The study, therefore, recommended that educational leaders and managers should cultivate an adaptive culture that enabled organizations to overcome the problems associated with different stages of organizational development.

Table 5b displays comparative statistics on the extent of organizational culture when grouped and compared according to sex. As reflected in the table, the obtained p-value of 0.739 is "greater" than the significance at 0.05 level; this is to mean that the difference is not significance, therefore, the null hypothesis which states that "there is no significant difference in the extent of the organizational culture of public elementary school teaching and non-teaching personnel grouped and compared according to sex" is *not rejected*.

The study implies that sex of personnel did not spell a significant difference in the personnel extent of organizational culture.

Results from the data analyses indicated that significant relationship existed between organizational culture and staffs' commitment while significant differences were observed in the commitment of staffs of different sex, age, and length of service in the Bayelsa State Civil Service. It, therefore, recommended among others: encouragement of work teams among personnel, training, and re-training of personnel, improvement in the reward system, improvement of internal communication channels and personnel participation in decision making (Agwu, 2013).

Table 5c displays comparative statistics on the extent of the organizational culture when grouped and compared according to civil status. As reflected in the table, the obtained p-value of 0.739 is "greater" than the significance at 0.05 level; therefore, the null hypothesis which states that "there is no significant difference in the extent of the organizational culture of public elementary school teaching and non-teaching personnel grouped and compared according to civil status" is *not rejected*.

The study implies that civil status of the personnel did not vary in their extent of the organizational culture.

This study attempted to identify the level of job satisfaction of personnel in Bangladesh and to test whether job satisfaction level differed among personnel in terms of their civil status. Data were collected from 224 respondents. It was found that Bangladeshi personnel, irrespective of civil status, were "moderately satisfied". No statistically significant evidence was observed indicating differences in job satisfaction level between "married" and "unmarried" (Azim, Haque, Chowdhury, 2013).

Table 5d displays comparative statistics on the extent of the organizational culture when grouped and compared according to educational attainment. As reflected in the table, the obtained p-value of 0.472 is "greater" than the significance at 0.05 level; therefore, the null hypothesis which states that "there is no significant difference in the extent of the organizational culture of public elementary school teaching and non-teaching personnel grouped and compared according to educational attainment" is *not rejected*.

The study implies that educational attainment of personnel have the similar extent of the organizational culture.

Table 5e displays comparative statistics on the extent of the organizational culture when grouped and compared according to the length of service. As reflected in the table, the obtained p-value of 0.179 is "greater" than the significance at 0.05 level; therefore, the null hypothesis which states that "there is no significant difference in the extent of the organizational culture of public elementary school teaching and non-teaching personnel grouped and compared according to length of service" is *not rejected*.

The study implies that the length of service of personnel did not have a bearing on their extent of the organizational culture.

It was further found that significant difference existed in the organizational commitment of personnel of different length of service to their educational institutions in Lagos State. Management improved on rewards system in their institutions to enhance organizational commitment levels of personnel as well as output among others (Sola, Adeyeye, Ige, 2012).

To determine whether or not there is a significant relationship between the ethical work climate and organizational culture of public elementary school teaching and non-teaching personnel, Pearson Product-Moment (PPM) Correlation Coefficient was used.

Table 6 shows the relational statistics on the ethical work climate and organizational culture of personnel. Statistics reveal that the obtained p-value of 0.00 is "less" than the level of a significant set of 0.05. Therefore, the relationship between the correlated variables which states that "there is no

significant relationship between the level of ethical work climate and the extent of organizational culture is *rejected*.

The implication of this result implies that ethical work climate influences the organizational culture of personnel involved in this study.

The results of the study confirmed by Domino, Wingreen, and Blanton (2015), they had used social cognitive theory to inspect the backgrounds of individual organizational teacher's professed personal fit with their organization's ethical climate and empirically tests on how these factors impacted organizational attitudes. Results of the structural equation model indicated three (3) important backgrounds linking to ethical climate suit: greater internal levels of locus of control, more significant numbers of prior job changes, and higher perceptions of a progressively better fit with the firm's ethical climate. Results also designated that advanced levels of perceived fit to the ethical climate of a firm were linked with advanced levels of perceived job satisfaction & organizational commitment.

On the one hand, it was affirmed by Choi, Ullah, and Kwak (2015) study who said that growing attention was being paid on how leaders inclined followers' insights of the significance of ethics and corporate social responsibility (CSR) for organizational effectiveness. Findings supported a positive tie between ethical leadership and followers' attitudes toward CSR, with awareness of an ethical work climate acting as a momentous mediator and moderator in this relationship. In support, Duane Hansen, Dunford, Alge, and Jackson (2016) said that present research on the creation of employee ethical climate perceptions concentrated mainly on organizational characteristics as antecedents, and although other paradigms had been considered, these paradigms had classically been studied in isolation. Thus, their understanding of the context in which ethical climate perceptions developed was partial. To address this inadequacy, they built upon the work of Rupp to advance and test a multi-experience model of ethical climate which was allied aspects of the CSR, ethics, justice, and trust literature and facilitated to expound how employees' ethical climate perceptions were designed.

On the other hand, was reaffirmed by Huhtala, Feldt, Hyvönen, and Mauno (2013) study that investigated what varieties of personal work goals administrators had and whether ethical organizational culture was interconnected to these ends. Eight (8) work-related goal content categories were originated based on the administrator's self-reported goals: organizational goals, competency goals, well-being goals, career-ending goals, progression goals, prestige/influence goals, job change goals, and employment contract goals. Ethical organizational culture functioned as a context for personal goal setting: Those administrators who assessed their organizational culture as more ethical were more likely to report organizational goals. However, if administrators gave lower ratings regarding ethical culture, then they named job change and career-ending goals in more cases. Therefore, financing into ethical virtues of the organizational culture can encourage managers' personal work goals, which also furthered the organization.

It was also supported by a later study by Abou Hash-ish (2015) believed that obtaining awareness on the outcome of the ethical work environment and level of perceived organizational support helped administrators to deal effectively with dysfunctional behaviors, and made a difference in improving personnel' devotion, commitment, fulfillment, and faithfulness to their organization. The outcome showed positive vital correlations between personnel' insight of holistic ethical work environment, and each of discerned organizational support, commitment, as well as their duty fulfillment. However, significant negative correlations were found out between personnel' turnover motive and each of these variables.

Moreover, Simha and Stachowicz-Stanusch (2015) discovered the effects of ethical climate categories on two (2) components of organizational trust, i.e., trust in administrator and confidence in the organization. Findings recommended a rapport between ethical climate types and the two (2) trust elements. The study provided administrators and institutions with a way by which they could potentially escalate the level of confidence among their workforces. Ismail (2015) started a study that tried to examine the effects of emotional intelligence, corporate ethical values, and ethical climates on the moral judgment of teachers in Malaysia. Results revealed that emotional intelligence and corporate ethical values significantly influenced the moral judgment of teachers.

Additionally, according to Sert, Elçi, Uslu, and Şener (2014), stress led to negative outcomes for workers and organizations. Therefore, understanding the connection of pressure with other variables was important. They examined the relationship between organizational justice, ethical climate, and perceived work-related stress. In addition, ethical climate also had a negative effect on work-related stress and because of this, it can be inferred that development of the ethical environment and organizational justice within the organizations helped to decrease the work-related stress of employees.

4 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this concluding chapter of the research report, the researcher summarizes the study from the objectives to the findings highlighting the latter, presents the conclusions he arrived at based on the findings and suggests some recommendations in the light of the findings. This chapter is divided into three (3) broad parts which are summary, conclusions, and recommendations. This is the order followed in the presentation.

Summary

Generally, this study looked into the level of ethical

work climate and the extent of the organizational culture of public elementary school teaching and non-teaching personnel. The period covered was the School Year 2017 - 2018.

Specifically, this study sought to determine the level of ethical work climate and be able to relate it to the extent of the organizational culture of public elementary school teaching and non-teaching personnel when taken collectively and when grouped according to the aforementioned variables. It aimed to determine whether or not there was a significant difference in the level of ethical work climate and the extent of the organizational culture of public elementary school teaching and non-teaching personnel when grouped and compared according to the aforementioned variables. It also established whether or not there was a significant relationship between the ethical work climate and organizational culture of public elementary school teaching and non-teaching personnel.

Additionally, the variables hypothesized to influence the level of ethical work climate and the extent of the organizational culture included their age, sex, civil status, educational attainment, and length of service as personnel.

Moreover, the level of ethical work climate that they had attained was "very high" regardless of their selected characteristics or variables which were age, sex, civil status, educational attainment, and length of service.

Furthermore, as to the extent of the organizational culture, it was generally "very great" which was the highest extent possible in this study was.

In addition, the personnel did not differ significantly as to their ethical work climate and organizational culture even when their selected characteristics or variables were taken into consideration.

Finally, it was established that there was a significant relationship between ethical work climate and organizational culture of personnel.

Conclusions

From the foregoing results, the following conclusions were drawn.

On ethical work climate, personnel had reached a "very high" level of ethical work climate in terms of the following indicators: benevolence, principles, and self-interest.

They had also achieved a "very great" extent in organizational culture. This meant that they were really equipped in the following areas, namely: creativeness, leadership, and operational discernment.

It was also found out that even when grouped and compared according to the aforementioned variables, there was no significant difference in the level of ethical work climate and the extent of the organizational culture.

To conclude, there was a significant relationship between the ethical work climate and organizational culture of public school personnel.

Recommendations

In the light of the findings and conclusions arrived at by the researcher, the following are recommended:

DepEd Division of Cadiz City officials may utilize the results of the study as the baseline data for them to implement breakthroughs in sustaining the level and extent of eight (8) educational institutions of District II - B in terms of their ethical work climate and organizational culture.

Educational leaders and managers may brainstorm worthwhile and purposeful school activities and programs not only for the learners but would contribute to the workplace environment's climate and culture. Also, they may create and innovate seminars, training, and workshops that are helpful in realizing the vision-mission statements, core values, and philosophies of the DepEd Division of Cadiz City.

Facilitators of learning should be open-minded and would accept opportunities and challenges wholeheartedly such as latest innovations being implemented by DepEd. They should continue to seek for the things that will help them grow personally and professionally no matter how old they are, what their sexes are, marital statuses they have, highest educational attainment they have reached, and how long they have stayed in the service.

Results of the study justify the researcher's decision to include the selected variables to be included in the study of ethical work climate and organizational culture, He recommends, therefore, to future researchers who might be interested in conducting the study along the line, to consider the inclusion of other variables not included in this investigation such as socio-economic status, religious denomination, status of employment, type of school, and also to conduct a similar study among the rank and file personnel not only of DepEd Division of Cadiz City, District II - B but of other institutions – academic and non-academic.

5 SUSTAINABILITY PROGRAM

Introduction

On the basis of the results of the study, the researcher had formulated a program design for the sustainability of ethical work climate and organizational culture of public elementary school teaching and non-teaching personnel covered in the study. This program will serve as an intervention for the development of important values necessary to sustain their level/extent in their workplace environment.

Rationale

As an educational leader and manager, personnel play a vital role in the educative process for they compose the workforce. They are the one who are realizing and acting out the vision-mission statements, philosophies, and core values of the Department of Education. They are also expected to create a harmonious environment that exhibits ethical conducts and professional standards. Through this, they can create an ethical work climate and organizational culture that are ideal in the workstation.

I. Proposed Enhancement Program

This program aims to sustain the level of ethical work climate and the extent of the organizational culture of DepEd Division of Cadiz City, District II - B public elementary school teaching and non-teaching personnel for the School Year 2017 - 2018. Having a very high level of ethical work climate, the personnel will be efficient and effective in demonstrating ethical practices in the workplace environment. The proposed sustainability program will also develop them holistically.

Program Coverage

The proposed sustainability program is intended for the public elementary school teaching and non-teaching personnel of DepEd Division of Cadiz City, District II - B. It is suggested to be implemented within the period of School Year 2018 - 2019.

Objectives

To sustain the level of ethical work climate and the extent of the organizational culture of DepEd Division of Cadiz City, Cadiz District II - B, personnel are expected to:

1. recognize the effective ways of maintaining the very high level of ethical work climate and the very great extent of the organizational culture;
2. develop and organize meaningful and worthwhile strategies on the following indicators: for ethical work climate - benevolence, principles, and self-interest and for organizational culture - creativeness, leadership, and operational discernment;
3. appreciate the importance of maintaining a very high level of ethical work climate and a very great extent of the organizational culture;
4. be flexible in the changing environment and most especially in dealing with various kinds of personality in the workplace environment; and
5. apply the different strategies to bring out the best in every personnel in the workstation.

Activities

1. Conduct seminar-workshops to sustain the very high level of ethical work climate of DepEd Division of Cadiz City, District II - B public elementary school teaching and non-teaching personnel in the workplace environment.
2. Conduct seminar-workshops to sustain the very great extent of the organizational culture of DepEd Division of Cadiz City, District II - B public elementary school teaching and non-teaching personnel in the workplace environment.
3. Exposure trips to various educational operations to familiarize the personnel with various workplace environments' climates and cultures.

Target Clients

Public School Teaching and Non-Teaching Personnel of DepEd Division of Cadiz City, District II - B

Person/s Responsible

DepEd Division of Cadiz City Officials, Principals/School Heads, Resource Speakers

Time Frame

Monthly activities within the period of School Year 2018 - 2019.

Budget Requirements

Subject to the availability of funds of DepEd Division of Cadiz City and its schools.

Output Indicators

1. Number/Percentage of public elementary school teaching and non-teaching personnel attended the various seminars on ethical work climate.
2. Number/Percentage of public elementary school teaching and non-teaching personnel attended the various seminars on organizational culture.
3. Number/Percentage of learned strategies on ethical work climate and organizational culture put into practice by the public elementary school teaching and non-teaching personnel in the workplace environment and to their personal lives.

II. Monitoring and Implementation

Monitoring and evaluation of the program will be conducted by respective principals/school heads of DepEd Division of Cadiz City, District II - B schools.

Ethical Work Climate and Organizational Culture Sustainability Program for Public School Personnel

To formulate a sustainability program for public elementary school teaching and non-teaching personnel, it is necessary to identify the level of ethical work climate and the extent of their organizational culture. It is also appropriate to develop the indicators of the variables. These are:

Ethical Work Climate

1. Benevolence. You are looking for meaningful ways to do good things to your colleagues. You show kindness to everyone to radiate positivity towards work in the workplace environment.
2. Principles. Being guided by personal principles and professional ethics, you are abiding by the rules and regulations set by the administration/management. To be guided accordingly, you are demonstrating a very high level of professionalism.
3. Self-Interest. Your first priority is what is best for the whole academic community. You are exhibiting selflessness by having organizational loyalty and citizenship.

Organizational Culture

1. Creativeness. You are thinking of meaningful ways to establish rapport towards your colleagues. You are employing your creativity and critical thinking skills in formulating activities and programs on maintaining organization's climate and culture.
2. Leadership. As an educational leader and manager, you are expected to innovate and initiate programs that are beneficial to the whole academic community.
3. Operational Discernment. You are sensitive to the organization's climate and culture most especially on its day-to-day

operations in serving its clientele.

The succeeding pages present the matrix of the sustainability program which can be used by the different educational institutions in DepEd Division Cadiz City, District II - B as their guide in the implementation of the said activities.

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