

Organizational Subsystems as Predictors of School Culture Among High School Teachers at Aldersgate College, Inc.: Basis For An Institutional Action Plan

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ABSTRACT

This study examined organizational subsystems as predictors of school culture among high school teachers at Aldersgate College Incorporated (ACI) in Solano, Nueva Vizcaya. Grounded in Organizational Systems Theory, School Culture Theory, and Transformational Leadership Theory, it aimed to determine the level of organizational subsystems and school culture, explore their relationships with demographic variables, identify significant predictors, and develop an evidence-based Institutional Action Plan. The study employed a quantitative descriptive-correlational design with a predictive component. Data were collected from high school teachers using a researcher-developed questionnaire adapted from established instruments, complemented by an open-ended item to capture qualitative insights. Statistical treatments included measures of central tendency, nonparametric tests, correlation analysis, and regression analysis. Findings revealed that organizational subsystems were generally perceived at a very high level, with the spiritual subsystem rated highest, while the economic and political subsystems were comparatively lower yet still high. School culture was likewise rated very high, with supportive leadership emerging as the strongest dimension and teacher participation in decision-making as the least emphasized. No significant differences were observed across demographic variables. Significant positive relationships were found between school culture and the cultural, economic, political, and social subsystems, while the spiritual subsystem showed no significant association. Regression results indicated that organizational subsystems collectively influenced school culture, although no single subsystem independently predicted it. Thematic analysis highlighted collaboration, positive relationships, participation, shared goals, and institutional support as key elements. Based on the findings, an Institutional Action Plan anchored on the ACI School Culture Strengthening DARYL Framework (ACI-SCSDF) was proposed to strengthen identified areas and enhance participatory and supportive school practices.

Keywords: *Organizational subsystems, school culture, transformational leadership, predictive analysis, institutional action plan*

INTRODUCTION

Schools are increasingly viewed as complex organizations in which organizational systems, relationships, leadership practices, and shared values collectively shape teachers' experiences and the effectiveness of educational institutions. A positive school culture characterized by supportive relationships, participatory leadership, shared values, effective communication, and organizational commitment can strengthen teacher engagement, collaboration, and institutional effectiveness. Conversely, weaknesses in organizational systems may contribute to low morale, limited participation, poor collaboration, and organizational inefficiency. Organizational Systems Theory offers a useful perspective on these relationships by viewing schools as open systems composed of interconnected, interdependent subsystems whose combined functioning influences organizational outcomes. Recent studies suggest that economic, social, political, cultural, and spiritual dimensions may shape organizational culture and employee experiences in educational institutions (Tibay, 2022; Windasari et al., 2023; Yaakob, 2025). Economic conditions such as compensation, workload, benefits, and resources may affect professional stability, while social relationships influence collaboration, trust, and belonging. Political dimensions, including leadership, governance, and participation in decision-making, can promote teacher empowerment and organizational commitment. Cultural and spiritual dimensions are particularly relevant in faith-based institutions because shared values, institutional identity, spiritual formation, and service orientation may guide relationships and organizational practices.

Despite growing interest in organizational factors and school culture, limited empirical research has examined how these interconnected subsystems collectively predict school culture in private educational institutions in the Philippines. This gap is particularly relevant to Aldersgate College, Incorporated (ACI), a Christian educational institution whose mission emphasizes holistic human development, academic excellence, leadership, service, and spiritual formation. Understanding how teachers perceive the institution's organizational subsystems, and how these perceptions relate to school culture, can provide evidence to strengthen institutional practices and support sustainable organizational development. These efforts also align with Sustainable Development Goal 4 on Quality Education and Goal 8 on Decent Work and Economic Growth. Therefore, this study examined the economic, social, political, cultural, and spiritual organizational subsystems as predictors of school culture among high school teachers at Aldersgate College, Incorporated. Specifically, it determined teachers' perceptions of the organizational subsystems and school culture, examined the relationships between demographic characteristics, organizational subsystems, and school culture, and determined whether the organizational subsystems significantly predicted school culture. The study also explored teachers' experiences that contributed to their relationships with the institution and their co-teachers. The findings served as the

basis for proposing an Institutional Action Plan to strengthen organizational systems and foster a positive, inclusive, and sustainable school culture.

METHODOLOGY

The study employed a quantitative descriptive-correlational research design with a predictive component to examine the organizational subsystems as predictors of school culture among high school teachers at Aldersgate College, Incorporated (ACI). The descriptive component assessed teachers' perceptions of the economic, social, political, cultural, and spiritual organizational subsystems and the dimensions of school culture, while the correlational and predictive components examined relationships between these variables and identified which organizational subsystems significantly predicted school culture. The study was conducted at ACI, a private educational institution in the Philippines, and involved all 32 high school teachers through total enumeration. One teacher declined participation, resulting in 31 valid respondents and a 96.88% response rate. In addition, 28 respondents voluntarily answered the open-ended question included in the questionnaire. The study used two structured questionnaires. The first instrument, adopted and modified from Lagravinese, Liberati, and Resce (2020), measured teachers' perceptions of the economic, social, political, cultural, and spiritual organizational subsystems. The second instrument, the School Culture Scale developed by Zhu et al. (2012), was adapted to the ACI context and measured goal orientations, supportive leadership, structured leadership, formal and informal relations among teachers, teacher participation in decision-making, innovation orientation, and organizational commitment. Both instruments used a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree), interpreted as 3.26–4.00 = Very High, 2.51–3.25 = High, 1.76–2.50 = Low, and 1.00–1.75 = Very Low. Experts in educational management and research methodology reviewed the instruments to ensure clarity, relevance, and contextual appropriateness. Before data collection, the researchers secured permission from the appropriate school authorities and informed respondents of the study's purpose and procedures, voluntary participation, and the confidentiality of their responses. The questionnaires were personally distributed and self-administered by the respondents, after which the completed instruments were retrieved, checked, coded, and prepared for analysis. The weighted mean was used to determine perceived levels of the organizational subsystems and school culture, while the Kruskal-Wallis H test was used to determine significant differences in perceptions across demographic groups. Pearson's correlation coefficient (r) was used to examine the relationships between organizational subsystems and school culture, with significance tested at the 0.05 level. Multiple regression analysis was conducted to determine how well the five organizational subsystems predicted school culture and to identify the strongest predictors. Responses to the open-ended question were analyzed using thematic analysis following Braun and Clarke (2006), in which responses were coded, grouped according to recurring patterns, and organized into broader themes. We applied multi-response coding when a response contained more than one relevant idea, and we determined theme frequencies to complement the quantitative findings. The study observed ethical standards through informed consent, voluntary participation, confidentiality, anonymity, secure data handling, and honest reporting of findings, and participants were assured of their right to withdraw without penalty.

RESULTS AND DISCUSSION

Table 1
Demographic Profile of the Respondents

Variable	Category	f	%
Age	20–30 years	25	80.65
	31–40 years	3	9.68
	41–50 years	1	3.23
	51 years and above	2	6.45
Sex	Male	9	29.03
	Female	22	70.97
Civil Status	Single	24	77.42
	Married	7	22.58
Ethnicity	Ilocano	20	64.52
	Tagalog	5	16.13
	Ifugao	3	9.68
	Gaddang	1	3.23
	Others	2	6.45
Teaching Experience	Less than 1 year	3	9.68
	1–5 years	21	67.74
	6–10 years	4	12.9
	11–15 years	0	0
	16–20 years	1	3.23
	21 years and above	2	6.45
Educational Attainment	Bachelor's Degree	11	35.48

	Bachelor's Degree with MA Units	17	54.84
	Master's Degree	2	6.45
	Master's Degree with Doctoral Units	1	3.23
Years at ACI	0–5 years	26	83.87
	6–10 years	2	6.45
	16 years and above	3	9.68

Table 1 presents the demographic profile of the 31 high school teacher respondents at Aldersgate College, Incorporated. The majority were 20–30 years old (80.65%), while only 19.35% were 31 years old and above, indicating that the respondents were predominantly young teachers. In terms of sex, 70.97% were female and 29.03% were male. Most respondents were single (77.42%), while 22.58% were married. Regarding ethnicity, the majority were Ilocano (64.52%), followed by Tagalog (16.13%), Ifugao (9.68%), Others (6.45%), and Gaddang (3.23%). In terms of professional characteristics, most respondents had 1–5 years of teaching experience (67.74%), followed by 6–10 years (12.90%) and less than one year (9.68%). Only a small proportion had 16–20 years (3.23%) or 21 years and above (6.45%) of teaching experience, and none had 11–15 years. Regarding educational attainment, 54.84% had a Bachelor's Degree with MA units, while 35.48% held a Bachelor's Degree, 6.45% had completed a Master's Degree, and 3.23% had a Master's Degree with Doctoral units. Finally, 83.87% had served at ACI for 0–5 years, 6.45% for 6–10 years, and 9.68% for 16 years or more. Overall, the profile indicates that respondents were predominantly young, female, single, early-career teachers who were relatively new to the institution, with more than half pursuing graduate studies.

Table 2
Teachers' Perceived Level of Organizational Subsystems at Aldersgate College, Inc.

Subsystem / Dimension	$\bar{x}$	Level Description
Economic Subsystem	3.16	High
Social Subsystem	3.5	Very High
Political Subsystem	3.12	High
Cultural Subsystem	3.46	Very High
Spiritual Subsystem	3.79	Very High
Overall Organizational Subsystems Mean	3.41	Very High

Note. Scale: 3.26–4.00 = Very High (Strongly Agree); 2.51–3.25 = High (Agree); 1.76–2.50 = Low (Disagree); 1.00–1.75 = Very Low (Strongly Disagree).

Table 2 shows that teachers perceived the organizational subsystems of Aldersgate College, Inc. as very high overall ($\bar{x} = 3.41$). Among the five dimensions, the spiritual subsystem obtained the highest mean ($\bar{x} = 3.79$), followed by the social subsystem ($\bar{x} = 3.50$) and cultural subsystem ($\bar{x} = 3.46$), all interpreted as very high. The economic subsystem ($\bar{x} = 3.16$) and political subsystem ($\bar{x} = 3.12$) received high ratings but were comparatively lower than the other dimensions. Overall, the findings indicate that teachers strongly perceive the institution as having well-functioning organizational subsystems, particularly in its spiritual foundation, social relationships, and shared culture, while the economic and political dimensions represent areas with greater opportunities for strengthening.

Table 3
Teachers' Perceived Level of School Culture at Aldersgate College, Inc.

Subsystem / Dimension	$\bar{x}$	Level Description
Goal Orientations	3.59	Very High
Supportive Leadership	3.8	Very High
Structured Leadership	3.52	Very High
Formal Relations Among Teachers	3.53	Very High
Informal Relations Between Teachers	3.66	Very High
Teacher Participation in Decision Making	3.38	Very High
Innovation Orientation	3.52	Very High
Organizational Commitment of Teachers	3.53	Very High
Overall School Culture Mean	3.57	Very High

Note. Scale: 3.26–4.00 = Very High (Strongly Agree); 2.51–3.25 = High (Agree); 1.76–2.50 = Low (Disagree); 1.00–1.75 = Very Low (Strongly Disagree).

Table 3 shows that teachers perceived the school culture of Aldersgate College, Inc. as very high overall ($\bar{x} = 3.57$). All eight dimensions received very high ratings. Supportive Leadership obtained the highest mean ($\bar{x} = 3.80$), followed by Informal Relations Among Teachers ($\bar{x} = 3.66$) and Goal Orientation ($\bar{x} = 3.59$). Organizational Commitment

of Teachers and Formal Relations Among Teachers both obtained a mean of 3.53, while Structured Leadership and Innovation Orientation each received 3.52. Teacher Participation in Decision-Making obtained the lowest mean ($\bar{x} = 3.38$), although it remained within the very high category. Overall, the findings indicate that the school culture is strongly characterized by supportive leadership, positive teacher relationships, shared goals, organizational commitment, and openness to innovation, while teacher participation in decision-making is comparatively weaker and may benefit from further strengthening.

Table 4
Differences in Teachers' Perceived Organizational Subsystems Across Demographic Groups

Demographic Variable	H-value	df	p-value	Decision
Age	3.5994	3	0.3081	Not Significant
Sex	0.0076	1	0.9305	Not Significant
Civil Status	0.056	1	0.813	Not Significant
Ethnicity	4.8109	4	0.3073	Not Significant
Teaching Experience	4.5821	4	0.3329	Not Significant
Educational Attainment	2.9276	3	0.4029	Not Significant
Years at ACI	1.3704	2	0.504	Not Significant

Note. $n = 31$; $\alpha = .05$. H = Kruskal-Wallis H statistic; df = degrees of freedom

Table 4 presents the results of the Kruskal-Wallis H test examining differences in teachers' perceived organizational subsystems across demographic groups. The findings show that none of the demographic variables produced a statistically significant difference, as all p-values exceeded the 0.05 significance level. Specifically, the p-values were 0.3081 for age, 0.9305 for sex, 0.8130 for civil status, 0.3073 for ethnicity, 0.3329 for teaching experience, 0.4029 for educational attainment, and 0.5040 for years of service at ACI. Thus, the null hypothesis was not rejected, indicating that teachers' perceptions of the organizational subsystems did not differ significantly by demographic characteristics. The findings suggest relatively consistent perceptions of the institution's organizational subsystems across the demographic groups represented in the study.

Table 5
Differences in Teachers' Perceived School Culture Across Demographic Groups

Demographic Variable	H-value	df	p-value	Decision
Age	3.9476	3	0.2672	Not Significant
Sex	0.3717	1	0.5421	Not Significant
Civil Status	0.0559	1	0.8131	Not Significant
Ethnicity	4.4711	4	0.346	Not Significant
Teaching Experience	2.6325	4	0.6211	Not Significant
Educational Attainment	1.8841	3	0.5968	Not Significant
Years at ACI	0.8396	2	0.6572	Not Significant

Note. $n = 31$; $\alpha = .05$. H = Kruskal-Wallis H statistic; df = degrees of freedom.

Table 5 presents the results of the Kruskal-Wallis H test examining differences in teachers' perceived school culture across demographic groups. The findings show no statistically significant differences in perceived school culture across demographic groups, as all p-values exceeded the 0.05 level of significance. The p-values were 0.2672 for age, 0.5421 for sex, 0.8131 for civil status, 0.3460 for ethnicity, 0.6211 for teaching experience, 0.5968 for educational attainment, and 0.6572 for years of service at ACI. Thus, the study did not reject the null hypothesis. The results indicate that teachers generally shared similar perceptions of school culture regardless of their demographic and professional characteristics, suggesting a relatively consistent and cohesive organizational environment at Aldersgate College, Inc.

Table 6
Relationship Between Organizational Subsystems and Overall School Culture

Organizational Subsystem	r	df	p-value	Interpretation	Decision
Economic	0.5203	29	0.0027	Moderate, Significant	Reject H_0
Social	0.4409	29	0.013	Moderate, Significant	Reject H_0
Political	0.4742	29	0.007	Moderate, Significant	Reject H_0
Cultural	0.588	29	0.0005	Moderate, Significant	Reject H_0
Spiritual	0.2633	29	0.1524	Weak, Not Significant	Do Not Reject H_0

Note. $n = 31$; $df = 29$; $\alpha = .05$; Pearson's r , two-tailed.

Table 6 presents the Pearson correlation between the five organizational subsystems and overall school culture. The findings indicate that economic ($r = 0.5203$, $p = 0.0027$), social ($r = 0.4409$, $p = 0.0130$), political ($r = 0.4742$, $p = 0.0070$), and cultural ($r = 0.5880$, $p = 0.0005$) subsystems had significant positive relationships with school culture. Among these dimensions, the cultural subsystem demonstrated the strongest relationship ($r = 0.5880$), followed by the

economic ($r = 0.5203$), political ($r = 0.4742$), and social ($r = 0.4409$) subsystems. In contrast, the spiritual subsystem showed a weak positive but non-significant relationship with school culture ($r = 0.2633$, $p = 0.1524$). Thus, the null hypothesis was rejected for the economic, social, political, and cultural subsystems but was not rejected for the spiritual subsystem. These findings indicate that stronger perceptions of the economic, social, political, and cultural organizational subsystems are associated with more positive perceptions of school culture.

Table 7

Multiple Regression Analysis of Organizational Subsystems as Predictors of School Culture

Predictor	B	SE	t	p	Decision
Constant	1.145	0.719	1.5923	0.124	Not Significant
Economic Subsystem	0.1819	0.138	1.3179	0.1995	Not Significant
Social Subsystem	0.1899	0.151	1.258	0.22	Not Significant
Political Subsystem	-0.0093	0.115	-0.0808	0.9362	Not Significant
Cultural Subsystem	0.2823	0.148	1.9124	0.0673	Not Significant
Spiritual Subsystem	0.0611	0.169	0.3622	0.7202	Not Significant

Model Summary: $R = .684$; $R^2 = .468$; Adjusted $R^2 = .362$; $F(5, 25) = 4.400$, $p = .005$.

Note. $n = 31$; $\alpha = .05$. Dependent variable: Overall School Culture Mean

Table 7 presents the multiple regression analysis of the five organizational subsystems as predictors of school culture. The overall regression model was statistically significant, $F(5, 25) = 4.400$, $p = .005$, indicating that the organizational subsystems collectively significantly predicted school culture. The model yielded an R^2 of .468, indicating that the five organizational subsystems explained 46.8% of the variance in perceived school culture, while the adjusted R^2 was .362. However, none of the individual organizational subsystems significantly predicted school culture at the 0.05 level. The cultural subsystem had the largest positive coefficient ($B = 0.2823$, $p = .0673$), followed by the social ($B = 0.1899$, $p = .2200$) and economic ($B = 0.1819$, $p = .1995$) subsystems. The political ($B = -0.0093$, $p = .9362$) and spiritual ($B = 0.0611$, $p = .7202$) subsystems likewise did not demonstrate significant unique contributions. Thus, the findings indicate that the organizational subsystems collectively predict school culture, but no single subsystem independently emerged as a significant predictor when all five were considered simultaneously.

Table 8

Teachers' Experiences that Strengthened Relationships with the School and Co-Teachers

Theme	F	%*
Collaboration and Teamwork	14	50
Positive Interpersonal Relationships and Emotional Support	13	46.43
Participation in School Activities and Events	10	35.71
Shared Goals and Institutional Commitment	5	17.86
Institutional Support, Trust, and Acceptance	4	14.29

Note. $N = 28$. Percentages are based on the 28 respondents who answered the open-ended question. Multiple responses were allowed; therefore, percentages do not total 100%.

The thematic analysis of the 28 teachers who responded to the open-ended question identified five experiences that strengthened their relationships with the school and co-teachers. Collaboration and teamwork was the most frequently reported theme (14, 50.00%), followed by positive interpersonal relationships and emotional support (13, 46.43%). Participation in school activities and events was reported by 10 respondents (35.71%), while shared goals and institutional commitment appeared in 5 responses (17.86%). Institutional support, trust, and acceptance were identified in 4 responses (14.29%). Overall, the findings indicate that teachers' relationships are strengthened primarily through collaborative work, supportive collegial relationships, and shared institutional activities. These qualitative findings complement the quantitative result showing a Very High overall school culture ($\bar{x} = 3.57$), particularly in the areas of supportive leadership, informal teacher relationships, collaboration, and organizational commitment. The results suggest that opportunities for teamwork, faculty engagement, and interpersonal support are important in sustaining a cohesive and positive school culture.

Institutional Implications and Proposed Action Framework

Based on these findings, the researchers developed an evidence-based Institutional Action Plan to strengthen and sustain school culture at Aldersgate College, Incorporated. The plan addresses the comparatively lower ratings of the economic subsystem ($\bar{x} = 3.16$), political subsystem ($\bar{x} = 3.12$), and teacher participation in decision-making ($\bar{x} = 3.38$), while sustaining strengths in supportive leadership and the spiritual, social, cultural, and relational dimensions. The qualitative findings further emphasized collaboration, interpersonal support, shared goals, and institutional trust. To translate these findings into practical interventions, the researcher developed DARYL: The SSI Pillars, guided by five principles: Develop what is weak, Anchor what is strong, Reach out to new teachers, Yield a stronger culture, and Lead with evidence. These principles are organized into three action pillars: Strengthen What Is Weak, focusing on resource management, participatory governance, and teacher involvement; Sustain What Is Strong, focusing on supportive

leadership, spiritual formation, and cultural strengths; and Integrate Those Who Are New, emphasizing structured onboarding, mentoring, and institutional values orientation. Collectively, the framework provides a practical and evidence-based direction for strengthening, sustaining, and continuously improving a cohesive, participative, and supportive school culture at ACI.

Figure 1. DARYL: The SSI Pillars—Evidence-Based Institutional Action Framework for Strengthening School Culture at Aldersgate College, Inc.

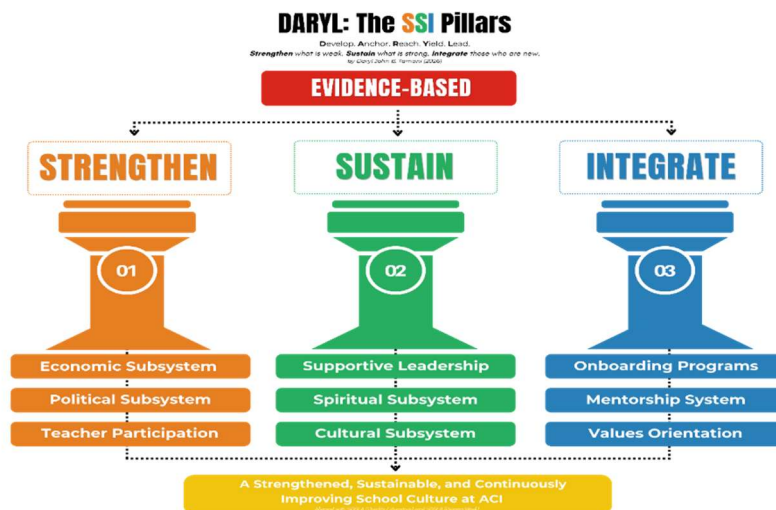


Figure 1: DARYL: THE SSI PILLARS

Figure 1 illustrates the framework's three action pillars: Strengthen, Sustain, and Integrate. The Strengthen pillar addresses the economic and political subsystems and teacher participation; the Sustain pillar maintains supportive leadership and the spiritual and cultural subsystems; and the Integrate pillar focuses on onboarding, mentoring, and values orientation for new teachers. Together, these pillars aim to build a stronger, more sustainable, and continuously improving school culture at ACI.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that the high school teachers of Aldersgate College, Incorporated generally perceive both the **organizational subsystems** ($\bar{x} = 3.41$) and **school culture** ($\bar{x} = 3.57$) as Very High. The spiritual, social, and cultural subsystems emerged as strengths, while the economic and political subsystems were comparatively lower and may require further improvement. Supportive leadership was the strongest dimension of school culture, whereas teacher participation in decision-making, although still Very High, was comparatively the least developed. Demographic characteristics did not significantly differentiate teachers' perceptions of organizational subsystems or school culture, indicating a generally consistent institutional experience. The economic, social, political, and cultural subsystems showed significant positive relationships with school culture, while the spiritual subsystem did not. Moreover, the organizational subsystems **collectively significantly predicted school culture, explaining 46.8% of its variance**, although no individual subsystem was a significant predictor when considered simultaneously. Qualitative findings further showed that **collaboration, positive interpersonal relationships, participation in school activities, shared goals, and institutional support** strengthen teachers' relationships with the school and their colleagues. Overall, the findings show that ACI has a strong, cohesive school culture, while continued attention to participatory governance, resource management, and support for newer teachers may further strengthen institutional effectiveness.

RECOMMENDATIONS

Based on the findings, Aldersgate College, Incorporated may strengthen the economic and political subsystems by improving the timeliness and transparency of resource allocation, policy communication, and teacher participation in institutional decision-making. The administration may also establish a structured onboarding and mentoring program to help early-career and newly appointed teachers adapt to the institution's practices and values. The administration may sustain existing strengths in supportive leadership, collaboration, interpersonal relationships, and the school's spiritual and cultural identity through regular faculty development, team-building, peer collaboration, and community-building activities. The school may also strengthen opportunities for meaningful faculty consultation, such as regular teacher-administration dialogue, to promote shared governance and organizational commitment. Teachers are encouraged to actively participate in collaborative professional activities, institutional programs, and decision-making processes to further strengthen collegial relationships and school culture. Finally, future researchers may replicate the study with larger,

more diverse samples and explore the possible indirect role of the spiritual subsystem through more advanced statistical approaches such as path analysis or structural equation modeling.

AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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