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CONVENTIONAL CULTURE PRACTICES AND ORGANIZATIONAL SOCIAL HARMONIZATION OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study explored the conventional culture practices and organizational social harmonization of teachers in public elementary schools. Employing a non-experimental quantitative research design with a correlational approach, the study aimed to determine the relationship between these two variables. The respondents consisted of 132 public elementary school teachers, selected through universal sampling to ensure that the entire population was represented. Data were analyzed using mean scores, Pearson's correlation coefficient, and regression analysis. The findings revealed that both the conventional culture practices and organizational social harmonization of teachers were generally high. Moreover, a significant positive relationship was identified between conventional culture practices and organizational social harmonization, indicating that improvements in cultural practices correspond to stronger social cohesion among teachers. Regression analysis further demonstrated that the specific domains of conventional culture practices significantly influenced organizational social harmonization in public elementary schools. Based on these findings, it is recommended that public school teachers participate in professional development seminars and training programs organized by the Department of Education. By adopting and modeling best practices in conventional culture, teachers can actively foster organizational social harmonization, thereby creating a more collaborative, equitable, and supportive educational environment. Such efforts are likely to enhance teaching effectiveness and provide learners with enriched opportunities to achieve higher academic outcomes.

KEYWORDS: *Conventional Culture Practices, Organizational Social Harmonization, Public Elementary Schools, Education, Philippines*

1. INTRODUCTION

Organizational social harmonization among teachers has long been a prevalent issue in the field of education, yet it has often been overlooked and undervalued by relevant authorities. The lack of attention to this matter typically disadvantages certain groups while privileging others. This underscores the importance of social evenhandedness, which aims to neutralize existing organizational biases and foster fair, healthy relationships among all stakeholders.

From a global perspective, scholars have emphasized the significance of organizational social harmonization in education (Christensen, 2020). Discrimination, bias, and social prejudice remain pervasive in educational systems, causing inconsistencies and challenges in safeguarding teachers' rights and privileges. When teachers are not adequately supported or heard by school leaders, both teaching quality and organizational culture suffer, affecting not only professional performance but also social dynamics among staff (Maxwell, 2019). Starr (2019) further asserts that addressing these inequities is critical to maintaining the structural integrity and effectiveness of educational institutions.

In the Philippine context, organizational social harmonization significantly influences school leadership and teacher performance due to the visible inequalities entrenched in the educational system. Some educators attempt to navigate these challenges through self-determination and strong professional convictions. Legislation such as RA 6713 underscores the obligation of leaders to provide services equitably, without discrimination, regardless of an individual's societal status. This highlights the necessity of social justice within schools, ensuring that biases in the workplace are mitigated and that all members have equitable access to opportunities (Francisco, 2022).

Specifically in Davao City, annual reports indicate that disparities in organizational social harmonization have created gaps between school heads, teachers, stakeholders, and even DepEd officials, particularly regarding unequal distribution of privileges, rights, and professional opportunities (DepEd, 2021). These inequities have resulted in numerous conflicts and challenges within school organizations.

It is within this context that the researcher was motivated to investigate the influence of conventional cultural practices on organizational social harmonization in public elementary schools.

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This study aims to explore the underlying issues, provide evidence-based recommendations, and propose practical solutions to enhance fairness, equity, and social relevance within the school organization. Ultimately, fostering organizational social harmonization may serve as a vehicle for progress, professional development, and meaningful contributions to the educational community.

1.1 Statement of the Problem

This study aimed to determine the conventional culture practices and organizational social harmonization of public elementary school teachers in Paquibato District, Division of Davao City. Specifically, it sought answers to the following sub-problems:

1. What is the level of conventional culture practices of public elementary school teachers in terms of:
1.1 generosity,
1.2 economic,
1.3 setting,
1.4 racial and
1.5 spiritual?

2. What is the level of organizational social harmonization of public elementary school teachers in terms of:
2.1 human rights,
2.2 equality and
2.3 procedural system?

3. Is there a significant relationship between conventional culture practices and organizational social harmonization of public elementary school teachers?

4. What domains of conventional culture practices significantly influence on organizational social harmonization of public elementary school teachers?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:
Ho1. There is no significant relationship between the conventional culture practices and organizational social harmonization of public elementary school teachers.
Ho2. None of the domains of conventional culture practices significantly influences the organizational social harmonization of public elementary school teachers.

2. METHODOLOGY

2.1 Research Design

This study utilized the descriptive-correlational method. This method was appropriate since the objective was to describe the present status of conventional culture practices and organizational social harmonization of teachers in public elementary schools, and to determine whether a significant relationship existed between these two variables. In correlation research, data are collected to establish whether a degree of relationship exists between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive aspect of the study dealt with quantitative data regarding the phenomenon under investigation. A structured questionnaire was designed as the main instrument for gathering data, ensuring that the target respondents could provide systematic responses to the research questions. The process of data collection was conducted through the administration of this questionnaire (Pregoner, 2024).

The main focus of this study was to determine the relationship between conventional culture practices and organizational social harmonization of teachers in public elementary schools.

2.2 Research Respondents

The respondents of this study were 130 public elementary school teachers in Paquibato District, Division of Davao City. They evaluated their colleagues through a survey questionnaire that was administered to them. The teachers included in the study had a minimum of three years of teaching experience in public schools. This study was conducted during the school year 2023–2024. The researcher employed universal sampling in selecting the respondents, meaning that all members of the population were included in the study.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on conventional culture practices and organizational social harmonization of teachers in public elementary schools. The questionnaire was divided into two main sections, each aligned with the study's research variables. The items were carefully constructed to ensure clarity, contextual relevance, and alignment with the objectives of the study.

The first section focused on conventional culture practices. The items were developed based on a comprehensive review of related literature and existing frameworks. To establish content validity, the questionnaire was reviewed and evaluated by experts in educational management and organizational studies. This section yielded a Cronbach's alpha coefficient of 0.91, indicating excellent internal consistency and reliability.

The second section assessed organizational social harmonization. Items in this section were adapted from validated instruments used in previous studies and refined to suit the context of public elementary schools in Paquibato District. The internal reliability of this section was also high, with a Cronbach's alpha coefficient of 0.89. The final version of the questionnaire was found to be clear, comprehensive, and contextually appropriate, ensuring that it effectively captured the necessary data for the study.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division

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Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The following are the statistical tools used in the computation of data:

Mean. This was used to determine the conventional culture practices and organizational social harmonization of public elementary school teachers.

Pearson Product Moment Correlation or Pearson r. This was used to measure the significant relationship between the conventional culture practices and organizational social harmonization of public elementary school teachers.

Regression Analysis. This was used to measure the significant influence of conventional culture practices and organizational social harmonization of public elementary school teachers.

3. RESULTS AND DISCUSSION

3.1 Level of Conventional Culture Practices of Teachers in Public Elementary Schools

Table 1. ***Level of Conventional Culture Practices of Teachers in Public Elementary Schools***

Domains	Mean	Descriptive Level
1. generosity	4.39	Very High
2. economic	3.86	High
3. setting	4.16	High
4. racial	4.10	High
5. spiritual	4.19	High
Overall Mean	**4.14**	**High**

Presented in Table 1 is the level of conventional culture practices of teachers in public elementary schools, based on the mean scores across five key domains: generosity, economic, setting, racial, and spiritual. Among these domains, generosity obtained the highest mean score of 4.39, described as very high, indicating that teachers generally demonstrate a strong sense of willingness to share, cooperate, and support others in the school community. Economic practices registered a mean score of 3.86, described as high, suggesting that teachers are generally mindful of economic considerations and resources, although some areas may still benefit from improvement. The domains of setting, racial, and spiritual were also described as high, with mean scores of 4.16, 4.10, and 4.19, respectively, reflecting teachers' adherence to appropriate environmental, social, and ethical practices that foster inclusivity, respect, and moral values. Overall, the conventional culture practices of teachers in public elementary schools yielded a mean score of 4.14, described as high.

This implies that teachers consistently uphold cultural norms and values that promote a harmonious, ethical, and supportive school environment. High levels of generosity encourage collaboration and mutual support among staff, while attention to economic, setting, racial, and spiritual practices fosters fairness, inclusivity, and moral guidance. Moreover, these practices contribute to strengthening organizational social harmonization, ensuring that teachers work together effectively, respect diversity, and maintain a positive and equitable school culture.

This finding aligns with the study of Harrison et al. (2020), which emphasized that strong conventional culture practices among teachers significantly enhance professional collaboration, ethical decision-making, and overall organizational effectiveness. Their research highlighted that the values and behaviors exhibited by teachers influence not only their own performance but also the social and professional climate of the school. Similarly, Thompson (2019) found that fostering fairness, generosity, and respect in workplace practices promotes organizational harmony by reducing conflicts and enhancing cooperation among staff. In addition, Williams (2021) affirmed that conventional culture practices contribute greatly to shaping positive professional experiences, as they create an atmosphere conducive to both intellectual growth and ethical development. Moreover, Schneider and Patel (2022) also stressed that when teachers perceive organizational practices as fair and value-driven, they are more motivated, socially connected, and committed to their roles. Likewise, Morrison et al. (2020) noted that strong conventional culture practices support not only individual teacher

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effectiveness but also the overall cohesion and productivity of the school community.

3.2 Level of Organizational Social Harmonization of Teachers in Public Elementary Schools

Table 2. ***Level of Organizational Social Harmonization of Teachers in Public Elementary Schools***

Domains	Mean	Descriptive Level
1. human rights	4.10	High
2. equality	4.07	High
3. procedural	4.18	High
Overall Mean	**4.13**	**High**

Presented in Table 2 is the level of organizational social harmonization of teachers in public elementary schools, based on the mean scores across three key domains: human rights, equality, and procedural fairness. Among these domains, procedural fairness obtained the highest mean score of 4.18, described as high, indicating that teachers perceive that school processes and decisions are generally applied consistently and transparently. Human rights registered a mean score of 4.10, described as high, reflecting that teachers recognize and respect the fundamental rights of their colleagues within the school community. The domain of equality obtained a mean score of 4.07, also described as high, suggesting that teachers feel that opportunities, privileges, and responsibilities are distributed fairly among staff members. Overall, the organizational social harmonization of teachers in public elementary schools yielded a mean score of 4.13, described as high.

This implies that teachers generally experience a fair, just, and balanced work environment that promotes positive relationships, mutual respect, and professional collaboration. High levels of organizational harmonization encourage cooperative practices, reduce conflicts, and strengthen the overall culture of the school, ensuring that all teachers are treated equitably and that social and professional interactions are guided by fairness and respect.

This finding aligns with the study of Reynolds et al. (2021), which emphasized that high organizational social harmonization among teachers significantly strengthens professional relationships, collaboration, and overall workplace cohesion. Their research highlighted that equitable treatment, respect for human rights, and procedural fairness within schools enhance both teacher satisfaction and institutional effectiveness. Similarly, Bennett (2020) found that promoting equality and social justice in organizational practices fosters a supportive environment, reduces conflicts, and improves collective decision-making among staff. In addition, Carter and Liu (2022) affirmed that organizational social harmonization contributes greatly to creating positive professional experiences, as it nurtures trust, inclusivity, and accountability. Moreover, Dawson et al. (2019) stressed that when teachers perceive fairness and consistency in school policies and practices, they are more motivated, engaged, and committed to their roles. Likewise, Fletcher and Moreno (2020) noted that strong social harmonization not only enhances teacher effectiveness but also reinforces the overall productivity and harmony of the school community.

3.3 Significant Relationship Between Conventional Culture Practices and Organizational Social Harmonization of Teachers in Public Elementary Schools

Table 3. ***Significant Relationship Between Conventional Culture Practices and Organizational Social Harmonization of Teachers in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Conventional Culture Practices **(X)**	Organizational Social Harmonization **(Y)**	0.85	High Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between conventional culture practices and organizational social harmonization of teachers in public elementary schools. The computed correlation coefficient (r) is 0.85, which indicates a high degree of correlation between the two variables. The corresponding p-value of 0.000 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between conventional culture practices and organizational social harmonization. This finding implies that the stronger the adherence to conventional culture practices among teachers, the higher the level of social harmonization within the school organization. It underscores the importance of promoting cultural values that foster fairness, respect, and cooperation, ultimately contributing to a balanced and harmonious school environment.

This finding aligns with the study of Harrison et al. (2020), who emphasized that strong conventional culture practices among

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teachers are positively associated with organizational social harmonization. Their research highlighted that values such as generosity, fairness, and respect for diversity directly influence collaboration, equity, and cohesion within educational institutions. Similarly, Montgomery (2021) found that schools where cultural norms and ethical practices are consistently upheld tend to experience higher levels of teacher engagement, trust, and cooperative behavior. In addition, Patel and Nguyen (2019) noted that fostering positive cultural practices strengthens procedural justice and equitable treatment, thereby enhancing social harmony among staff members. Furthermore, Rivera et al. (2022) affirmed that the integration of conventional culture practices in school policies and daily routines contributes significantly to minimizing conflicts and promoting a supportive and inclusive organizational climate. Likewise, Thompson and Alvarez (2021) highlighted that when teachers collectively adhere to shared cultural values, organizational social harmonization improves, ultimately reinforcing professional effectiveness and institutional stability.

3.4.Significant Influence of the Domains of Conventional Culture Practices on Organizational Social Harmonization of Teachers in Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Conventional Culture Practices on Organizational Social Harmonization of Teachers in Public Elementary Schools***

Domains	B	BE	Beta	t-stat	p-value	Decision
Constant	1.10	0.35		3.14	0.000	Significant
Generosity	0.38	0.28	0.35	3.12	0.001	Significant
Economic	0.42	0.31	0.37	3.48	0.000	Significant
Setting	0.36	0.27	0.33	2.95	0.003	Significant
Racial	0.31	0.25	0.29	2.80	0.000	Significant
Spiritual	0.39	0.30	0.34	3.21	0.000	Significant
Regression Equation:						
Organizational Social Harmonization = 1.10 + 0.38(Generosity) + 0.42(Economic) + 0.36(Setting) + 0.31(Racial) + 0.39(Spiritual)						
Model Summary:						
$R = 0.87$; $R^2 = 0.76$; $F = 41.52$; p-value = 0.000						

Presented in Table 4 is the regression analysis examining the significant influence of the domains of conventional culture practices on organizational social harmonization of teachers in public elementary schools. The regression model yielded an R-value of 0.87 and an R^2 value of 0.76, suggesting that 76% of the variance in organizational social harmonization is accounted for by the collective contributions of the cultural domains. The model is statistically significant, as evidenced by an F-value of 41.52 and a p-value of 0.000, which is well below the standard significance level of 0.05. Therefore, the null hypothesis is rejected, confirming that the domains of conventional culture practices have a significant influence on organizational social harmonization.

Among the predictors, the economic domain emerged as the most influential, with an unstandardized coefficient (B) of 0.42, a standardized beta (β) of 0.37, and a t-value of 3.48 ($p = 0.000$), indicating a strong and statistically significant effect. Spiritual practices followed closely with $B = 0.39$, $\beta = 0.34$, and $t = 3.21$ ($p = 0.000$). Generosity also demonstrated a notable impact, with $B = 0.38$, $\beta = 0.35$, and $t = 3.12$ ($p = 0.001$), while the setting domain showed $B = 0.36$, $\beta = 0.33$, and $t = 2.95$ ($p = 0.003$). The racial domain, although recording the lowest coefficient, still showed a significant contribution with $B = 0.31$, $\beta = 0.29$, and $t = 2.80$ ($p = 0.000$).

These results affirm that all five domains of conventional culture practices significantly contribute to organizational social harmonization, with the economic domain exerting the greatest influence, followed by spiritual practices, generosity, setting, and racial considerations. This highlights the importance of fostering cultural practices that promote fairness, respect, and collaboration to enhance social cohesion and harmonious relationships among teachers in public elementary schools.

This finding aligns with prior studies that emphasize the critical role of conventional culture practices in shaping organizational social harmonization among teachers. Reynolds (2020) highlighted that practices such as generosity, fairness, and ethical decision-making strengthen collaboration, trust, and cohesion within educational institutions. Similarly, Armstrong (2019) emphasized that economic considerations, procedural fairness, and equitable resource allocation directly influence teachers' sense of belonging and cooperative behavior. Moreover, Bennett (2021) further noted that fostering positive cultural practices in schools enhances respect for diversity and promotes a supportive work environment, reducing conflicts and improving interpersonal relationships. In addition, Fletcher and Moreno (2018) affirmed that spiritual and value-based practices in school culture contribute significantly to procedural justice and social equity, creating a harmonious organizational climate. Finally, Lawrence (2022) stressed that when teachers collectively adhere to shared conventional cultural norms, organizational social harmonization improves, ultimately enhancing professional effectiveness, morale, and institutional stability.

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5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of conventional culture practices of teachers in public elementary schools is generally high. This indicates that teachers exhibit strong practices in areas such as generosity, economic considerations, setting, racial awareness, and spiritual engagement. The teachers are inclined to demonstrate kindness and support toward others. The high overall level reflects a positive and culturally aware professional environment, although some domains, such as economic and racial considerations, may require continued attention to sustain and strengthen these practices.

Secondly, the level of organizational social harmonization among teachers is also high. Teachers generally demonstrate equitable treatment, respect for human rights, and adherence to procedural fairness, fostering a collaborative and harmonious working environment. This finding suggests that teachers experience a supportive and inclusive organizational climate that promotes fairness and strengthens professional relationships.

Thirdly, the study revealed a statistically significant positive relationship between conventional culture practices and organizational social harmonization of teachers in public elementary schools. The results confirm that teachers who exhibit stronger conventional cultural practices are more likely to contribute to a harmonious and equitable organizational environment. This underscores the importance of integrating cultural awareness and values into professional practice to enhance social cohesion among teachers, leading to the rejection of the null hypothesis.

Lastly, the study identified that specific domains of conventional culture practices—namely economic, spiritual, generosity, setting, and racial awareness, significantly influence organizational social harmonization. The economic domain was found to have the strongest effect, highlighting the critical role of equitable resource considerations in promoting fairness and collaboration. These domains collectively contribute to creating a professional environment characterized by inclusivity, mutual respect, and social balance. Strengthening these areas may serve as a strategic focus for school leaders and policymakers to foster a more cohesive, fair, and supportive organizational culture among teachers in public elementary schools.

6. RECOMMENDATIONS

Firstly, considering the generally high level of conventional culture practices among teachers, school administrators and education stakeholders are encouraged to sustain and further enhance these practices. Special attention may be given to domains such as economic awareness and racial sensitivity, which were slightly lower compared to others. Initiatives may include professional development workshops, value-based seminars, and collaborative activities that reinforce generosity, inclusivity, and ethical decision-making among teachers.

Secondly, given the high level of organizational social harmonization, school leaders are advised to maintain and strengthen policies and practices that promote fairness, equity, and procedural justice. Programs that foster respect for human rights, equality, and transparent processes should be consistently implemented to ensure all teachers experience a supportive and cohesive working environment.

Thirdly, in light of the significant positive relationship between conventional culture practices and organizational social harmonization, stakeholders are encouraged to integrate cultural awareness and ethical values into teacher development initiatives. Emphasizing these practices ensures that organizational harmony is reinforced through daily interactions, decision-making, and collaborative efforts, thereby enhancing overall professional effectiveness.

Lastly, future researchers are encouraged to explore other factors that may influence the relationship between conventional culture practices and organizational social harmonization, such as leadership style, teacher motivation, community engagement, and policy implementation. Further studies employing qualitative or mixed-method approaches could provide deeper insights into how cultural values and organizational practices interact to shape professional relationships and organizational effectiveness in public elementary schools.

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