

**ORGANIZATIONAL CULTURE, JOB CONTENTMENT, AND EMPLOYEE
EFFECTIVENESS IN SELECTED PRIVATE TERTIARY EDUCATION
INSTITUTIONS IN CAVITE**

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ABSTRACT

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This study was conducted to assess and determine the dominant organizational culture of the selected private tertiary education institutions in Cavite. It also aimed to determine whether or not the type of culture has a relationship with employee effectiveness, and the relationship between job contentment and employee effectiveness.

The study used descriptive and correlation research design to explore the relationship among organizational culture, job contentment, and employee effectiveness.

The study used percentage and frequency count to determine the demographic profile of the participants and the perceived dominant organizational culture; mean and standard deviation were used to determine the level of job contentment. Mean, T-test, and Pearson correlation coefficient were used to determine the level of employee effectiveness. Cronbach alpha coefficient was used to test the reliability of the questionnaires. Chi-square test was used to determine the relationship between the type of organizational culture and the factors of employee effectiveness, and the relationship between the factors of job contentment and the factors of employee effectiveness.

The questionnaire for the organizational culture (Plomen, 2009) is composed of 14 questions on the dominant organizational culture as perceived by the participants. The questionnaire for job contentment (Rabara, 2007) is composed of 32 questions. And for the employee effectiveness, modified version of the instrument (Lomeda, 2013) is

composed of 15 questions as perceived by themselves and their unit heads/immediate supervisors.

The analyses of data revealed that the dominant organizational culture in School A and School B is task-centered culture.

In terms of job contentment, employees in School A were highly contented in their jobs; while in School B, employees were also highly contented in their jobs except for items 1 and 3 of the questionnaire. As a whole, the participants were all highly contented in their jobs.

The employees in Schools A and B were both highly effective in terms of their effectiveness as perceived by themselves and their head/immediate supervisors.

In terms of the relationship between organizational culture and employee effectiveness in School A, there is no significant relationship between the type of organizational culture and the factors of employee effectiveness except from person-centered culture to communication, power-centered culture to work habits, and role-centered culture to communication. Whereas, in School B, there is no significant relationship between the factors of organizational culture and the factors of employee effectiveness.

In terms of the relationship between job contentment and employee effectiveness in School A, there is no significant relationship between the factors of job contentment and the factors of employee effectiveness. However, there is no significant relationship between the factors of job contentment and the factors of employee effectiveness in School B except for pay and benefits, work condition, and job content to communication, and job content to work habits.

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