

Cultural Core: Citi Global College Organizational DNA

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ABSTRACT

This study delves into CITI Global College's organizational DNA, including its core values, mission, vision, leadership style, teaching practices, communication patterns, decision-making processes, and overall organizational culture. The focus is on CGC's unique cultures. It delves into how they mix with those who lead and manage. A school's work environment helps shape its identity. This helps motivate- achievement, set behavior rules, and chart the future- path. The report also examines how a school's culture links to key features of an organization. It also looks at how schools with strong cultures compare with schools with weaker ones. These findings might be- helpful to school leaders. They could use them to make their schools more efficient.

Keywords: Organizational DNA, CITI Global College, CGC, Culture

INTRODUCTION

Educational institutions are greatly impacted by the organizational culture of their schools. It creates an illusion of identity, develops a sense of achievement, makes it achievable for individuals to establish norms and behavioral patterns, produces distinctive ways of doing things, and determines the path of development in the future (Harvard GSE, 2018). The community at large has good as well as bad intentions. It is seen as a crucial component of academic achievement, and most principals are cognizant of how important it is (Oxford University Press, 2016). Analyzing organizational culture in a school environment requires tailored styles to achieve an immersed and more solid understanding of school life and leadership, and management experiences. The organizational culture in a school setting is often characterized by strong and overlapping interactions among all members of the school community (OUP, 2016).

Moreover, a group of young professionals from different professions, including academia, commerce, information technology, and the health industry, created the idea of establishing a cheap industrial school in Laguna. They believed that many industries could be established in this region (Buraga, 2011). These young people liked teaching and had a strong desire to achieve their dreams. As such, they decided to turn their ideas into action. In June 2011, DON BOSCO INSTITUTE OF ARTS AND SCIENCES opened its first campus at Cabuyao, Laguna. The course began with a small number of students who had enrolled on the 2-year Computer Programming course. The first year was very hard; nevertheless, in the following school year, June 2012, it shot up with just over 400 new students. This steep rise and a notable increase in the intake could be primarily attributed to the school's reasonable and affordable tuition package. These strengths have made DON BOSCO INSTITUTE OF ARTS AND SCIENCES, INC., one of the best technical institutions in Laguna.

On the contrary, in the very heart of Binan City, beginning in June 2014, residents of Binan and neighboring towns sighted the new DBIAS campus. Furthermore, all campuses starting in June 2014 offered two courses – BS Accounting Information System and BS Entrepreneurship. To make it more appropriate for its brand of education that is increasingly going global, it changed its name to Don Bosco Global College in 2015. It opened a Senior High School Department in June 2016 with an enrollment of over one thousand, while also introducing a BS in Tourism Management at the College Department. After six exciting but challenging years, the school has finally yielded to public demand for a name that will reflect its cultural spirit and identity as an institution. The institution will henceforth be officially called CITI GLOBAL COLLEGE (CGC) starting today, where CITI is an acronym standing for Center for Information Technology and Interdisciplinary

Studies, with six campuses, 5 from Laguna and one from Cavite.

This motivates the researcher to investigate the organizational DNA of CITI Global College, which is the college's cultural core. Even though CGC is only getting started, the good comment from the community gives the group the confidence it needs to expand and get better. This will ascertain the institutions' dedication to consistently growing, developing, and enhancing their offerings for present and prospective students, all the while supporting the development of the country through education, adhering to the admirable motto of improving "man as man".

METHODS OF THE STUDY

This study employed the descriptive method, utilizing a questionnaire checklist and documentary analysis were the main data-gathering instruments. This method was used by the researcher since the intention of this study is to describe analytically an existing situation regarding the operation of a secondary as the basis for the preparation of a preliminary plan for the offering of new programs/courses in the College (Paez, 2019; Sevilla et.al., 1992).

The respondents of this study were the selected students from the different programs, administrators that including program heads, department heads, officer-in-charge, and instructors and professors from college departments of the three campuses of CITI Global College Inc., namely CGC - Cabuyao Campus, Binan Campus, and Calamba Campus, offering higher education programs.

Several Tools were employed in gathering the needed information in this research, namely, a questionnaire checklist, an interview, and a documentary analysis. The researcher personally distributed the questionnaires to the target respondents and retrieved them after a few days. Only a verbal permit was secured from the head of the school. The data were then tabulated, analyzed, and interpreted. A personal interview was conducted by the researcher to cross-examine the responses to the questionnaire.

Most of the students who participated in the study came from CITI Global College –Cabuyao Campus. It was noted that this is the main campus with ten (10) accredited CHED programs namely; BS Business Administration, BS Entrepreneurship, BS Accounting Information System, BS Tourism Management, BS Psychology, BS Criminology, BS Computer Science, Bachelor of Technical Vocational Education, and five (5) TESDA-accredited Assessment programs and has the biggest population since even students from the nearby town were studying in this school for strategic location. One school in the nearby town of Sta. Rosa City was part of the feeder school since the distance school is just less than 2 kilometers away. The smallest number of respondents who participated was Calamba Campus, with only one registered program. Likewise, an interview was employed as a technique for gathering data and information needed in this study.

RESULTS AND DISCUSSION

This section analyses and interprets the data gathered from the students, faculty, and administrators.

Table 1. Summary of the factors that motivate the students to study at CITI Global College in their preferred program.

Campus	Motivational Factors									
	High Quality of Education		Adequate Facilities		Tuition Fee		Values-Oriented School		Qualified Teachers	
	X	VI	X	VI	X	VI	X	VI	X	VI
Biñan	4.21	VH	4.05	H	4.51	VH	4.19	H	4.35	VH
Cabuyao	4.26	VH	4.20	VH	4.48	VH	4.10	H	4.60	VH

<i>Calamba</i>	4.30	VH	4.15	H	4.50	VH	4.15	H	4.40	VH
<i>TOTAL</i>	4.26	VH	4.13	H	4.50	VH	4.15	H	4.45	VH

Legend: 5.00-4.21 Very High, 4.20-3.41 High, 3.40-2.61 Moderate, 2.60-1.81 Low, 1.81 – 1.00 Very Low

Table 1 shows the summary of the Weighted Mean Distribution on the factors that motivate the students to study at CITI Global College in their preferred program. The table showed that tuition as a Motivational Factor has the highest mean of 4.50 with a verbal Interpretation of Very High, followed by qualified teacher Motivational Factors with 4.45 or Very High, High Quality of Education of 4.26 or Very High, and Values-oriented school of 4.15 or High. While Adequate Facilities has the lowest mean of 4.13 with a verbal Interpretation of High.

This implies that the motivational Factors that motivate the students to study at CITI Global College in their preferred program at CGC are Very High. Therefore, CGC offers the best education to students.

Table 2. Summary of the Factors that motivate the faculty employee to work at CITI Global College.

Campus	Motivational Factors									
	Job Satisfaction		Supportive Working Environment		Compensation and Benefits		Career Development Opportunities		Job Security and Stability	
	X	VI	X	VI	X	VI	X	VI	X	VI
<i>Biñan</i>	4.00	H	4.18	H	2.20	L	3.90	H	2.10	L
<i>Cabuyao</i>	4.40	VH	4.25	VH	2.50	L	4.10	H	1.80	VL
<i>Calamba</i>	4.30	VH	4.45	VH	2.61	M	4.15	H	2.30	L
<i>TOTAL</i>	4.23	VH	4.29	VH	2.44	L	4.15	H	2.07	L

Legend: 5.00-4.21 Very High, 4.20-3.41 High, 3.40-2.61 Moderate, 2.60-1.81 Low, 1.81 – 1.00 Very Low

Table 2 shows the summary of the Weighted Mean Distribution of the factors that motivate the faculty to work at CITI Global College. The table showed that a Supportive working environment as a Motivational Factor has the highest mean of 4.29, with a verbal Interpretation of Very High. This is categorized by effective communication, collaboration, and respect among colleagues and administrators, which can enhance faculty retention. It is followed by Job satisfaction Motivational Factors with 4.23 or Very High, which includes such as meaningful work, positive relationships with colleagues and students, recognition for accomplishments, and opportunities for professional growth. Career Development Opportunities of 4.15 or higher that include institutions' investment in faculty development programs, mentorship initiatives, and support for academic pursuits can retain talented faculty members seeking career growth. Compensation and Benefits of 2.44 or Lower. Job Security and Stability have the lowest mean of 2.07, with a verbal Interpretation of Low, since each faculty needs to renew their contract every semester.

The Swot Analysis on Cgc Offered Programs

Strengths. In recent years, CITI Global College has overcome several weaknesses during its eleven years of operation. However, based on the evaluation made by the researchers, the following are strengths. First, CGC is a DepEd-recognized institution offering Junior and Senior High Schools for both Academic and Technical Vocational Tracks. Also, CGC is a CHED-recognized program for selected Programs like BS Computer Science, BS Tourism Management, BS Entrepreneurship, BS Accounting Information System, BS Psychology, Bachelor of Technical Vocational Education, BS Criminology, BS Business Administration, and a 2-Year

associate in computer technology. Second, CGC is now a Competency Assessment Center certified by TESDA for Visual Graphics Design NC III, Bookkeeping NC III, Tourism Promotion Services NC, and Events Management Services NC III. Third, the classrooms are conducive to learning, and the Laboratory Facilities and equipment are state-of-the-art with the latest software/ hardware technology and equipped with internet facilities. Fourth, the Faculty of the College is all TESDA Certified with NTTC, TM & AM, and NC Holders, most of the instructors are graduates and taking master's degrees or doctorates and the administrative personnel are educationally prepared with appropriate experience. Lastly, a transaction in the College is highly systematized with the aid of a computer for enrolment and payment using LinkBiz. The Bachelor of Arts in Communication with Convergent and Digital Cinema track, Bachelor of Arts in Journalism, and Bachelor of Arts in English Arts are in demand in the nation due to global competitiveness. In Cabuyao City and Sta. Rosa City alone has many giant Companies, Telecommunications, and different companies that need thousands of Call Center Agents specialized in foreign languages, linguists, teachers, journalists, and social services that will help to address the demand of the world for this business.

Weaknesses. The College is still offering in-demand computer, business, and tourism courses in the City of Cabuyao and soon will offer a BA in Communication, Journalism, and English. Most computer science, information technology, and Business-related graduates landed a job after graduation. However, graduates of this course did not apply in the BPO or Hotel industries. Based on the data gathered from the BPO industries, few graduates from the College relate to them because they lack training as Call Center Agents. Lastly, Some Instructors in the College who handle English Proficiency are new graduates and don't have or are currently taking units in their master's degree. Instructors in the College who teach this course stay for only a year or so and then work abroad or in the Government offices.

Opportunities. The College is a DepEd, CHED, and TESDA-certified. It is noted that based on the Registrar files show that students are coming from Cavite and the whole Laguna Province. Another opportunity that the students, faculty, and staff of the College availed is exposure to the latest computer software and hardware, like networking systems and the internet, business process outsourcing, sales and retail, business entrepreneurship, marketing trends, etc.

The Threats. Many students rely on scholarships given by politicians, now there's a transition of officials for both local and national, there will be a lot of students who will not enroll in college because of the financial aspect of the parents or siblings who support their schooling.

CGC Core Values

The institutions' modified basic ideals are readily apparent. This signifies that CITI Global College was effective and efficient in implementing programs that allowed students to understand and apply these core principles through their ideas, feelings, and actions.

CGC Mission and Vision Statement

Based on the results of the survey related to the vision and mission of the school conducted by the researcher, the following data were obtained:

1. The results have not been fully integrated into the schools' vision and mission.
2. The school's vision is clear and actionable.
3. Although the vision and mission have been stated, they cannot be achieved entirely.
4. The school's vision and mission are not understood by all school members, including student guardians, because socialization has not been fully applied by the administrator while the new vision and mission for 2023 have been revised.
5. The vision and mission are developed collaboratively with the School Development Team, with goals that are measurable, specific, flexible, and easily understood by all school members.

6. The school's vision and mission have been effectively communicated to all members.
7. The vision and mission of the school are measurably flexible and easy to understand.
8. The vision and mission are measured, flexible, clear, and easy to understand. However, the reality of the challenges in this institution has prevented it from achieving the overall vision and goal that had been envisioned. Approximately 60% have only been reached, with 40% not being attained for a variety of reasons, including the fact that only 20% of the total faculty are vertically aligned educators, and 60% are part-time professors. Facilities and infrastructure are incomplete, and there are limited funding sources available. Due to limited human resources and economic constraints, not all parents participate.
9. The vision and mission are based on its current conditions. It was created together and communicated to the committee, students' parents, and pupils in simple and understandable words.

Leadership Styles and Faculty Teaching Practices

Leaders are believed to be able to envision the future, set goals, and bring people together while inspiring them to give their all and inspire others (Chan, 2023). According to Neal et al. (2019), "values are essential to every culture because they define beliefs" (p. 97), and when a common belief and meaningful goals are established, a powerful synergy is produced. Values are critical in transformational leadership, which accomplishes a higher purpose than simply a transaction between leaders and followers.

Studies have shown that there is no strong correlation between leadership style and Faculty teaching styles. The results of the study showed that the school leaders' leadership style and faculty performance were not statistically related, and there was no statistical difference in the school administrators' and faculty's performance among the leadership styles: transformational leadership style, interactive leadership style, and passive resistance leadership style.

Thus, future research should be done in the areas of multiple faith-based institutions with an increased population and testing across the areas of age, gender, campus, and level.

Communication Pattern

There are five models discussed by Joseph A. Devito (2022). This is one of the communication models about the chain model and the star model for coordination of work, problem-solving, sharing information, conflict resolution, and bond building among others (Building Relationships). CITI Global College also employs this communication model to foster effective relations between management and workers. The organizational communication model that leaders & their followers use is the chain communication model to coordinate work, share information & build relationships. In turn, each department head receives direction from their superior, who gets it from the company CEO. In this type of chain communication, according to Joseph A. Devito (2022) and the chain model concept, people (here heads of each section) become leaders of others. Location: A person at the end can only talk to one person. When using a chain-like pattern in communication between employees in different departments within an organization, it shows that there is trust from senior management towards junior staff or some kind of delegation in conveying important information up the organization hierarchy through juniors.

In this regard, there is no better example for CGC School leaders to emulate when communicating with their staff. In another way, the efficacy of a model depends on many variables. (e.g., the context, the person, the matter at hand)

The school administrators, department heads, and program heads' ability to identify these dynamics and determine when to use which communication style, depending on the situation, is key to organizational effectiveness. Nevertheless, our findings are subject to exceptions. The results of this study have changed. The researcher came up with an important relationship between communication and the organizational effectiveness of administrators.

Thus, school heads need to adopt various forms of communication and explore alternative means of communicating that will always keep teachers and staff in good contact with each other. Health management requires effective communication. For this reason, School heads / Administrators, Department and Program heads are expected to build or enhance relationships among the members of the school's staff.

This implies that there should be a system that promotes effective working relationships leading to the acquisition of skills by every member in the school on how to communicate effectively. Thus, developing a strategy is a must.

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