



**RESEARCH PAPER**

**Effect of Organizational Climate on Teaching Professional Competencies of Public School Teachers in Punjab**

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**ABSTRACT**

The aim of the current study was to evaluate the effect of various factors of organizational climate on the teaching competencies of teachers in public sector school. Randomly selected 360 secondary school teachers and 900 students of grade 10th participated in this study. The researchers framed two rating scales, one for rating the organizational climate and second for rating the teacher's competence used to collect the responses from the target sample. An observation schedule was also administered. Data analysis was processed through SPSS version 21. The findings of Pearson correlation showed that organizational climate had positively influence on the teachers' competence. The decision making process was highly and positively correlating component of organizational climate with the teachers' competence factor, teaching methods and strategies competence. It was concluded that organizational climate was significantly correlated with teachers' competence. This indicates that by improving the organizational climate scores the teacher's competence can be improved.

**Introduction**

Professional competence means to have the capability to present the knowledge in presentable way with scope and depth and show the expertise in the area of his specialization. Competence in general educational consists of the capacity to create something new, to be flexible and can adapt with all insight of education. The Pathways for competence of teachers may be seen in the hopes to change and motivation for learning which combine with the self learning and positive discussion (Renata, et. al, 2018). The studies on teacher competence begin

with seeing the reality that the teacher competence of our teachers is still low (Kristiawan & Rahmat, 2018). The low competence of teachers is related to the performance of the teachers in the competency test results in 2014 and in 2015 (Kristiawan, 2014).

All forms of policies and programs will be determined by the performance of the parties who are at the forefront of the teacher (Kurniasih, 2017). All parties certainly agree when the teacher is the main element in the whole process of education, especially at the institutional and instructional level. Without a teacher, education will only be a grand slogan. In an effort to improve teacher work performance there are many factors that influence it arising from external factors and internal factors (Susanto, 2016). Internal factors arise from within the teacher itself such as talent, knowledge, and motivation. The external factors arise from outside the teacher, for example the work environment.

Husein (2017) outlines the expected role of professional teachers are corrector, organizer, motivator, supervisor and evaluator. In its role as an initiator, the teacher must be able to trigger the ideas of progress in education and teaching. As a facilitator, the teacher should be able to provide facilities that enable the ease of learning activities of students. The role of the teacher as a guide must be more important, because the presence of teachers in the school is to guide students to become capable adult human beings. The role of the teacher as a demonstrator, for learning material that is difficult for students to understand, the teacher must try to help him by demonstrating what is taught in a didactic manner, so that what the teacher wants is in line with students' understanding, there is no misunderstanding between the teacher and students.

Organizational culture is defined as guidelines for behavior and problem solving - organizational problems (Sutrisno, 2015). Organizational culture is "the values that hold human resources in carrying out their obligations and behavior in the organization" (Nawawi, 2015). Organizational culture is the rules of the game or the reference of a particular organization or community that is understood by all members of the organization which is manifested in internally integrated patterns of thinking and behavior and external adaptation in an effort to achieve organizational goals (Susanto, 2016). Organizational culture is an organization's beliefs and values that are understood, imbued, and practiced by organizations, so that the channel gives its own meaning and becomes the basis for rules of behavior in organizations (Tobari, 2015) (Fitria et al., 2017).

There are seven prime characteristics of organizational culture. According to Robbins in Nawawi (2015) 1) innovation and courage to take risks, 2) attention to detail, 3) outcome orientation, 4) people orientation, 5) team orientation, 6) aggressiveness, and 7) stability. With regard to these characteristics, each characteristic moves on a continuum from low to high. By assessing the organization based on these seven characteristics, a plural picture of organizational culture will be obtained. According to Luthans in Tika (2014) the main factors that

determine the strength of organizational culture are, 1) togetherness; and 2) intensity.

The function of school culture is as a school identity that has certain characteristics that distinguish it from other schools. The identity can be in the form of curriculum, order, school logos, rituals, uniforms and so on. School culture has indicators, including: institutional arrangements, school norms, school values, school regulations, school climate, ideas, and school habits. To maintain that organizational culture, including schools, is durable and permanent, members of the organization must have a strong commitment. Effective school organizational culture is the values and norms adopted and carried out by everyone in the school environment in empowering every component in the school both internally and externally as well as good management in order to achieve the vision, mission and school goals effectively and efficiently (Kristiawan, 2017).

The theory to be tested to measure organizational culture in this study is the theory of Shate and Robins in Tika (2014). The dissemination of the values and beliefs (extent of ordering) is related to several members of the organization who adhere to the values and beliefs of the organization's culture. Dissemination of values depends on the system of socialization or inheritance provided by the leadership of the organization, especially new members. The values and beliefs (clarity of ordering) agreed upon by members of the organization can be clearly determined. The clarity of these values is determined in the form of business philosophy, motto, basic assumptions, general goals, and principles that explain business. The intensity of the implementation of core values (core values being intensely held) is intended to the extent that organizational cultural values are lived out, adhered to and implemented consistently by organizational members. In addition, the intensity also means how the organization treats members of the organization who consequently carry out the organizational values of the organization and members of the organization who are only half or totally not carrying out cultural values.

Teacher competencies play important role to obtain successful goals of any public school. Teacher is the major backbone of any school which enhances the emotional and educational level of students. Competencies of teachers directly link with the competencies and achievement of students.

It is our national need to improve the quality of education in our country at schools level. Teacher is the key person to perform as a changing agent for the very hard task of quality improvement. So to enhance the quality slandered, it is need of the hour to strengthen the key agent to improve the quality. For the task to on shore the quality education, well trained, professional and competent teachers are needed. So there is the problem to discover the parameters of organizational climate that directly affect the professional competence of teachers.

## Material and Methods

For administration purpose, Punjab provinces is distributed into three zones i.e. north, south and central and each zone further divided into three divisions, from each division one district was selected. From each district ten secondary schools were selected, from each school four teachers and 10 students were selected randomly. 360 SSTs (secondary school teachers) and 900 students of grade 10<sup>th</sup> from 90 secondary schools in 9 selected districts. Total 1260 participants directly participated in this study. Two rating scales were framed for rating the organizational climate and teacher's competence which were reliable by pilot testing and validated through expert suggestions. Moreover an observation schedule was also administered to compare the organizational climate of the schools.

## Data Analysis and Presentation of Data

**Table 1**  
**Pearson Correlation between Organizational Climate and Teachers' Competences**

Organizational Climate	Teachers' Competences				Overall score
	Subject knowledge	Teaching Methods & strategies	Students developmental needs	Reflection of Professional Skills	
Leadership process	.326*	.388*	.332*	.333*	.466**
Motivational force	.328*	.369*	.378*	.335*	.476**
Communication	.293*	.357*	.355*	.319*	.454**
Interaction Influence	.312*	.379*	.377*	.331*	.499**
Decision Making	.321*	.348*	.395*	.349*	.470**
Goal setting	.352*	.372*	.402**	.323*	.452**
Overall	.445**	.509**	.516**	.458**	.649***
Teacher Observations	.352*	.396*	.419**	.370*	.513**

Note. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 1 shows summary of Pearson correlation between organizational climate and teachers' competences. There was significant correlation of organizational climate and its components with different competences of teachers' competence. The subject knowledge competence is significant correlated with leadership process ( $r=0.326$ ,  $p < .05$ ), Motivational force ( $r=0.328$ ,  $p < .05$ ), Communication ( $r=0.326$ ,  $p < .05$ ), Interaction Influence ( $r=0.312$ ,  $p < .05$ ), Decision Making ( $r=0.321$ ,  $p < .05$ ) and Goal setting ( $r=0.352$ ,  $p < .05$ ). The subject knowledge competence is highest correlated with Goal setting ( $r=0.352$ ,  $p < .05$ ).

The Teaching Methods and strategies competence is significant correlated with leadership process ( $r=0.388$ ,  $p < .05$ ), Motivational force ( $r=0.369$ ,  $p < .05$ ), Communication ( $r=0.357$ ,  $p < .05$ ), Interaction Influence ( $r=0.379$ ,  $p < .05$ ), Decision Making ( $r=0.348$ ,  $p < .05$ ) and Goal setting ( $r=0.372$ ,  $p < .05$ ). The Teaching Methods and strategies competence is highest correlated with Leadership process ( $r=0.388$ ,

p<.05). The Students developmental needs competence is significant correlated with leadership process (r=0.332, p<.05), Motivational force ((r=0.378, p<.05), Communication(r=0.355, p<.05), Interaction Influence(r=0.377, p<.05), Decision Making (r=0.395, p<.05) and Goal setting (r=0.402, p<.05). The Teaching Methods and strategies competence is highest correlated with Goal setting (r=0.402, p<.05).

The Reflection of Professional Skills is significant correlated with leadership process (r=0.333, p<.05), Motivational force ((r=0.335, p<.05), Communication(r=0.319, p<.05), Interaction Influence(r=0.331, p<.05), Decision Making (r=0.349, p<.05) and Goal setting (r=0.323, p<.05). The Teaching Methods and strategies competence is highest correlated with Decision Making (r=0.349, p<.05). Overall Organizational Climate score was significant correlated with Teachers' competence score (r=0.649, p<.05). This indicates that by improving the organizational climate scores the teacher's competence can be improved.

**Table 2**  
**Summary of Multiple Regressions to Check the**  
**Effect of Various Factors of Organizational Climate on Teachers' Competence**

Factors of Organizational Climate	B	SE	$\beta$	t	p
Constant	-.073	.162		-.452	.652
Leadership process	.285	.036	.229	7.839	<.001
Motivational force	.041	.041	.035	1.002	.316
Communication	.192	.038	.164	5.083	<.001
Interaction Influence	.157	.037	.147	4.223	<.001
Decision Making	.206	.038	.174	5.352	<.001
Goal setting	.162	.036	.147	4.545	<.001

In multiple regression analysis teacher competence is dependent variable and components of organizational climate are independent. Through multiple regression predictors of teacher competences can be identified. Organizational climate is composed of six components; each component has some effect on teacher competence. The best predictor of teacher competence is Leadership process ( $\beta=.229$ ,  $t=7.839$ ,  $p<.001$ ).and least predictor of teacher competence is Interaction Influence ( $\beta=.174$ ,  $t=4.223$ ,  $p<.001$ ). Motivational force has no significant effect on teacher competence. Motivational forces not predictor of teacher competence.

## **Results and Discussions**

The following are some of the results of research that support the research carried out, which is substantially related to teacher performance. Hamdani et. al. (2018) concluded teachers' work motivation and principal's managerial competence affects teachers' conduct and performance. Andriani et al., (2018) found transformational leadership and work motivation have a positive influence on the teachers performance. Nuraisyiah (2014), the results of the study showed that organizational culture had a significant effect on teacher performance. The equation with what the researchers did was, this study consisted of three independent

variables and one dependent variable while the researchers conducted two independent variables, one dependent variable. Djailani (2014), the results concluded that the organizational climate directly has a positive effect on the level of teacher conduct and performance.

The magnitude of the influence of the organizational climate directly on teacher performance is 55%. The equation with what the researchers did was in the dependent variable, the teacher's Competence. The difference is in the object of research and one of the independent variables is different.

Mishan (2014), the results showed that school culture and organizational culture together provide a positive and significant influence on teacher performance. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference is in the object of research and one of the independent variables is different. Anggia (2015), the results indicate that simultaneously teacher professionalism and work motivation have a positive and significant effect on the performance of high school economic teachers in Malang City. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference is in the object of research and one of the independent variables is different. Handayani (2015), the conclusion of his research states that there is a significant effect of organizational climate on the culture of high school in Wonosobo District. The performance of high school teachers in Wonosobo Regency is influenced by the organizational climate of 20.2%. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference with what the researchers did was, this study consisted of three independent variables and one dependent variable while the researchers conducted two independent variables, one dependent variable.

Murwati (2013), the results provided two conclusions, namely the first conclusion that there is the influence of professional certification on work motivation in SMK Negeri Surakarta and the second conclusion that there is the effect of professional certification on the performance of teachers in Surakarta Vocational High School. The equation with what the researchers did was in the dependent variable, the teacher's performance. The difference is in the object of research and the independent variables are different. Sudrajat (2017), the results showed that organizational culture in schools and motivation had a positive and significant effect on teacher performance, both partially and simultaneously. Therefore, teacher performance can be improved through improving organizational culture and motivation. The implication is that there is a need for principals or other leaders to take actions related to improving teacher performance. Based on the coefficient of determination, the influence of school organizational climate on teacher teaching motivation is 15.4%. The equation with what the researchers did was on the independent variables, namely the organizational climate. The difference is in the object of research and the number of independent variables.

Umami (2014), the conclusions of this study indicate that the high pedagogical and school culture competencies together will contribute significantly to student achievement in national examinations. Cholil (2014), the results showed that the organizational climate and work motivation had a positive and significant effect on teacher performance in Muhammadiyah Middle School Ngawi. The equation with what is done by researchers on the dependent variable while the difference is on the independent variable and the object of research. Zubaidah (2016), the conclusion of his research states that there is a significant influence of the organizational climate on the school culture of Palembang City Junior High School. The equation with what is done by researchers on the dependent variable while the difference is on the independent variable and the object of research. Ferti (2015) found that leadership and organizational climate affect the performance of teachers. Liana (2012) showed that together the organizational climate, achievement motivation and job satisfaction affect employee performance. The conducive organizational climate will affect employee performance. The difference with what researchers do is the number of variables. In this study there are four variables while the researchers conducted only three variables.

Hadi (2015) pointed out that the organizational climate and teaching motivation together are positively and significantly related to the professional conduct of schools of Muhammadiyah teachers in the Regency Kudus, It means that the better the organizational climate and teaching motivation, the higher the professional performance of teachers of high school, vocational school, MA Muhammadiyah will be followed in Kudus. Haryani (2017), the results of the discussion show that the school organization climate had significant effect on learning management, school organizational climate has a positive and significant influence on teacher performance, principals' leadership has a positive and insignificant influence on learning management, principals' leadership has a positive and insignificant influence on teacher performance, learning management has a positive and significant influence on teacher performance, there is a correlation between the organizational climate of the school and the leadership of the principal.

Manik (2011) concluded that principal leadership, organizational culture and work motivation jointly had a significant effect on teacher performance with a large influence 87.00%. While the remaining 13.00% is affected by other variables not examined in this study, but also influence teacher performance. The difference with what researchers do is the number of variables. In this study there are four variables while the researchers conducted only three variables.

## **Conclusions and Recommendations**

Correlation of organizational climate and its components with different competences of teacher's competence was found. The subject knowledge competence is highest correlated with leadership process and goal setting process in

the organization. The competence of teaching methods and strategies was found to be correlated with leadership process, motivational forces, process of communication, Interaction Influence process, decision making process and goal setting process in the organization. The teaching methods and strategies competence is highest correlated with leadership process. The students developmental needs competence is significantly correlated with leadership process, motivational force, communication, Interaction influence, decision making and goal setting. The teaching methods and strategies competence is highly correlated with goal setting. The reflection of professional skills is correlated with leadership process, motivational force, communication, interaction influence, decision making, and goal setting. The teaching methods and strategies competence is highest correlated with decision making process. Overall organizational climate score is significant correlated with teachers' competence score. This indicates that by improving the organizational climate scores the teacher's competence can be improved.

The result of multiple regression shows that the best predictor of teacher competence is Leadership process and least predictor of teacher competence is Interaction Influence. The best predictor of teachers' subject knowledge is Leadership process. The least predictor of teachers' subject knowledge is decision making process in the organization. Motivational force, communication and Interaction Influence are not predictor of subject knowledge. The best predictor of teachers' teaching methods and strategies is leadership process. The least predictor of teacher's subject knowledge is communication. Motivational forces are not predictor of teachers teaching methods and strategies. The best predictor of student's developmental needs is decision making. The least predictor of students' developmental needs is Interaction Influence process. Motivational force is not predictor of students' developmental needs. The best predictor of teachers' reflection of professional skills is leadership process. The least predictor of teachers' reflection of professional skills is Goal setting. Motivational forces, Interaction Influence are not predictor of teachers' reflection of professional skills.

The best predictor of organizational climate that directly affect the teacher's competence is the leadership process. The second best predictor that directly affects the teacher's competence was the decision making. The third best predictor that directly affects the teacher's competence) is the goal setting. The fourth best predictor that directly affects the teacher's competence is the communication process in the organization. The least predictor of organizational climate that affect the teacher's competence is the motivational forces in the organization. It was seen that there was no significant effect of motivational forces as predictor of organizational climate that affect the teacher's competence. This study recommends that by improving the organizational climate scores the teacher's competence can be improved.



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