



RESEARCH PAPER

Effect of Organizational Climate on Secondary School Teacher's Competence: A Gender, Locale, Qualification and Experience Base Study

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The current study's aim is to assess the impact of organizational climate on teacher's competence regarding the different demographic factors of the secondary school teachers. This study's population included all Secondary School Teachers (male and female) and all 10th grade students from urban and rural areas in Punjab's secondary public schools. The instruments used to collect the responses from the target sample were Organizational climate index (OCI) for organizational climate, Teacher's competence scale (TCS) for rating the Teacher's competence and an observation schedule for rating the organizational climate. 360 Secondary school teachers and 900 students of grade 10th participated in this study. According to data analysis through SPSS (V-21) the findings of Pearson Correlation between Organizational Climate and Teachers' Competences showed that organizational climate being independent variable positively influence the dependent variable i.e., teacher's competence. It was concluded that Organizational Climate was positively and significantly correlated with Teachers' competence. This indicates that by improving the organizational climate scores, the teacher's competence can be improved. *he* Comparison of male and female teachers on organizational climate through independent samples t-Test was conducted. There is a major gap in leadership phase of male and female teacher

Introduction

Education is, in the broadest sense, any conduct or experience that affects the mind, the nature or the physical capacity of the individual. Training is the deliberate transfer of the learned knowledge, skills and values of a population from one generation to another, in the most technical sense. In its true meaning, education

aims to humanize society and make life more progressive, educated, and humane. It is critical for the individual's and society's growth. Man builds his thought and logic, problem solving, intellect, imagination, and aptitude, optimistic feelings and talents, good qualities, and attitudes through education. Education is a conversation between the past, current, and future generations, with the aim of passing on the heritage's lessons to future generations (UNESCO, 1998).

Andriani, et al., (2018) and Renata, et al., (2018) stated that teacher's competence is the key thing that should be kept in mind to carry out the process of education in some institutions, some special knowledge and skill is needed to carry out such a role as a teacher. (Susanto, 2016). Quality of education depends upon the results that are provided by the experts of this field. The purpose of the research on teacher's competence is to detect the root cause of the low quality of education in our school system (Kristiawan & Rahmat, 2018). It can be observed in the results of session 2014 (Kristiawan, 2014).

If, apart from the mastery of studying material and teaching skills, a teacher is able to engage and work with colleagues and students and, since teachers are members of a community, find peace, values and meaning in the life of a school in which he works (Susanto, 2016). If school principals, staff, employees, and students are all involved in the process, teacher success would be ideal (Renata et al. 2018). If a profound devotion and a genuine goal are combined with a relentless awakening to all the shortcomings that exist and the determination to progress in a better way would be important to the teacher's performance. The adoptive community of the school is a means of enhancing the performance of teachers and others. Increasing the effectiveness of teachers is the result of teaching the values of the school which leads to increasing loyalty and commitment to the school which in turn improves the performance of teachers. Djailani has conducted research on the impact of organizational environment (2014). According to the findings of his study, the organizational environment had a direct impact on teacher success, both high and poor. The impact of the organizational environment on teacher success is estimated to be 55 percent. Nuraisyiah performed a related analysis (2014). The results of the study show the optimistic and significant effect of organizational culture on the performance of teachers in Pandan District, Central Tapanuli, the public high school of North Sumatra.

According to the background information provided, organizational environment and school atmosphere are variables that are believed to influence teacher success. Based on these considerations, research into "The Effect of Organizational on the Teacher's Competence in Relation to the Various Demographic Variables of Secondary School Teachers" is essential.

Managers and teachers are both influenced by leadership, the workplace climate, working community, school culture, skills, job satisfaction, working environment and work motivation. Given the time, capacity, costs, theory and analytical depth limitations, study cannot simultaneously conclude on all variables

that influence teacher performance. As a result, researchers concentrate their efforts on only five factors: place, gender, expertise, academic qualification, and technical qualification. The study is restricted to describing and mapping out the patterns of relationships between socioeconomic variables and teacher competence.

The professional success of High School Teachers is influenced by the occupational environment. The ethos in schools impacts on teachers' professional performance. In terms of demographic variables like gender, location, qualification, technical qualifications and experience, this organizational landscape has an impact on teacher skills. The aims of these studies are: 1) to identify the effects of the organizational atmosphere on the demographic competence of secondary school teachers; 2) to identify the gap between the organizational environment and the demographic competence of secondary school teachers; and 3) to identify population factors which influence the population of teachers.

Literature Review

Organizational climate symbolizes the way in which it is perceived by its members. We cannot see or touch it, but it is there. In educational setting, the organizational climate is the blend of organizational structure and teacher's competences. It is a universally recognized fact that the education is the prime key to moral, political, and socio-economic development of a nation. Teacher is the main agent of change in education system and he has to undergo so many stresses and strains during his duties. The operational climate is one of the most significant factors determining the instructor competence, either directly or indirectly. The company's climate can also be evaluated by the use of leadership processes, motivational groups, communications processes, interaction influences, decision-making and goal-taking processes. Since the instructor carries out technical duties, the teacher's expertise must be assessed and measured. The aim of this research is to see how organizational environment affects teacher professional competence. The analysis was conducted in a descriptive and quantitative manner. The current research looked at a variety of demographic factors that have a significant impact on a teacher's competencies, including content awareness, instructional approaches and techniques, student learning requirements, and technical ability reflection. The study's selection consisted of 90 high schools chosen at random from nine districts in the Punjab province's nine administrative divisions. By draw, one district from each division was chosen. In this way, only 9 districts from the Punjab province were chosen out of 36. Both Secondary School Teachers (SSTs) (male and female) and all students in grade 10 from urban and rural areas in secondary public schools in Punjab were included in this study.

The Climate of the Organization

The organization is a container for communication between the employees both with each other and with the social environment that has mutual influence to achieve an objective (Susanto, 2016). The organization is a form of

hierarchy in which two or three people are working together to achieve such goals (Hasibuan, 2014). There are two kinds of organizations, according to Wukir (2013): formal and informal organizations. A fixed collection of hierarchical structure and protocol rules distinguishes formal organizations. Informal organizations are founded as individuals or entities in formal organizations form informal partnerships. The writers conclude that the foundation of an organization's understanding is a relational network that works collectively to accomplish corporate objectives.

The arbitrary meaning or consistency of an organization's ecosystem is referred to as organizational climate (Susanto, 2016). In the organizational climate of a school, the predominant dynamics of human relations are a corporate atmosphere. This pattern of relationships comes from interactions with other teachers or from the partnership between the leader and teacher. Thus, the organizational environment at school is a human environment where teachers do their work or a collection of work environments which teachers, who are considered to be the strongest factor for the development of the actions of the instructor, evaluate directly or indirectly (Susanto, 2016).

The teacher's awareness of the organizational climate is required to provide a welcoming environment for the teacher while at school. As a result, teachers would be motivated to increase the standard of their instruction, resulting in high-quality schooling. Teachers need a favorable workplace environment in order to be encouraged to perform more enthusiastically.

Susanto (2016) goes on to describe the conditions that affect the organizational environment in the following way. 1) The manager or the boss. Any behavior made by a leader or boss, such as regulations, strategies, funds, corporate practices, and contact styles, affects the environment in many ways. 2) Employee behavior. Employee behavior, especially their needs and the actions they take to meet those needs, has an impact on the environment. 3) Behavior in a working community. Most individuals have some desires in terms of friendship relationships, which are often met by communities of organizations. 4) The organization's external influences the environment of the organization is influenced by a variety of external influences. The key factors that influence the environment are economic conditions.

According to Susanto (2016), there are at least five measurements used in calculating organizational environment, which will be evaluated in this report. 1) accountability, 2) identity, 3) comfort (comfort), 4) assistance (assistance), and 5) dispute (conflict). The feeling of becoming a self-leader is called responsibility. The duty of an individual to carry out the duties delegated as best as possible in accordance with the direction obtained or the degree to which members of the company are responsible for the work that is entrusted is referred to as responsibility. The sense of membership and acceptance in a society is referred to as identity.

Warmth is the feeling of working in a friendly atmosphere, with a greater focus on friendly or affective environments in informal groups and good ties between colleagues, with a higher focus on the power of cooperation and informal social groups. Help is a concept that refers in particular to the feeling of joint support between managers and employees and the emphasis is on reciprocal support between employers and subordinates in matters relating to support and ties between colleagues. Conflict is a situation in which supervisors and leaders, as well as managers and subordinates, are at odds. In situations where supervisors and employees like to hear diverse points of view, this is especially important.

The Culture of the School

A system of values, ideals, objectives or norms, which have been long accepted and taken by representatives of an organization as guidelines for behavior, is known as the organizational culture challenges (Sutrisno, 2015). Organizational culture is referred to as the values that govern human resources in their roles and their behavior (Nawawi, 2015). Both the members of the organization understand the laws of the game or the frame of reference of a certain person or community of socially integrated ways of thinking and behavior as well as the outward adaptation to the achievement of organizational objectives (Susanto, 2016). Organizational culture is defined as the beliefs and values of an organization that organizations interpret, embed and enforce such that this trend assumes its own form and serves as the basis for organizational guidelines for actions (Tobari, 2015).

There are 7 key characteristics of organizational culture, according to Robbins in Nawawi (2015) 1) risk-taking and creativity; 2) accuracies; 3) orientation towards results; 4) orientation towards people; 5) orientation towards teams; Any of these traits has a range from low too high in terms of intensity. A diverse image of corporate culture can be achieved by analyzing the organization based on these seven characteristics. The key factors that decide the strength of organizational culture are 1) togetherness and 2) intensity.

According to Robins in Sutrisno (2015), some of the benefits of organizational culture include: 1) restricting the function that separates one organization from another, 2) increasing a sense of ownership among members of the organization, 3) prioritizing mutual objectives over individual desires, and 4) maintaining organizational cohesion. The four roles show that organizational culture can influence employee attitudes and behaviors in the course of their work, implying that organizational culture ideals must be instilled early in each company.

- The outcome of a meeting between the ideals maintained by the principal as a leader and the values accepted by the teachers and staff in the school are what make up school culture (Kristiawan, et al., 2017). Schools, like all organizations, have their own ethos that is reflected in the school's image. The aim to be accomplished by the school, namely the intent of education, is what separates organizational culture from school culture (Susanto, 2016). School culture serves

as a school identification with distinct features that set it apart from other schools (Susanto, 2016). Curriculum, order, school colors, traditions, badges, and so on is all examples of identification. Institutional structures, school norms, school standards, school rules, school environment, thoughts, and school practices are all markers of school community. Members of the organization, like colleges, must have a deep dedication to ensure that corporate culture is enduring and lasting (Ahmad, et. al, 2016)

In order for every part of the school, both internally and external, and good management, to properly and effectively meet the aim, mission and goals of school, active school organizing culture refers to the values and expectations that all members of the scholastic's community embrace and observe (Kristiawan, et al., 2017). Kristiawan, et al., (2017) discusses the characteristics of a good school organization, which comprises: 1) collaboration; 2) mutual confidence; and 3) transparency or integrity. There is cooperation in place.

Significance of organizational features according to Deal and Kennedy in Tika (2014) includes: 1) organization members are loyal to an organization; 2) guidance is clearly outlined, understood, obeyed, and implemented on behavior of people; 3) the values of the organization are not only slogan-styled, but also lived and expressed in daily conduct, and 4) heroes' organizations have special places; 5) various ceremonies range from very simple to extremely luxury rituals; 6) the establishment of a cultural network which retains Heroes' glory legends.

Teacher's Competence

Teachers are one of the human factors in the education and learning process, according to Sardiman (2014), and they play an important role in the creative development of human capital in the future. "Law No14 of 2015 on the teacher and lecturer teacher is a training teacher for the main purposes of instruction, preparation, assessment and evaluation of early childhood, formal, general and secondary educators." Teachers with official recognition on the basis of applicable provisions are called licensed teachers, both with regard to their condition and their formal teaching background (Suyanto, 2013).

Teacher professionalism refers to the state, course, importance, intent, and standard of a person's knowledge and authority in the field of education and teaching that is relevant to their livelihood (Hosnan, 2016). Educators are technical workers, as mentioned in article 39 paragraph 2 of the 2003 National Education System Act. The dignity of the teacher as a specialist is enhanced by the teacher's position as a learning agent, which helps to increase the quality of national education (Kurniasih, 2017).

Under RI Law no 14 of 2005, the following technical conditions must be fulfilled by teacher: 2) has pedagogical, personal, social and vocational skills, 2) certificates of education, 4) are physically and mentally healthy and 5) are in a

situation of achieving educational aims. Professional teachers have the following characteristics: 1) comprehension and recognition of assignments, 2) ability to work positively with pupils, teachers, parents, students, and community, 3) desire to build vision and consistent role development, 4) putting service first in the mission, 5) leading, suppressing, and increasing student conduct habits, and enforcing the position code of ethics. With the need for competencies that must be met by teachers, this can serve as an inspiration and incentive for them to seek out a range of information and skills that will help them develop their skill and align with proven professional competencies (Aedi, 2016).

The success of the parties at the centre of the instructor will decide all types of policies and services (Kurniasih, 2017). When it comes to education, both parties accept that the instructor is the most important component, both at the institutional and instructional levels. Training would be nothing more than a grand slogan without an instructor. There are several aspects that affect teacher job competence, both external and internal, in the attempt to strengthen it (Susanto, 2016).

Internal influences such as ability, experience, and inspiration come from inside the instructor. External variables, such as the job environment, come from beyond the teacher's control. The instructor should be able to run the school efficiently as a course manager so that the students feel comfortable with it and are encouraged constantly to learn there, because the class is a meeting point for both students and teachers to learn from the teacher. In order to serve as a mediator, teachers should have sufficient expertise and understanding in instructional Medias in non-material and material formats and categories. The teaching method as a supervisor should be helpfully established and critically evaluated by the instructor. The teacher's role as an evaluator is to be a good and truthful evaluator by providing an evaluation that considers both extrinsic and intrinsic factors. As an instructor, he can be categorized across a wider range of qualities and qualifications based on his professional responsibilities, such as possessing professional skills, academic ability, and the essence of social education (Sardiman, 2014).

In general, a teacher's career consists of three functions: educating, teaching, and preparation. Educating entails maintaining and cultivating life values; teaching entails maintaining and developing knowledge; and preparation entails enhancing students' abilities (Suyanto, 2013). The following are proposals to enhance the professionalism of teachers: to motivate and promote professional ethics; to improve the academics through educational activities, training, working groups and self-studies; to increase the skills of teachers through education, education, training, peer supervisory services, working classes and self-study; (Husien, 2017).

The author concludes that the teacher's achievement consists of the actions and achievements that a teacher has achieved to achieve his duties as a teachers and educators in accordance with defaulting parameters, which require the teacher of the above definitions of teacher performance to have pedagogical competence, skill, social competence, and professional skills. Increased teacher satisfaction is vital if the

problem of teacher workload is addressed, which is one step in raising students' standards of service.

In accordance with Article 10 of Act No 14 of 2005, pedagogical competencies, personality competences, psychological competencies and professional training technical competencies are among the competences which an educator must possess. To ensure that the results succeed, it is necessary to evaluate or determine results by referring to the measurements and indicators that are correctly and effectively measured, such as performance, efficiency in time, funds and unspent materials (Susanto, 2016).

Material and Methods

Population and Sample

The Punjab with largest population in Pakistan has 36 districts containing 6663 public high schools 3500 males 3163 female public high schools in all 36 districts of the Punjab. In our public high schools, there are 75331 male and 68885 female teachers. In Punjab, there are 132948 teachers and 4175448 students (2188784 males, 1986664 females) enrolled in public high schools. The research included all 10th grade students (boys and girls) as well as SST teachers (male and female) from public high schools in Punjab. Every district's schools were chosen at random. For this analysis, five male and five female schools were selected. Three of the five schools were agricultural, while the other two were urban. The survey consisted of four SST teachers from each randomly chosen school (two science teachers and two general teachers). So, 360 SST teachers were the part of this research. 10 students of grade 10th randomly selected from each school were also the part of this research. In this way 900 students of 90 schools from the randomly selected 9 districts of the whole Punjab were selected for the sample of this research. Total 1260 participants directly participated in this study.

A Rating Scale for Assessing a Teacher's Abilities

The teacher's skill scale is the name for this scale (TCS). Teachers' expertise is found to be divided into four categories of educational organizations. According to the National Teaching and Future Commission (1996, p. 21), profound description is given of the competent, accountable, and qualified practitioners who are to be present in every classroom of each school in the Americas. Educators are there that:

1. Are well-versed in their topics and content areas.
2. Evaluate high-quality student instruction using a combination of effective instructional approaches and techniques.
3. Recognize their students' developmental needs.
4. Who is actively engaged and reflective in the continuing development of technical teaching and learning skills?

To investigate the impact of occupational environment on instructor competence, the researcher creates a rating system.

Table 1
Reliability of teacher's competence scale

	Subscale	Items	No.	Cronbach's Alpha
1	Awareness of the subject	1-10	10	.876
2	Methods and strategy teaching	11-20	10	.867
3	Technology demands of students	21-30	10	.884
4	Professional skills reflection	30-40	10	.877
	Overall	1-40	40	.915

The data was gathered and a factor analysis was performed. Cronbach's Alpha, a measure of durability, was 0.87. The current value of Alpha was adequate for the analysis.

Data Analysis

The study's aim was to look at the impact of organizational environment on secondary school teacher competences. For this purposes data were collected from teachers and students. Three hundred sixty teachers were selected from the province Punjab. For administration purpose Punjab provinces is divided into three zones i.e., South Punjab, central Punjab and North Punjab and each zone further divided into nine 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. For data analysis purpose this chapter was distributed into two sections, one for analysis of teacher's responses and other for analysis of student's responses. After entering the data to SPSS grid sheet, data were cleaned and made ready for analysis. Descriptive and inferential statistics were used to analyze the data. The frequency and percentage of teachers and students is measured and displayed in tables to display the degree of agreement of teachers and students with various statements relating to organizational environment and their effect on teachers' competence.

Further inferential statistics like Pearson Correlation between Organizational Climate and Teachers' Competence, Multiple Regression to see Effect of factors of Organizational Climate on Teacher's Competence, independent samples t-test, One-way ANOVA were applied to find the difference in organizational climates regarding different demographic information like gender, experience, local and academic and professional qualifications of the SST teachers.

Results and Discussion

Table 2
Demographic information of teachers (N=360)

Variables	Frequency	Percentage
Gender		
Male	231	64
Female	129	36
Academic Qualification		
BA	24	7
MA	307	85
M.Phil.	29	8
Professional Qualification		
B Ed	50	14
M.Ed.	288	80
M.Phil.	22	6
Experience		
>5	87	24
5-10	174	48
>10	99	27
Local		
Rural	200	56
Urban	160	44

Table 3
Gender differences in Teachers Competence

Teachers Competence	Male		Female		Independent sample t-test	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Awareness of the subject	3.69	0.862	3.58	0.762	1.81	0.071
Methods and strategy teaching	3.81	0.827	3.93	0.764	-2.16	0.031
Technology demands of students	3.79	0.842	3.91	0.780	-2.11	0.036
Professional skills reflection	3.92	0.854	4.11	0.740	-3.29	0.001
Overall score	3.76	0.784	3.96	0.763	-3.51	0.001
Classroom Observation	3.49	0.761	3.57	0.708	-1.35	0.177

Table 4
Local differences in Teachers Competence

Teachers Competence	Rural		Urban		Independent sample t-test	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Awareness of the subject	3.50	0.902	3.91	0.621	-7.403	<.001

Methods and strategy teaching	3.81	0.852	3.91	0.728	-1.817	0.070
Technology demands of students	3.85	0.831	3.81	0.813	0.661	0.509
Professional skills reflection	3.96	0.843	4.02	0.787	-1.057	0.291
Overall score	3.80	0.821	3.88	0.712	-1.427	0.154
Classroom Observation	3.38	0.775	3.74	0.634	-7.056	<.001

Table 5
Differences in Teachers Competence due to Academic qualification

Teachers Competence	BA		MA		M. Phil		ANOVA	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Awareness of the subject	3.57	0.89	3.62	0.78	3.99	1.19	6.85	0.001
Methods and strategy teaching	3.68	0.96	3.85	0.80	3.97	0.74	2.14	0.119
Technology demands of students	3.68	0.88	3.83	0.83	3.91	0.72	1.28	0.278
Professional skills reflection	3.93	0.83	3.98	0.82	4.11	0.82	1.00	0.367
Overall score	3.70	0.78	3.83	0.79	3.92	0.73	1.31	0.270
Classroom Observation	3.45	0.83	3.53	0.73	3.47	0.86	0.49	0.615

Table 6
Differences in Teachers Competence due to professional qualification

Teachers Competence	B.Ed.		M.Ed.		Independent sample t-test	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Awareness of the subject	3.55	0.96	3.68	0.80	-1.84	0.07
Methods and strategy teaching	3.66	0.88	3.90	0.78	-3.62	<.001
Technology demands of students	3.79	0.92	3.84	0.80	-0.72	0.47
Professional skills reflection	3.92	0.97	4.00	0.78	-1.13	0.26
Overall score	3.73	0.90	3.85	0.75	-1.88	0.06
Classroom Observation	3.39	0.83	3.55	0.72	-2.54	0.01

Table 7
Differences in Teachers Competence due to teaching experiences through ANOVA

Teachers Competence	<5		5-10		>10		ANOVA	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>
Awareness of the subject	3.47	0.92	3.61	0.79	3.95	0.70	22.93	<.001
Methods and strategy teaching	3.31	0.69	3.90	0.78	4.44	0.50	166.34	<.001
Technology demands of students	3.63	0.85	3.89	0.80	3.98	0.78	13.14	<.001
Professional skills reflection	3.94	0.87	4.01	0.81	4.00	0.79	0.70	<.001

Overall score	3.63	0.80	3.86	0.78	4.03	0.72	17.14	<.001
Classroom Observation	3.39	0.79	3.47	0.74	3.76	0.63	16.91	<.001

Table 8
Differences in Teachers Competence due to teaching experiences

Dependent Variable	(I) Teaching.Exp	(J) TeachingExp	Mean Difference (I-J)	Std. Error	Sig.
SK	< 5	5- 10	-.137	.063	.080
	< 5	>10	-.484*	.073	<.001
	5- 10	>10	-.347*	.068	<.001
TMS	< 5	5- 10	-.594*	.054	<.001
	< 5	>10	-1.126*	.062	<.001
	5- 10	>10	-.532*	.058	<.001
SDN	< 5	5- 10	-.255*	.063	<.001
	< 5	>10	-.350*	.073	<.001
	5- 10	>10	-.095	.068	.344
RPS	< 5	5- 10	-.074	.064	.479
	< 5	>10	-.060	.074	.698
	5- 10	>10	.015	.069	.976
Overall	< 5	5- 10	-.228*	.060	<.001
	< 5	>10	-.398*	.069	<.001
	5- 10	>10	-.170*	.064	.023
OS	< 5	5- 10	-.083	.057	.313
	< 5	>10	-.367*	.066	<.001
	5- 10	>10	-.284*	.061	<.001

Conclusion

Over all, there is a substantial variation in teacher competence between male and female students. Female teachers' mean score is higher than male teachers' mean score. The mean scores of rural and urban teachers show a substantial gap in subject expertise, instructional practices, and classroom observation as teacher competence. The average score of rural teachers was lower than the average score of urban teachers. However, there was no statistically meaningful gap between rural and urban teachers' teacher competence ratings. The teaching methods and procedures, the development needs of students, the reflection of professional skills and the competences of teachers as regards their academic qualification are not significantly different. The instructional approaches and practices of B.Ed. and M.Ed. teachers are significantly differentiated. The mean B.Ed. scores on instructional practices and techniques is fewer than the mean M.Ed. scores. Professorial teachers with M.Ed. are best experienced in teacher skills. Over and beyond, the teacher skills of B.Ed. and M.Ed. teachers vary greatly. Results suggest that the teacher's perspective attributable to teaching skills is significantly different. The average teacher

experience for teachers over 10 years is far higher than the average for teachers over 5-10 years of experience and teachers under 5 years of experience. The observation schedule showed that the teacher's competences vary significantly based on their background in teaching. Teachers with fewer than 5 years' teaching experience were less skilled than teachers with 5-10 years' teaching experience. Similarly, the skills of the teachers were substantially differing from 5-10 and more than ten years of teaching experience. The results suggest that, based on their teaching experience, there is a considerable gap between teacher teaching skills. The teachers with less than 5 years of experience, less professorial ability than the teachers with 5 to 10 years of professional experience. Similarly, the disparity in content expertise, instructional practices and techniques, student learning requirements and representation of professional qualifications is notable for teachers with teaching experience spanning from 5 to 10 years and more. Results of comparing students on teacher skills with independent samples t-test indicate that the gap in the skills of teachers among men and women is important. The average male total score of teacher skills is less than the average score for female teacher skills. It has been shown that women teachers have superior skills than men. Results suggest that teachers, urban and rural teachers' skills, have no major differences. It has been noticed that in free time only 45% of teachers attended the business of the student. 70 percent of teachers ready themselves for their days off. Just 52% of teachers will organize their own self-study lessons to help instruct. The working library, scientific laboratory and ICT laboratories make up 62 per cent of students. Just 62% accepted that schools were or narrowly followed by decisions. Daily assemblies with teachers have been held by just 50% of school heads. Just 60% of school boards perform correctly. Urban schools have shown a greater management environment than schools in the rural areas. There are mainly deficiencies in the fields of computer laboratories, playgrounds, and library use and student meetings in public high schools.

Lack of training, low pay, overloading, poor condition of the buildings in schools, lack of access to a kit, lack of library facilities, insufficient teacher learning material, teachers' home responsibilities, residential distance, stress, policy interference, posting far from residence, discrimination, lack of cooperation, staff and head of teacher relationship in work.

In comparison with those teachers, the mean ranking for the metropolitan area was best achieved. Overpowered teaching environments not only find it hard for students to focus on their classes, but also inevitably reduce the time. The output of teachers is also influenced by the overcrowded schools of these schools, especially in the Bahawalpur district's urban areas. A variety of external factors will either help or impede the effectiveness of an instructor. The reasons that influence the success of female professors are overwork loads of double faculty, insufficient teaching supplies, poorly staffing generally, shortage of libraries, and a lack of sufficient facilities. Other external causes, which distance themselves from their homes, are gender justice, gender inequalities and a challenge.

Recommendations

Following recommendations are offered here in the light of the Conclusions drawn above;

1. To improve the quality of education in our institutions we have to improve the competence of our teachers. This may improve the teacher's competence level and the sense of belongingness towards the organization. Our school education department may conduct a training session on organizational climate to improve the teaching competences of the teachers and better understanding of the organizational climate.
2. The necessary flexibility for creating the new ideas in the school may be given to the staff members to generate new and creative things in their field of work to improve the effectiveness of the organization.
3. The well qualified and professionally trained teachers should be appointed in schools to improve the quality of education in our institutions.
4. There is need to improve the teachers respect in the society and in the education department to improve their professional performance(competence).
5. SED (School Education Department) should organize the research studies to investigate and improve the organizational climate and the departmental needs of the school teachers in order to give the necessary support to improve their competence.

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