

Anam Noshaba<sup>1</sup>

Mahr Muhammad Saeed Akhtar<sup>2</sup>

### **Relationship of Teachers' Performance with Organizational Culture and Quality Education at College Level in Punjab**

#### **Abstract**

The main Purpose of this paper was to investigate the relationship of teachers' performance with organizational culture and quality education. Population of this study was all the teachers of Government Degree Colleges situated in Punjab. Through simple random sampling technique 400 teachers were selected from Government Degree Colleges located in Central Punjab. Quality Education Assessment Questionnaire, Organizational Culture Assessment Instrument and Teachers' Job Performance Questionnaire were used for data collection. Content validity and reliability of these instruments was ensured. Out of all 90% teachers responded. Inferential statistics was used to analyze the data. On the basis of analysis, it was concluded that there was no significant relationship found between teachers' performance and organizational culture. Results also indicated that there was no relationship between teachers' performance and quality education.

**Key Words:** Teachers' Performance, Organizational Culture, Quality Education, Degree Colleges

#### **Introduction**

Teachers play a dynamic role in the educational system. It is accepted that effective teaching of teachers leads to good performance of their students. Teachers' effectiveness is a known as teachers' behavior in the process of teaching. Teachers as a professionals needs to inculcate scholarly values in their students and behave like role models (Raza, 2010). Teachers' performance is the main key to success of quality education and it is tied to the organizational culture as well. The quality of education is linked with several factors such as job satisfaction, teachers' empowerment and teachers' performance (Vannirajan & Manimaran, 2009). From these factors teachers' performance can be expected as most influential factor on quality of education. Good performance of teachers leads to improve the quality of education. Subroto (2013) found that dominant factor which is linked with quality of education is teachers' performance. Education is quality education when it meets the needs of people who are being served and it also helps them to solve their problems. It can also be defined as identifying the needs of an individual as well as groups and meeting those needs leads to the thrust toward quality education. Organizational culture can be defined as a collection of values and norms which are shared by people who are working in an organization and it also includes the ways by which those people interact with each other and with other people outside the organization (Black, 2003).

Schein (2011) said that the employees' way of thinking, feeling and their behavior in the work place is influenced by organizational culture. A positive culture can motivate employees to achieve the organizational goals. For this reason teachers are considered important assets of educational system. Thus, it is imperative to understand that how quality education and organizational culture are correlated with teachers' performance. With this conceptual background current study aimed at exploring the relationship of teachers' performance with quality education and organizational culture at college level in Punjab.

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<sup>1</sup> **Anam Noshaba** PhD Scholar, Institute of Education and Research, University of the Punjab, Lahore, Pakistan. anamnoshaba24@gmail.com

<sup>2</sup> **Mahr Muhammad Saeed Akhtar** Professor (R) of Education, Institute of Education and Research, University of the Punjab, Lahore, Pakistan. mahrsaeed1@yahoo.com

# Relationship of Teachers' Performance with Organizational Culture and Quality Education

## Literature Review

The review of research on "quality education and teachers' performance" and "organizational culture and teachers' performance" is presented below.

Teachers' role is very important in improving the quality of education. Subroto (2013) conducted a study on the influence of teachers' performance to quality education. In this study teachers of elementary school in Surabaya City were taken as population of the study. Structural equation modeling was used for data analysis. In this study, it was found that teachers' performance has a positive effect on the quality of education.

Theoretical root of link between culture and performance is conceptualized as follows: if culture produces solid binds and prompts a common vision shared by all individuals of an organization, if it supports the goals of an organizational then it can lead to high performance (Deblois, Corriveau, Guilbert, Lajoie, Savard, & Cote, 1994). A study conducted by Sangadji and Sangadji (2013) revealed that organizational culture has positive and significant impact on lecturers' performance.

According to Kandula (2006) strong culture helps employees to improve their performance. Further he says that cause of organizational culture differences, sometimes same approaches do not work for two organizations which are working in the same location. A strong and positive culture can motivate a worker to work brilliantly whose performance is average while a negative and weak culture may demotivate an outstanding worker fail to meet expectations and wind up with no accomplishment. Therefore, organizational culture has an active and direct role in performance management (Ahmad, 2012). Organizational culture has a link with job performance (Samad, 2007; Yousef, 2000).

However, organization culture has gotten generally low levels of empirical evidence among the possible precursors of employee performance (Lok & Crawford, 2004). Zain, Ishak, and Ghani (2009) examined the effect of four aspects of organization culture namely teamwork, reward and recognition, communication, and training and development on employee performance and indicated that all these four aspects are strongest determinants of performance.

Mahmudah (2012) reported a significant correlation between service delivery and organization culture. However, Lahiry (1994) found a weak relationship between performance and organization culture (as cited in Wanjiku & Agusioma, 2014).

Aliakbar, Mitra, Asieh, Akram and Fatemeh (2016) conducted a study on relationship between organizational culture and job performance of employees working in the education department in Babol city. A strong relationship was found between organizational culture and job performance, further it was indicated that 21% of job performance was determined by the organizational culture.

## Objectives of the Study

This study was completed by considering the following objectives:

1. To explore the relationship between teachers' performance and quality education at college level in Punjab
2. To explore the relationship between teachers' performance and organizational culture at college level in Punjab

## Methodology

In this study correlation research design was used. Survey strategy was used to collect data. All the Government Degree Colleges located in Punjab were the population of the study. There were 709 Government Degree Colleges in Punjab. 15371 teachers (male & female) were working in these colleges. All the Government Degree Colleges located in Central Punjab were the accessible population of the study. There were five divisions (Faisalabad, Sahiwal, Sargodha, Gujranwala and Lahore) in Central Punjab and 305 Government Degree Colleges were located in Central Punjab. List of these colleges was collected from the Higher Education Department, Government of the Punjab, Lahore. Eighty Government Degree Colleges were located in Lahore division, fifty-six were in Faisalabad division, nineteen were in Sahiwal division and eighty-seven were in Gujranwala division. According to that list 7367 teachers (male & female) were working in these colleges (Higher Education Department, 2016). Through simple random sampling technique sample was selected. Eight Government Degree Colleges from each division were selected as sample by lottery method. Therefore, forty Government Degree Colleges were selected from five divisions of Central Punjab. Further, ten teachers (Professors, Associate professors, Assistant professors, Lecturers) from each college were selected randomly. Therefore, 400 teachers of these colleges were the sample of the study.

## Instrumentation

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To measure quality education "Quality Education Assessment Questionnaire" was used with its alpha coefficient value .90. This tool was developed by researchers by keeping in view the Minimum Quality Standards (MQS) presented by Higher Education Commission (HEC). These nine standards were 1) vision, mission and goals; 2) academic programs and evaluation; 3) student admission and progression; 4) academic faculty and non-academic staff; 5) physical infrastructure, academic facilities and learning resources; 6) organization, governance and financial management; 7) research; 8) public disclosure and transparency; 9) community link and outreach (HEC, 2011). To develop the questionnaire "key for evaluators" which is given in the MQS manual was also reviewed. This instrument was consisted of 35 items. After developing this instrument, its validity was ensured by taking the opinion of experts and reliability was ensured through pilot testing. The Cronbach alpha coefficient of reliability of this questionnaire is .90.

To examine the state of organizational culture, Organizational Culture Assessment Instrument was used. It assessed six dimensions of organizational culture i.e. organizational characteristics, leadership practices, management practices, organizational glue, strategic emphasis and criteria for success. This instrument consisted of 24 statements. OCAI was developed by Cameron and Quinn (2000) and its reliability and validity were well established. The reliability coefficient alpha value was 0.80.

Teachers' performance was measured through Teachers' Job Performance Questionnaire (TJPQ) consisting of 22 items and developed by Amin, Shah, Ayaz and Atta (2013). It consisted of four dimensions i.e. teaching skills, management skills, discipline and regularity, and interpersonal relations of teachers. Its reliability and validity were well established. The reliability coefficient alpha value was 0.81.

### Data Analysis and Results

Data analysis answered the research questions related relationship between teachers' performance and quality education and relationship between teachers' performance and organizational culture.

Table 1

*Demographics of Respondents (N= 360)*

| Description            |                     | f   | %     |
|------------------------|---------------------|-----|-------|
| Gender                 | Male                | 156 | 43.3% |
|                        | Female              | 204 | 56.7% |
| Academic Qualification | Masters             | 220 | 61.1% |
|                        | MPhil               | 123 | 34.2% |
|                        | PhD                 | 17  | 4.7%  |
| Teaching Experience    | 1-5                 | 237 | 65.8% |
|                        | 6-10                | 40  | 11.1% |
|                        | 11-15               | 32  | 8.9%  |
|                        | 16-20               | 16  | 4.4%  |
|                        | More than 20        | 35  | 9.7%  |
| Designation            | Lecturer            | 297 | 82.5% |
|                        | Assistant Professor | 45  | 12.5% |
|                        | Associate Professor | 14  | 3.9%  |
|                        | Professor           | 4   | 1.1%  |

Table 1 showed that female teachers were 56.7% and male teachers were 43.3%. Majority of respondents (61.1%) had Master's degree and teachers having MPhil degree was 34.2%. Only 4.7% teachers were having PhD degree. Group consisting of 1 to 5 years teaching experience had more teachers (65.8%). Teachers having 6 to 10 years of teaching experience were 11.1% and 8.9% teachers had 11-15 years of teaching experience. Group consisting of 16-20 years of teaching experience had 4.4% teachers and 9.7% of teachers had more than 20 years of experience. Lecturers were 82.5% and Assistant Professors were 12.5%. Associate professors were 3.9% and only 1.1% of respondents were Professors.

Table 2

*ANOVA for Quality Education on the basis of Age, Academic Qualification, Job Position and Teaching Experience (N= 360)*

| Variables | Sum of Squares | df | Mean Square | F | Sig. |
|-----------|----------------|----|-------------|---|------|
|-----------|----------------|----|-------------|---|------|

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|                        |                |           |     |        |       |      |
|------------------------|----------------|-----------|-----|--------|-------|------|
| Age                    | Between Groups | 36.693    | 3   | 12.231 | .250  | .861 |
|                        | Within Groups  | 17400.904 | 356 | 48.879 |       |      |
|                        | Total          | 17437.597 | 359 |        |       |      |
| Academic Qualification | Between Groups | 55.311    | 2   | 27.655 | .568  | .567 |
|                        | Within Groups  | 17382.286 | 357 | 48.690 |       |      |
|                        | Total          | 17437.597 | 359 |        |       |      |
| Job position           | Between Groups | 254.981   | 3   | 84.994 | 1.761 | .154 |
|                        | Within Groups  | 17182.616 | 356 | 48.266 |       |      |
|                        | Total          | 17437.597 | 359 |        |       |      |
| Teaching Experience    | Between Groups | 27.919    | 4   | 6.980  | .142  | .966 |
|                        | Within Groups  | 17409.678 | 355 | 49.041 |       |      |
|                        | Total          | 17437.597 | 359 |        |       |      |

Table 2 showed that there was no significant difference regarding teachers' performance by age, academic qualification, job position and teaching experience of teachers.

Table 3

*Independent Sample t-test for Gender-wise Difference of Teachers Regarding Teachers' Performance (N=360)*

| Variable              | Gender | N   | M      | S. D  | t     | df  | Sig. (2 tailed) |
|-----------------------|--------|-----|--------|-------|-------|-----|-----------------|
| Teachers' Performance | Male   | 156 | 97.724 | 6.437 | 4.449 | 358 | .000*           |
|                       | Female | 204 | 94.509 | 7.053 |       |     |                 |

Table 3 explained that there was significant difference between male and female teachers regarding quality education. Above table indicates that the mean estimation of male respondents was 97.724 and the mean estimation of female respondent was 94.509. Overall performance of male teachers was good assessed by self-rating scale.

Table 4

*Descriptive Statistics and Correlation between Quality Education and Teachers' Performance (N= 360)*

| Variables                | N   | M      | S. D   | 1 | 2    |
|--------------------------|-----|--------|--------|---|------|
| 1. Quality Education     | 360 | 126.15 | 19.673 | – |      |
| 2. Teachers' Performance | 360 | 95.90  | 6.969  |   | .069 |

M=Mean Score, S. D= Std. Deviation

Table 4 showed that there was no significant relationship found between quality education and teachers' performance.

Table 5

*Descriptive Statistics and Correlation between Organizational Culture and Teachers' Performance (N= 360)*

| Variables                 | N   | M     | S. D   | 1 | 2    |
|---------------------------|-----|-------|--------|---|------|
| 1. Organizational Culture | 360 | 87.23 | 11.867 | – |      |
| 2. Teachers' Performance  | 360 | 95.90 | 6.969  |   | .022 |

M=Mean Score, S. D= Std. Deviation

Table 5 displayed that there was no significant correlation between organizational culture and quality education.

## Discussion

Teachers are the backbone of educational system. Success and failure of any educational activity depends on teachers' performance. Current study aimed to explore relationship of teachers' performance with quality education and organizational culture at college level in Punjab. Findings of this study revealed that demographic variables (age, academic qualification, job position and teaching experience) were not having any significant differences regarding teachers' performance. This finding is in tandem with

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Edilberto and Andal (2015) finding that there is no significant difference of respondents-related factors like age, qualification and teaching experience regarding teachers' performance. Findings of Inayatullah & Jehangir (n. d) also support above mentioned finding that teachers' performance is not linked with teachers' qualification with  $F = .690$ ,  $p = .408$ . They also found that teachers' performance does not show any difference with respect to the teaching experience. Hanif (2004) also endorses this finding that teachers' performance is not different by their teaching experience, academic qualification and age. Finding of current study is also in line with the study of Thomas (2007) in which he found that demographic variables are not having significant differences with regard to teachers' performance. Data analysis reveals that teachers' performance is only different on demographic variable gender. This finding is in line with finding of Hanif, Tariq, and Nadeem (2011), who found that on teachers' performance gender wise difference exists. Study of Inayatullah and Jehangir (n. d) also endorses this finding that gender wise difference exists on teachers' performance.

Present study revealed that there was no significant relationship between organizational culture and teachers' performance. This finding was in line with the finding of research study conducted by Raka (2003). Oparanma (2010), and Abdulah and Herlin (2010) also endorsed this finding through their research study. Rante (2010) also supports this finding by indicating no relationship between organizational culture and employee performance. This finding was also in line with Sunadji, Afnan, Surachman, and Armanu (2013), who found no significant correlation between organizational culture and employee performance. This finding was also supported by Okta, Umar, Al-Musadiq, & Hamidah (2015), who conducted a study in medium scale companies producing food and beverages and found no significant relationship between organizational culture and employee performance. Suharningsih and Murtedjo (2017) also supported this finding; they conducted a study in schools of Indonesia and found no significant direct relationship between organizational culture and teachers' performance. Data analysis of current study showed that there was no significant relationship between quality education and teachers' performance. Here, the findings of the current research were not consistent with findings of Subroto (2013), who found that relationship exists between quality education and teachers' performance. On the whole, results of present study look justified as teachers of colleges in Pakistan work in an environment where a bit more freedom exists.

### Conclusion and Recommendations

The purpose of this study was to explore the relationship of teachers' performance with quality education and organizational culture at college level in Punjab. On the basis of findings it was concluded that there was no correlation between teachers' performance and quality education. It was also concluded that there was no relationship between teachers' performance and organizational culture. This research study may be replicated at university level. This study may be conducted in private sector by selecting larger sample. This study may be replicated in other provinces.

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