

# RELATIONSHIP BETWEEN PROFESSIONAL COMPETENCE AND ORGANIZATIONAL CULTURE OF TEACHERS AT SECONDARY LEVEL

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**Abstract:** The quality in education has been significantly important in present scenario and it plays a important role for the professionals working in educational field in this new era with ethnically capable, pioneering, clever, resourceful problem solvers and skilled philosophers. Hence, these skills of the teachers help the pupils to team up with good decisions and manage their time effectively, and decide the right communication strategy at the right time. Professional competence is an effective performance of all observable teachers' behaviour that brings about desired novice effects. The aim of the study was to study the relationship between professional competence and organizational culture of secondary school teachers. The sample comprised one hundred secondary school teachers working in secondary schools of Bangalore District selecting by simple random sampling technique. The Professional Competence Scale and Organizational Culture Scale both tools developed & standardized by the researcher Sujatha & research guide Dr. H.R. Jayamma was utilized for data processing. The Pearson's Product Moment Coefficient of Correlation and 't' test, F test along with Scheffe's post hoc analysis where F was found significant as statistical procedures were applied to examine the formulated hypotheses. The correlation result shows significant positive relationship between Professional Competence and Organizational Culture of secondary school teachers and One-way ANOVA results found that teachers working under higher level of organizational culture had higher professional competence when compared with teachers working under moderate and low levels of organizational culture. The 't' and 'F' test statistical procedures concludes that sex, type of school management factors were influences on perception about professional competence of teachers. The female teachers had higher professional competence than male teachers and private unaided school teachers had higher professional competence when compared with teachers from private aided and government schools.

**Index Terms** - Professional Competence, Organizational Culture, secondary school teachers.

## I. INTRODUCTION

In the fast changing world of the early 21st century, secondary education is also changing; the role of teachers will also change. New social challenges and demands towards education and teachers, change schools into institutions with modern aims and social contracts. The qualities of idealistic teachers are to fulfill their professional aims and needs for the future of nation. Competence is the very essential factor for the success.

The quality in education has been significantly important in present scenario and it plays a important for the professionals working in educational field in this new era with ethnically capable, pioneering, clever, resourceful problem solvers and skilled philosophers. "Teaching Competence is a requirement of a 'competency-based' teacher education which includes the knowledge, skills and values of a teacher-trainee to demonstrate for the successful completion of a teacher education programme" (Houston, 1987). "Competencies are the composite skills, manners or acquaintance that can be demonstrated by the learner and desired from explicit conceptualization of the preferred outcomes of learning competencies through assessment of student learning through direct observation of learners behaviour" (Halls & Jones, 1976). "Competencies are the attributes which enable an individual or group to perform a role to an appropriate grade of quality and thus make the individual or group experienced in that responsibility" (Walker, 1992). "Professional competence is an effective performance of all observable teacher behaviour those beings about desired pupil outcomes" (Passi and Lalitha, 1994).

Professional competencies include the acquisition and demonstration of the composite skills required for teaching like establishing a lesson, fluency in questioning, probing questions, amplification, rapidity of lesson, strengthening, sympathetic child psychology, recognizing performances, classroom supervision and organising programme. Competency development is a continuous process in the institution.

Therefore, teachers have a meticulous effort in the classroom and outside as well as frequent interaction with parents and society. For this reason teachers need to be well trained and competent to perform their professions. If teachers acquire teaching competencies with commitment that enabled them to perform their multiple tasks in the classroom as well as in the community in a genuine professional manner, then high quality learning increases as a result in cognitive, affective and psychomotor areas of human development which will augment the teaching performance through more effectiveness.

Professional competence is the function as set of variables such as sex differences, varied type of management, personality characteristics, academic performance etc. Some studies in India and abroad have been conducted on professional competence which has revealed interesting results. The competence involves problems and need related to education programme that may transform an aspiring teacher into competent professional fully equipped with knowledge and skills to perform teaching task exploring the possibility of generating human as well as physical resources from the community for educational purpose only. In addition to a mastery of basic skills, effective teachers are expected to demonstrate thorough understanding of the content of their curricular areas, pedagogical capabilities, communication skills, and professionalism. Thus, professional competence is an essential factor in solving most educational problems (Shashi Shukla, 2014). Thereby, on understanding the needs of new requirements of professional competence scale was implemented for teachers. Thus to conclude from the above observations it is evident that level of consciousness in teaching profession is need of hour. Therefore, keeping this issue in consideration efforts has been made by the researcher to study the stated research problem.

## II. REVIEW OF RELATED LITERATURE

Many types of researches are conducted to solve different problems and improve the present education system. However, it is necessary to have enough guidance and direction in doing a research of all types. The researcher can get such guidance and direction from the study of the previous research and it can speed up his research process as well. . The studies related to present research topic are reviewed as under.

Toha and Katoningsih (2018) studied the effect of organizational culture and competency on teachers' performance in Ibu Kartini vocational high school Semarang and the result of this research showed that organizational culture, competency and performance run well and had significant effect on teachers' performance. Swargiary and Adhikary (2018) evaluated a study on the school organizational climate of government and private secondary schools of Barpeta District of Assam and it was found that organizational climate differs from school to school and it has revealed that there exists significant difference between the organizational climate of government and private schools and the result shows a great variation in respect to different dimensions. Duan; Du; and Yu (2018) investigated the school culture and school effectiveness: the mediating effect of teachers' job satisfaction. The results indicated positively significant relationships among school culture, teachers' job satisfaction, and school effectiveness and that teachers' job satisfaction partially mediated the impact of school culture on school effectiveness.

Veeriah; Piaw and Li (2017) evaluated the impact of school culture on teachers' organizational commitment in primary cluster schools in Selangor. The findings showed that school culture and organizational commitment are significantly correlated. Suharningsih and Murtedjo (2017) examined the role of organizational culture on teacher performance. The results indicate that there was no significant effect between Organizational Culture on Teacher Performance and the coefficient result shows positive relationship, which means that the better the organizational culture was lead to better teacher performance and vice versa. Ghanney; Antwi and Ali (2017) examined the effect of school culture on teachers' job performance in private and public basic schools in the Ga South Municipality. The study revealed that adaptability culture was more dominant than involvement culture, mission culture, and consistency culture, and that generally job performance of teachers was rated as very good. Besides, the study indicated that school culture was a good predictor of teacher job performance.

Soanes and Bhutia (2017) determined the level of teaching competency in relation to teacher effectiveness of trainees in the college of teacher education in East Khasi Hills District and study shows that there exists positive significant relationship between teaching competency and teacher effectiveness. Pratibha (2017) assessed on teaching competency of primary school teachers in relation to their sex and educational qualification and the results showed that teachers' educational qualification and sex did not

affect the overall teaching competency of primary school teachers whereas teachers' educational qualification and sex had a significant influence on some aspects of teaching competency. Mishra (2017) aimed to study teaching competency among secondary school teachers in relation to sex, subjects, educational qualification and teaching experience variations. The study revealed from the study that there was significant difference in teaching competencies among secondary school teachers in relation to sex and teaching experience, where as difference in teaching competencies among such teachers teaching science and non-science subjects was not significant. Similarly, difference was not found between teachers who had B.Ed. general and B.Ed. secondary qualification.

Das and Nalinilatha (2017) investigated a study on teaching competency of secondary school teachers and the findings revealed that there was no significant difference towards teaching competency among selected secondary school teachers with respect to personal variables like sex, marital status, educational qualification, type of management and teaching experience. Pratibha (2016) studied the effectiveness of training in teaching competency of primary school teachers and the results showed that in all the categories of trained teachers were more competent in teaching than teachers had no training.

### III. NEED AND IMPORTANCE OF THE STUDY

The importance of the teacher in national life cannot be exaggerated. The future of the nation is fashioned by teacher through the process of education. Teacher, indeed, is the true builder of the nation. A competent teacher is an advantage of any institution and occupies the most significant place in an educational institution because they have ability to change the future of the school and the nation. Need of the nation is not only to magnetize but also to protect the competent teachers. Requirement of strong and empowered secondary education system is well defined for a developing country like India. To prove the strength of our educational system needed teachers who are competent and who are aware of their duties thus they will do their best. Therefore, competence is the caliber of teacher. It creates the position of teacher in the system. Therefore, it affected by various factors such as school performance, academic achievements, attitude towards teaching profession and personality characteristics as well as demographic variables like sex, type of management and locality etc. In this study the researcher will attempt to examine the relationship of Organizational Culture with teaching competency and also found effect of sex, type of management and locality schools where the teachers working on their teaching competency.

### IV. OBJECTIVES

1. To examine the teacher perception about professional competence of secondary school teachers.
2. To know the teacher perception with regard to organizational culture of school.
3. To discover the significant relationship between professional competence and organizational culture of secondary school teachers.
4. To identify the significant difference of teachers in their professional competence due to sex, type of management and teachers working in different levels of organizational culture.

### V. STATEMENT OF HYPOTHESES

1. There is no significant relationship between Professional Competence and Organizational Culture of secondary school teachers.
2. There is no significant difference in the Professional Competence of secondary school teachers with regard to their sex and type of management.
3. There is no significant difference in the Professional Competence of secondary school teachers working with different levels of organizational culture.

### VI. METHODOLOGY

The study was elected as descriptive survey method. The secondary school teachers comprised as the population of the study. The sample comprised one hundred secondary school teachers working in secondary schools of Bangalore District selecting by simple random sampling technique. The Professional Competence Scale and Organizational Culture Scale both tools developed & standardized by the researcher Sujatha & research guide Dr. H.R. Jayamma was utilized for data processing. The Pearson's Product Moment Coefficient of Correlation and 't' test, F test along with Scheffe's post hoc analysis where F was

found significant as statistical procedures were applied to examine the formulated hypotheses. The level of significance was fixed at 0.05 and 0.01 levels of confidence.

## VII. RESULTS

**Table-1: Levels of Professional Competence**

Professional Competence	N	Percentage	Cumulative Percentage
Low	9	9.00	9.0%
Moderate	88	88.0%	97.0%
High	3	3.0%	100.0%

The table-1 illustrates that 88 teachers are having moderate level of professional competence, 9 teachers are having poor level of professional competence and only 3.00% teachers are having high level of professional competence.

**Table-2: Organizational Culture**

Organizational Culture	N	Percentage	Cumulative Percentage
Low	3	3.0%	3.0%
Moderate	87	87.0%	87.0%
High	10	10.0%	10.0%

The table-2 demonstrates 87.00% teachers working with moderate level of organizational culture, 10.00% teachers working with high level of organizational culture and only 3 teachers working with low level of organizational culture.

**Table-3: Results pertaining to Correlation analysis pertaining to Professional Competence and Organizational Culture.**

Dependent	Independent	'r' value and Sig. Level
Professional Competence	Organizational Culture	0.565**

N=100; df=98; r value @ 0.01 =0.254.

From the table-3 revealed that, the obtained 'r' value 0.565 is greater than the table value 0.254 at 0.01 level of confidence. Therefore, the stated hypothesis is rejected and an alternative hypothesis has been accepted that there is a significant relationship between Professional Competence and Organizational Culture of secondary school teachers. The selected variables are having positive relationship. The result concludes that teachers working with higher level of organizational culture had better Professional competence and in a vice versa.

**Table-4: Professional Competence of secondary school teachers due to variation in their sex.**

Variable	Group	No.	Mean Scores	Standard Deviation	't' value and sig. level
Sex	Male	25	170.480	41.374	2.56*
	Female	75	192.506	20.112	

\*Significant at 0.05 level. (Table Value 1.98 at 0.05 level of confidence).

It is evident from Table-4, the obtained 't' value 2.56 is greater than table value 1.98 at 0.05 level of confidence. Hence, the stated hypothesis for the said variable is rejected and an alternative hypothesis has been accepted that 'there is a significant difference in the Professional Competence between male and female teachers.' The female teachers had more competence when compared with male teachers in their professional competence.

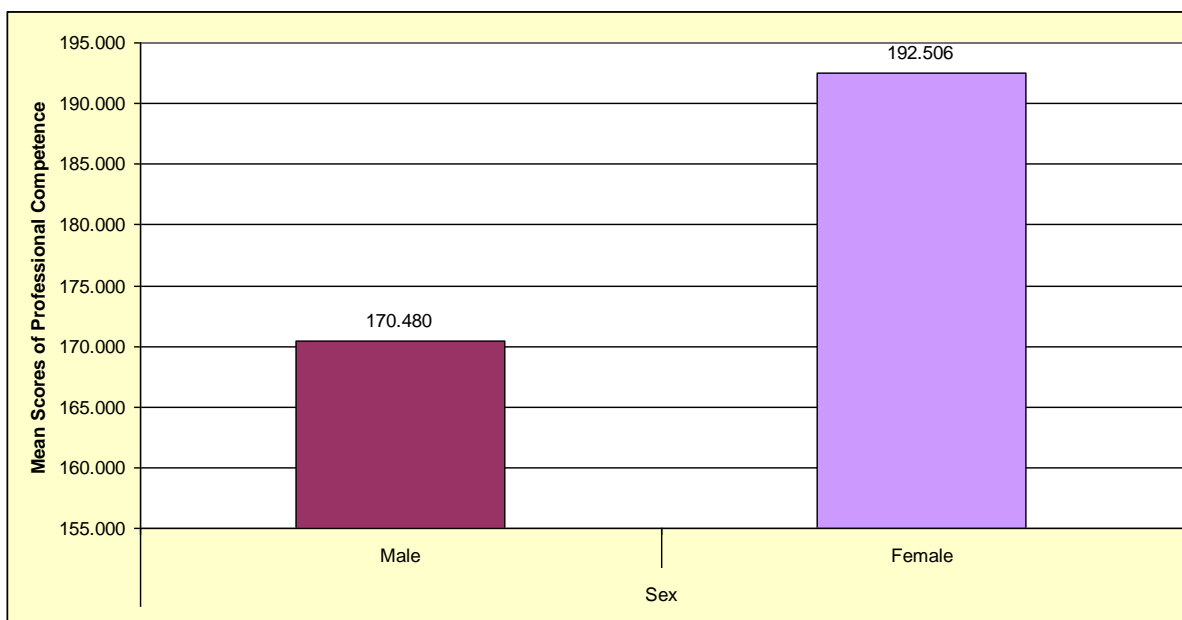


Fig.1. Bar graph shows comparison of Professional Competence between male and female teachers.

Table-5: Professional Competence of secondary school teachers with regard to type of management.

Group	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Govt.	33	168.181	37.072	Between Group	17755.354	2	8877.677	13.809 (P= .000)
Private Aided	37	198.216	17.932	Within Group	62358.646	97	642.873	
Private Unaided	30	193.866	15.316	Total	80114.000	99		

Table value at 0.05(df-2,97) =3.09; Table value at 0.01(df-2, 97) =4.82

The table-5 shows that, the obtained ‘F’ value 13.809 is greater than the table value of 4.82 for df ‘2 and 97’ requested for significance at 0.01 level of significance. The results of the study indicated that “there exists significant difference in the Professional Competence of secondary school teachers working in government, private aided and private unaided schools. To determine the significant difference in the Professional Competence among these paired mean scores, the ‘Scheffe’s post hoc test was applied and the results are presented in Table-5(a).

Table-5(a): Scheffe’s Post Hoc Analysis on Professional Competence scores of teachers working in different type of management.

Type of School Management			Mean Difference
Government	Private Aided	Private Unaided	
168.181	198.216	-	30.034*
-	198.216	193.866	4.349NS
168.181	-	193.866	25.684*

\*Significant at 0.05 level.

Table-5(a) shows significant paired mean differences in the Professional Competence between government & private aided; government & private unaided and the mean differences are 30.034 and 25.684 which are greater than the critical difference value. It concludes that “there exists significant difference in the Professional Competence between teachers working in government & private aided; government & private unaided schools. The Professional Competence of private aided & private unaided school teachers had similar and it was not proved statistically, since the mean difference 4.349 is less than the value of critical difference. The teachers working in private aided and unaided had higher professional competence when compared with teachers working in government school management.

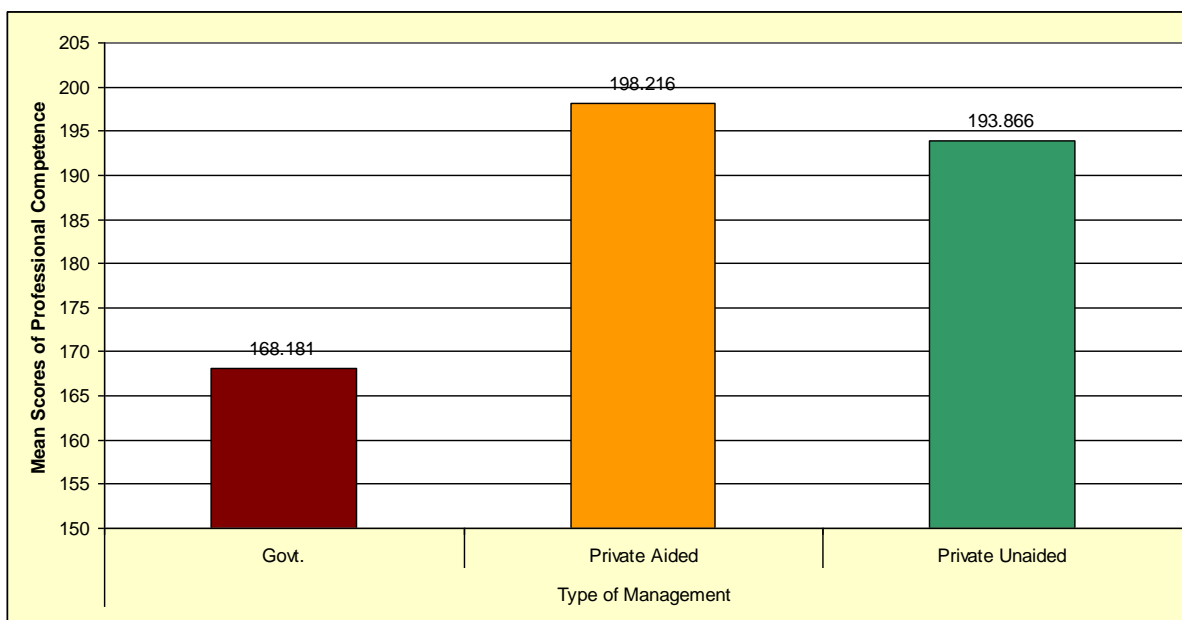


Fig.2: Bar graph shows comparison of Professional Competence among teachers working in different type of school management.

Table-6: Professional Competence of secondary school teachers working with different levels of organizational culture.

Group	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Low	3	140.333	31.564	Between Group	14539.514	2	7269.757	10.754 (P= .000)
Moderate	87	185.402	26.901	Within Group	65574.486	97	676.026	
High	10	214.900	12.215	Total	80114.000	99		

Table value at 0.05(df-2,97) =3.09; Table value at 0.01(df-2, 97) =4.82

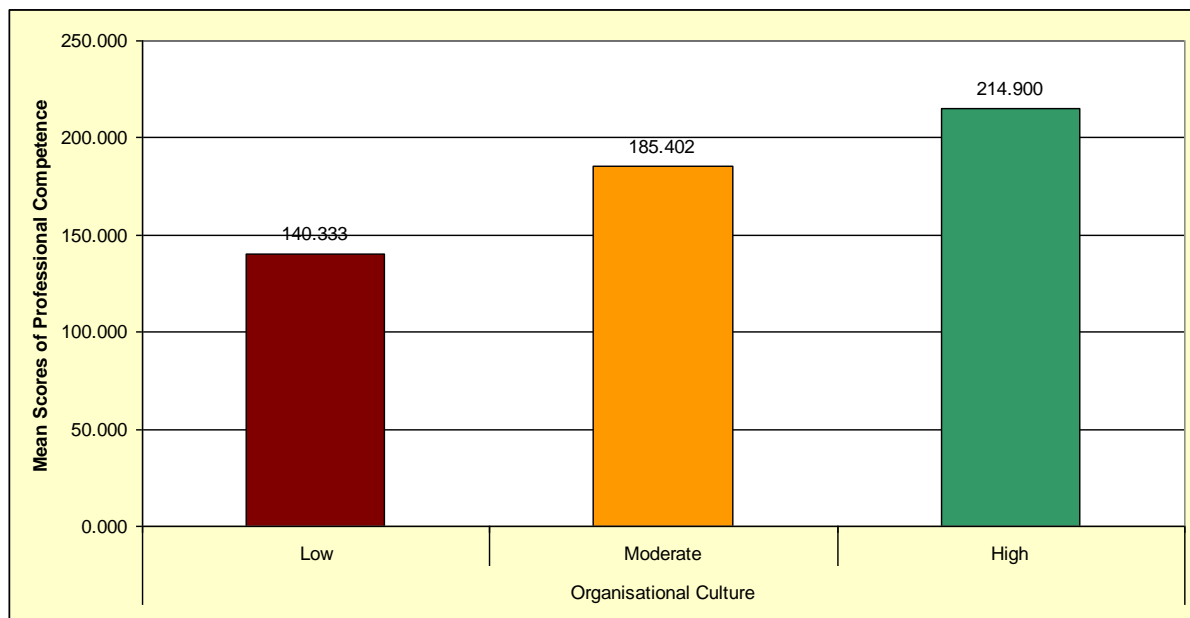
The table-6 shows that, the obtained ‘F’ value 10.754 is greater than the table value of 4.82 for df ‘2 and 97’ requested for significance at 0.01 level of significance. The results of the study indicated that “there exists significant difference in the Professional Competence of secondary school teachers working with different levels or organizational culture that is low, moderate and higher levels of culture. To determine the significant difference in the Professional Competence among these paired mean scores, the ‘Scheffe’s post hoc test was applied and the results are presented in Table-5(a).

Table-6(a): Scheffe’s Post Hoc Analysis on Professional Competence scores of teachers working with different levels of organizational culture.

Organizational Culture levels			Mean Difference
Low	Moderate	High	
140.333	185.402	-	45.068*
-	185.402	214.900	29.497*
140.333	-	214.900	74.566*

\*Significant at 0.05 level.

Table-6(a) shows significant paired mean differences in the Professional Competence between low & moderate; moderate & high and low & high levels of organizational culture and the mean differences are 45.068, 29.497 and 74.566 which are greater than the critical difference value. It concludes that “there exists significant difference in the Professional Competence between low & moderate; moderate & high and low & high levels of organizational culture. The Professional Competence of teachers working with higher organizational culture had higher professional competence when compared with teachers working with moderate and high levels of organizational culture.



**Fig.3:** Bar graph shows comparison of Professional Competence among teachers working with different levels of organizational culture.

## 7. MAJOR FINDINGS OF THE STUDY

1. There exists significant positive relationship between Professional Competence and Organizational Culture of secondary school teachers.
2. There exists significant difference in the Professional Competence of male and female teachers.
3. There exists significant difference in the Professional Competence of teachers working in different type of school management.

## 8. CONCLUSION

From the examination it was demonstrated that, teachers' perception about organizational culture was positively correlated with their perception about professional competence. Professional Competence and Organizational Culture are connected with each other. The organizational culture is found to be a moderate relationship with professional competence. Thus school authority should make school organizational culture congenial as well as soothing to help the teachers to work in a professional manner. Organizational Culture of secondary school teachers and One-way ANOVA results found that teachers working under higher level of organizational culture had higher professional competence when compared with teachers working under moderate and low levels of organizational culture. The 't' and 'F' test statistical procedures concludes that sex, type of school management factors were influences on perception about professional competence of teachers. The female teachers had higher professional competence than male teachers and private aided school teachers had higher professional competence when compared with teachers from private unaided and government schools. The present investigation exposes that organizational culture influences on inculcate the professional competence. The study also found from the 't' test analysis that there exists significant variations in the Professional Competence of secondary school teachers regarding sex and from the 'F' test analysis it was also found significant difference in the Professional Competence of secondary school teachers with regarding to type of management and different levels of organizational culture. Government and School authorities should provide ample opportunities to the teachers to be well equipped with the professional competencies. Again in addition to this, they should be motivated to manage study group, study of professional, writings and conference for their professional development. Studies could be designed to find out and identify the barriers and remedies of professional competence. Teacher's participation in the activities of institution by way of active members of some subject association helps in the enhancement of their professional competence. Therefore, there should be proper work culture and encouragement to the teachers. Teachers and association should play positive role by organizing some seminars or academic activities which, in turn, help the teachers in their professional growth. This will automatically help them to reach higher in their professional competence.

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