Pivotal Role of Organization Culture in Teaching Learning Process: Monitoring Secondary Schools of Dir Upper, Pakistan

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Abstract: *Organization culture is a fundamental and integral part of an organization, which influences its functions and interactions both internally and externally. Organization culture consists of shared principles, beliefs, experiences, values, attitudes, and habits which are unique to members of organization. Organization culture guides members to react to internal and external situations, either naturally or intentionally shaped by their actions, decisions, or initiatives. Organization culture plays significant role in making the teaching-leaning process effective and successful in school settings. The current study aims to analyze the relationship of organization culture and teaching-learning process. A co-relational survey research design was employed, and data was gathered through a questionnaire consisting of 39 items from a sample of 135 participants using a random sampling technique. The collected data has been analyzed using SPSS-22. The results of the study reveal that there is significant relationship between organization culture and teaching learning process. Additionally the study also highlights that there is significant effect of organization culture on teaching learning process. The study suggests that promoting a positive organization culture in schools can enhance the teaching and learning process, leading to better character-building and lifelong learning outcomes.*

Key Words: Organization Culture (OC), Teaching Learning Process (TLP), Secondary Schools Students' Motivation, Collective Leadership, Learning Partnership

Introduction

Education is involved in changing the lives of residents of a society in a community. Educational institutions must provide quality education to prepare the students for the future generation (Ismail, Khatibi et al. 2022). Therefore, a strong, high-quality education system is widely acknowledged as a crucial sign of a country's development and advancement. A strong education system can be seen as one measure of a nation's progress. A good education has the power to shape the next generation of citizens into morally and intellectually pure individuals. A good education is necessary to compete in today's competitive global business (Mulyani et al., 2022).

The school is an organization like others (Niqab et al., 2015). The institution of school is a place where individuals are holistically developed, and their lives are shaped socially, emotionally, spiritually, and psychologically. Further, the hidden potentialities of individuals are surfaced in schools; their skills are developed, and they are transformed into useful citizens of a society. School culture is the total sum of persistent interactions and participation of each individual inside the school setting. School culture is the atmosphere created through the continuous happening of actions and interactions inside the premises of the school, which affect the outlook of each person within it (Tus, 2020).

Each organization has unique features that are rooted in the organization's purpose and mission. Culture in an organization is considered an integral component which serves as a beacon to the variety of

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activities that the organization is undertaking. Since school is also an organization, it requires that the individuals learning there be given an environment where their knowledge and skills thrive. Therefore, organization culture in schools can serve as the best environment for teaching, and this culture works as a cohesive force to connect staff with the organization (Ismail et al., 2022). According to Tus (2020), high achievements of students are linked with the positive attitude of teachers, their hard work, their stimulating of students to hard work and the timely completion of different tasks. Furthermore, a supportive and conducive organization culture in school promotes the competencies of students, and they are enabled to learn more.

Lastly, organization culture is a pattern adopted by the teachers and the rest of the staff members to work together in collaboration to accomplish the organization's mission and revelation towards their set of beliefs, standards, and assumptions they like to share. Moreover, a positive organization climate and organization culture promote students' ability to learn. Having a pleasant environment in the organization can affect the performance of the students. So therefore this study is going to analyse the role of organization culture in affecting teaching-learning process in the secondary schools of Tehsil wari, district dir upper, Pakistan.

Problem Statement

Schools are multifaceted organizations operational with different individuals who have a stake in the understanding of its determination, comprising educators, parents, instructors, head teachers and government officials (Ross & Gray, 2006; Mengistie, 2014). For effective educational institutions like schools, organization culture is highly significant as it encompasses the shared beliefs, norms, and values that shape individuals' behaviour, attitude, and outlook within an institution. In the absenteeism vibrant school culture, teachers' enthusiasm and motivation make the schools ineffective (Melesse & Molla, 2018). It has been noticed that a lack of a supportive and collaborative organization culture of school headship support, obligation, encouragement, and weak relationships among the stakeholders consequently affects the teaching-learning process (Lerra & Teka, 2014). Without a positive organisational culture, a conducive environment for teaching and learning cannot be fostered, and student engagement and academic success cannot be achieved. Despite the crucial role of education in the development of Pakistan, the quality of the teaching-learning process remains a significant challenge. The Pakistani education system has been progressing in recent years, yet there is a need to foster a supportive and conducive organization culture that is necessary for uplifting the quality of the teaching-learning process. There has been a misalignment between the organisational culture of educational institutions and the principles of effective teaching and learning. One key factor influencing this quality is the organization's culture with educational institutions. Therefore, the current study planned to analyze the effect of organisational culture on the teaching-learning process in the secondary schools of Tehsil Wari, Dir Upper, Pakistan.

Research Objectives

1. To analyze the relationship between organization culture and teaching learning process.
2. To analyze the effect of organization culture on teaching learning process.

Research Question

1. Is there a significant relationship between organization culture and teaching learning process?
2. Is there any effect of organization culture on teaching learning process?

Literature Review

Literature review is crucial because it provides a comprehensive background to the study, identifies gaps, helps establish a theoretical framework, and justifies the study's significance. Literature review ensures that the research is backed by other studies, avoids duplication, paves the way for best practices, establishes credibility, and helps develop new insights (Garrod,2023).

Organization Culture

The first step towards the improvement of the working nature of the students and teachers is bringing improvement in a school environment, which is termed the school environment (Özgenel, 2020). Furthermore, organization culture refers to overall observations, dependence, attitudes and associations, and documented and undocumented rules that build how the school will achieve their purpose. Optimistic organization culture is beneficial for morale, efficacy, professional gratification, and as well for student outcomes (Logan et al., 2019). Also organization culture includes the whole activities in educational institute's environment that is made by people and includes concrete things as well as insubstantial concepts and values.

The growth and well-being of students, the teaching and learning goals, and the school's ability to continue as a healthy institution are all strongly correlated with its organisational culture (Jafar et al., 2022). The framework for achieving the quality of education in schools is reflected in the organization culture of schools (Lubis & Hanum, 2020).

Dimensions of Organization culture

Collaborative Leadership (CL): Leaders ensure productive surroundings for the teaching-learning process and help solve problems related to administration and classroom activities in the long run (Kalkan et al., 2020).

Teacher Collaboration (TC): Teachers from different departments collaborate to prepare lessons, watch and talk about other instructors' methods, assess programs, and gain understanding of one another's methods and initiatives (Arokiasamy et al., 2016).

Professional Development (PD): Teachers look for ideas from conferences, peers, associations, and other professional sources in order to stay up to date on current knowledge, especially when it comes to instructional approaches (Arokiasamy et al., 2016).

Unity of Purpose (UP): The degree to which educators strive for a shared goal for the company is referred to as unity of purpose. Teachers comprehend this objective, support it, and carry it out in their work (Arokiasamy et al., 2016).

Collegial Support (CS): Collegial support is such a condition in which team members trust each other, collaborate in performing an activity inside or outside the classroom, give honor to each other opinion and try to adjust with one another to cope with the problems or aching a common goal in school (Arokiasamy et al., 2016

Learning Partnership (LP): Learning partnership is such a situation in which teachers and pupils both try to achieve the common goal that is the effective teaching learning process. For this purpose, role of the parent cannot be ignored as they regularly communicate with teachers and ask about their ward's performances. Similarly, the students also play their role in accepting assigned responsibilities (Arokiasamy et al., 2016).

Teaching Learning Process

The teaching-learning process refers to such a process which is continuous in nature as changes occur and are observed in students' attitudes, improving explicit competencies, or having a knowledge of some particular scientific rules that is essential for a conducive learning environment (Sequeira, 2012). The combined form of different components within the procedure is where a teacher finds out and sets up the learning objectives, builds up teaching resources, and puts into practice the teaching and learning approach (Munna & Kalam, 2021). In the teaching process, one person communicates knowledge and skills to another person. Teaching is not random, but it is rather a deliberate and structured process with specific goals. Learning is considered a behavioral change that results from experience (Chinonso et al., 2023).

Dimensions of Teaching Learning Process

Student's Motivation: Motivation is a driving force that stimulates the interest of learner's in learning process. and pushes a learner towards the learning (Borah, 2021).

Student participation (SP): Students' participation makes the learner express the relationship between involvement and knowledge in the form of enhancing someone, and getting knowledge to be more self-assured. Student participation creates commitment and motivation for learning (Bergmark & Westman, 2018).

Critical Thinking: Critical thinking is a deliberate and self-regulatory process for assessing of provided information. Critical thinking involves breaking down, understanding, judging, and drawing evidence based inferences from information provided. It also includes reason behind inferences, by considering factors like quality of evidence, the underling concepts, methods of research, and the context of the information (Guo & Lee, 2023).

Student achievement (SA): The attainment describes the student level of achievement. While development refers what students gain as a result of their learning experiences in school (Guskey, 2013).

Relationship between School Culture and Teaching-Learning Process

The growth and well-being of students, the teaching and learning goals, and the school's ability to continue as a healthy institution are all strongly correlated with its organization culture (Jafar, et al., 2022). The framework for achieving the quality of education in schools is reflected in the organization culture of schools (Lubis & Hanum, 2020). The school's organization culture has an impact on both students' academic performance and the school community's working culture (Daud et al., 2015). One factor to develop the schools is the establishment of a conducive school atmosphere/environment, which has a direct impact on learners' performance, educators, and the rest of the staff, and indirectly on school achievements (Özgenel, 2020). The potential for positive change in the school environment offers hope for improvements in learners' achievements. Besides this, organization culture and a conducive school environment develop pupils' aptitude to learn (Tus, 2020). Additionally, the organization culture is also considered as a significant feature of the school that escalates and gives sense to a variety of tasks of the educational institute (Ismail et al., 2022). The organization culture, in short, affects every aspect of an organization. The influence of organization culture extends to different outcomes of that organization like commitment, performance, level of self-confidence, productivity, and ethical conduct (Givens, 2008).

Theoretical Framework

Hoyle (2013) presented organization theory in 1986. This theory explains the layout and design of institutions. School administrators can mobilize all available resources and deploy them in a way that ensures all students have equitable access to post-secondary outlook, knowledge, and support by intentionally planning school practices, policies, and structures. According to social theory, school children learn not only from their respective teachers but also from their classmates, elders, and the rest of the members of their own communal group (Bandura, 1978). Similarly, Coleman (1988) suggests that a child's educational progress depends on having a strong home and school background. Thus, social capital may be essential to enhancing overall educational success (Acar 2011). Cultural capital theory (CCT) in 1986 proposed by French scholar Bourdieu (2011) emphasizes the importance of cultural knowledge, skills, and behaviors which should be valued in a particular society. In the perspective of the education field, this theory states that students from various social backgrounds may possess different levels of cultural capital, which can affect their success and academic performance (Tzanakis, 2011). This understanding of cultural capital can enlighten educators and administrators about the significance of cultural knowledge, skills, and behaviors in shaping students' success.

Conceptual Framework
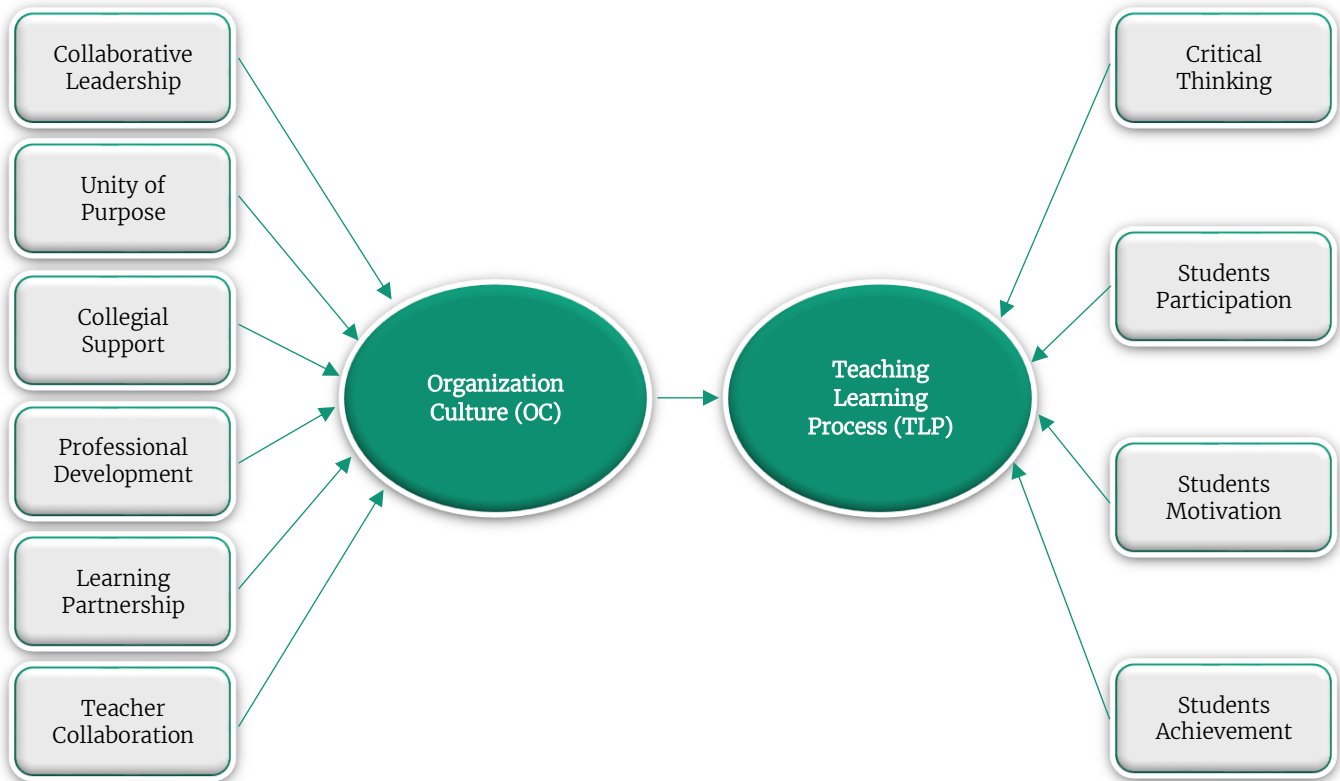
The conceptual framework is shown above. The study has two variables, i.e., Organization Culture (OC), which is independent, and Teaching Learning Process (TLP), which is dependent. Organization culture (OC) has six dimensions: collective leadership, unity of purpose, collegial support, professional development, learning partnership, and teacher collaboration. Similarly, the Teaching Learning Process (TLP) has four dimensions: critical thinking, student participation, student motivation, and student achievement.

Research Methodology

Research Design

Co-relational research design has been used in the current study. Organization culture (OC) as predictor and teaching learning process (TLP) as outcome. Co-relational research is a non-experimental quantitative research design used to understand how and to what two variables are related. The primary objective of co-relational research design is to determine the relationship between variables and to analyze the strength and direction of a relationship (Seeram, 2019). Surveys, or questionnaires, are frequently employed in co-relational research designs to gather information and calculate the degree to which the variables are related (Omair, 2015). This study aimed to empirically examine the relationship between organization cultures (OC) and the teaching-learning process (TLP). The research instrument for gathering data was a survey questionnaire.

Population of the study

This study's participants comprised the teaching staff working in Government secondary schools of Tehsil Wari, Dir upper, Pakistan, during the academic year 2021-2023. A total of 196 teaching staff served these schools. Due to cultural constraints, this study is delimited to male staff only, as access to female schools was not possible for the researchers.

Sample Size

For the sample size, the table given by (Krejcie & Morgan, 1970; Niqab, 2015) has been utilized. A simple random sampling technique is used to collect data from respondents. According to the table, the minimum

sample size required for a population is 128. However, to ensure accuracy, the sample size was increased as there was apprehension of returning incomplete questionnaires. The sample size can be increased to conduct the data analysis smoothly (Creswell & Creswell, 2017). A total of 145 questionnaires were distributed among the participants, and 135 returned the questionnaire; however, 118 questionnaires were completely filled/responded to. The detail is given in Table 1.

Table 1

Population and sample size

S. No.	Cadres of teacher	Total population	Sample size
1	Secondary	196	118

Research Instrument

The instrument comprises three parts: Part A: Demography of the respondents, Part B: school culture and Part C: teaching-learning process. Part B, related to organization culture, has been adapted from (Eger & Prášilová, 2020) with permission and comprises 16 items. Part-C, related to the teaching-learning process, is self-developed and consists of 23 items for the validation of which due process was followed. When a research tool (questionnaire) measures what it says it will measure, it is considered valid (Heale & Twycross, 2015; Sürücü & Maslakci, 2020). For the validation of a research tool (Hair et al., 2010) suggested using four different types of validity: discriminate, convergent, face, and construct validity. Face validity is the most crucial of these four validities for a research tool's validation. For the purpose of validity, three local experts in the field validated the study tool and their suggestions were incorporated.

Data Analysis

Data analysis step is considered as one of the most difficult phase in quantitative research which has been done through descriptive statistics, Pearson correlation test and liner regression analysis. In order to find the answer regarding the relationship between Origination Culture and Teaching Learning Process, Pearson correlation was used while for measuring the effect of Origination Culture on Teaching Learning Process, liner regression was used.

Results

Demographic Profile of Respondents

There were 128 respondents who participated in this study. Gender-wise, the distribution is such that all are male. In terms of age, there are 14 respondents with a percentage of (12%) whose age is between 25-30 years. Followed by another 36 respondents, with a percentage of (30.5%) are in the age ranging 31-35 years. Furthermore, out of the 55 respondents, 13 respondents (11%) had an age range of 36 to 40 years, and the remaining respondents (46.6%) had an age range of over 40 years. In Table 1, we can see that the respondents with a bachelor in education B.Ed degree 36 per cent (30.5%), while respondents with a master's degree in education M.Ed 64 per cent (54.2%). There are two respondents with a percentage of (1.7%) who hold certified teacher certificates. The remaining 15 responded with a percentage of (12.7%) lying in the others category.

From Table 1, we see that there are four respondents who have less than a year of experience. Among the respondents, 18 of the percentage (15.3%) have experience ranging from 1-5 years. Moreover, there are 24 respondents (20.3%) who have experience between 6-10 years. Also, 16 respondents (13.6%) have experience between 11 and 15 years. Additionally, 18 respondents percentage of (15.3%) bear an experience between 16-20 years, and the remaining 38 respondents percentage of (32.2%) bear an experience of more than 20 years. Academics-wise, among the respondents, 2 of the percentage (1.7%) are undergraduates while there are 18% (15.3%) are graduates,91 respondents of percentage (77.1%) have master's degrees and the remaining 7 respondents of percentage (5.9%) bear another degree.

Table 1

Respondents demographic profile (N=118)

Demographic Characteristics		Frequency (f)	Percentage %
Gender	Male	118	100
Age	25–30	14	11.9
	31–35	36	30.5
	36–40	13	11.0
	Above 40	55	46.6
Academic Qualification	Undergraduates	2	1.7
	Graduates	18	15.3
	Master	91	77.1
	Others	7	5.9
Professional Qualification	CT	02	2.00
	B,Ed	36	31.0
	M.Ed	64	54.2
	Other	15	13.2
Experience in Years	Less than One Year	04	3.40
	1–5	18	15.3
	6–10	24	20.3
	11–15	16	13.6
	16–20	18	15.3
	More than 20	38	32.2

Table 2 underscores the results of Skewness and Kurtosis. Notably, the variables OC and TLP are all normally distributed, a key finding that underscores the reliability of the data.

Table 2 displays that the highest mean (3.97) is for student participation (SP), which is the sub-dimension of the learning process (TLP). Moreover, the highest mean is (3.80) for student motivation (SM), a sub-dimension variable of (TLP). For the teaching–learning process (TLP), the highest mean is 3.80; for critical thinking (CT), the highest mean is 3.77; for student achievement (SA), the Highest mean is 3.65; and organization culture (OC) bear the highest mean, 3.29.

From Table 2, we can see the figures of the Skewness and Kurtosis. In this table, the Skewness of organization culture (OC) is –0.319, and Kurtosis is 0.018. For Student participation (SP), the value of Skewness is –0.725, and Kurtosis is 0.30. Moreover, for Student Achievement (SA), the Skewness value is –0.30 and the Kurtosis value is 0.12. For the Teaching learning process (TLP), the value of Skewness is –0.30, and Kurtosis is –0.12. In these results, values of Skewness and Kurtosis show that all the values are within the range. Hence, the data at hand is parametric, so the parametric tests have been applied to the remaining analysis.

Correlation

Table 2

Descriptive statistics(N=118)

Variable	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Organization Culture(OC)	1.44	4.63	3.29	0.65	–0.319	0.018
Student Motivation(SM)	2.14	5.00	3.85	0.69	–0.445	–0.160
Critical Thinking(CT)	1.71	5.00	3.77	0.70	–0.566	0.450
Student Participation(SP)	2.00	5.00	3.97	0.65	–0.725	0.300
Student Achievement(SA)	1.00	5.00	3.65	0.78	–0.560	0.740
Teaching Learning Process(TLP)	2.26	5.00	3.80	0.61	–0.300	–0.120

RQ1 is analyzed by Pearson Correlation.

The findings are shown in Table 3. Table 3 shows that there is an affirmative and considerable relationship between (OC) and (TLC). There is a moderate relationship between (TLP) and (OC) (r=0.433***, n=118, p=0.00).

Table3

Correlation (N=118)

Variables		TLP	OC
TLP	''Pearson Correlation''	1	0.43[**]
OC	''Pearson Correlation''	0.43[**]	1

Significant correlation at the 0.01 level (2–tailed).

Regression

RQ2. Is there a significant effect of organization culture on teaching learning process?

This research question is about the effects of organization culture on teaching learning process. It is analyzed with the help of Linear Regression. The outcomes of the analysis are presented in Table 5. Linear regression has been used to examine the impact of the independent variable (OC) on the dependent variable (TLP). When using regression analysis, a statistical metric called R-squired quantifies the proportion of the dependent variable's variation that the independent variable can account for. For example, a regression model r-squared of 60% means that it explains 60% of the variability seen in the target variable (Fernando & Attanayake, 2023; James et al., 2023). As shown in Table 4, R^2 value is 0.187, which means that explanatory variable i.e. OC produces 18.7% changes in the responsive variable i.e. TLP.

Table 4

Model summary (N=118)

Model	(R)	R^2	Adjusted R^2	Std. mistake of the estimation
1	0.433	0.187	0.180	0.55491

Predictors: (Constant), OC
Explanatory Variable: TLP

Table 5

ANOVA for significant relation (N=118)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.241	1	8.241	26.764	0.000
	Residual	35.719	116	0.308		
	Total	43.961	117			

a. Response Variable: TLP
c. Predictors: (Constant), OC

ANOVA, or analysis of variance, emphasizes the importance of the relationship between the variables. A significant relationship is present when the sig value is smaller than 0.05 (Benjamin et al., 2024).

Table 5, ANOVA results, with a p-value of 0.000, significantly less than 0.05, highlights a practical and applicable relationship between the independent variable OC and the dependent variable TLP.

Standardized coefficients, often known as beta coefficients, are a useful tool for determining the direction and strength of a relationship between variables. Its value indicates that for every unit increase in the predictor variable, the outcome variable varies by β standard deviations. Standardized coefficients with positive values show that the relationship is going in the same direction, while those with negative values show the reverse (da Fonseca et al., 2024).

Table 6

Coefficients (N–118)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.461	0.256		9.281	0.000
	OC	0.409	0.079	0.433	5.173	0.000

a. Dependent Variable: TLP

Table 6 shows that Organization culture (OC) has an effect (β =0.43) and a value of p=0.000. If the p value is ⩾0.05, the mean is insignificant; then it will have no effect. However, in this case, it has an effect. Furthermore, Table 6 shows the coefficient outcome. As indicated, the β value is 0.43, which shows that the change in the explanatory variable, i.e. OC, by one unit, will bring about the change in the response variable, i.e. TLP, by 0.43 units. Moreover, theβ value is positive, which shows that when TLP increases by one unit, OC will also increase by .43 units.

Discussion and Conclusion

In this study, the impact of organization culture on teaching learning process in Government Secondary school in Tehsil Wari, Dir upper has examined. The analysis is based on the data collected from 118 teachers. Based on the major findings presented in the tables, the following conclusions were made. The effect of organization culture (school vision, mission and values) to teaching learning process was found significant. Teachers` roles are very crucial for the effectiveness and implementation of any educational innovations. The results of the descriptive analysis revealed that there is a significant effect of organization culture on teaching learning process. The results of this study are similar to the results of the study conducted in the Czech Republic (Eger & Prášilová 2020). According to those results, OC is an important (Eger & Prášilová 2020) component of the organization improvement for teaching-learning process (TLP). Additionally, organization culture and organization environment will boost the learning spirit of students and teachers (Rivai et al., 2019). However, the outcomes of this study on the correlation between organization culture (OC) and teaching-learning process (TLP) are in contrast with the research work conducted by Swindler (2009) at the University of Southern Mississippi. Those results displayed that there is no significant relationship between organization culture (OC) and teaching learning process (TLP). Similarly, the results of the study conducted by Tus (2020) in the Philippines contradict the the results of the contemporary study and highlight that organization culture does not significantly affect educational performance (TLP).

Recommendations

1. Schools should create a repeated discussion sessions with students and their parents/guardians, teachers, supervisors, and Parents – Teacher Association members, with education authorities thereby to enhance the positive contribution of school culture for their academic achievement.
2. School Principals and School cluster Supervisors in collaboration with other stakeholders should facilitate meaningful and supportive organization culture and teachers may be given trainings in this regard.
3. Elementary and Secondary Education Khyber Pakhtukhwa should strengthen research on organization culture and pedagogical issues and should act accordingly to the empirical findings of the studies.
4. Teachers should promote openness to change and commitment for learning, taking responsibility for their profession and to enhance students` academic achievement and teaching learning process.
5. Directorate of professional development (DPD), regional professional development center (RPDC), and district education office should arrange continuous follow up and supervision service in relation to the positive contribution of organization culture, students' motivation, for their teaching learning process.

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