

Impact of Workplace Culture on Teachers' Performance in Higher Education Institutions

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Abstract: The main challenge facing the higher education system is enhancing the quality of instruction, which can be accomplished by increasing the number of effective teachers with professional training. Thus, the study aimed at highlighting the relationship and role of workplace culture in the formation and shaping of teachers' competencies in higher education institutions. Self-administered scales adopted from the literature were used and data was collected from 178 teachers working in the private self-aided colleges of Punjab state (India). Using analysis techniques like correlation and regression the study found that there was a positive and significant relationship between workplace culture and teachers' competencies. However, it was also found that weak workplace culture was rated by the respondents which was also impacting their own competency development in the institutions they were working. Thus the study concluded and recommended that workplace culture plays an important role in developing talent for institutions as well as for the nation. Thus institutions should make necessary changes to their work environment that encourage employees to work for the benefit of their institutional and social goals.

Keywords: *Workplace Culture, Teachers' Competencies, Higher Education, Effective Teaching, Change Zone, Organizational Commitment*

Introduction: Human resource is the key differentiator for every organization. No matter the workplace's size, its effectiveness is defined by the work of its workers. While keeping in mind the value of the educational system for the prosperity and growth of the country. The most crucial elements for institutions and the government are instructors' roles and competencies. As stated by (Mercy et al 2013) a country's quality is determined by the caliber of its people, and the caliber of its people is largely, if not entirely, dependent on the caliber of its educational system, which is mostly dependent on the caliber of its professors. Thus the management of teachers' talent is not just important but a compulsion for the system to be adopted for the nation's good.

Today, improving quality education is the biggest challenge for the higher education system, which can be overcome by making available more number of professionally skilled teachers/effective teachers (Nagob S. & Mantri B. 2015). Such an endeavour is essential for all academic researchers, teaching personnel, higher education institutions, and the entire higher education industry on a national and worldwide level. However different researchers have tried to define effective teaching in many different ways. But the generalization of the concept is still under process. Because the term effectiveness means different to different people. While some link it with the behavioural patterns of the employees (Organ, 1990; Van Dyne & LePine, 1998; Coleman and Borman 2000; & Robbins and Judge 2012), others describe it as outcome-based success (Welbourne, Johnson, & Erez, 1998; Williams & Anderson, 1991; Johari & Yahya, 2009 & Zhu, 2013). In the educational sector, some researchers found a teacher effective if the students are achieving their academic results, while other researchers have opposed the judgment of a teacher's effectiveness by their student's success (Limon & Nartgün 2020). Thus for conceptualizing the term effectiveness it has been referred to as some competencies that an employee develops and retains throughout their life in an organization. Though the set of competencies may be assessed differently by the researchers, but these are the more specific and easy ways to understand the effective teaching process.

The origin of the teaching and learning by competencies approach is the result of the social changes that we have been living in the last decades (Basilotta-Gómez-Pablos et al. 2022). (Gonczi et al., 1990) defined competencies as "a set of traits underpinning some feature of successful professional performance". (Selvi 2010) analyzed the general framework of teachers' competencies and proposed nine such aspects: field competence, research competence, life-long learning, communication competencies, curriculum, information technology usage, socio-cultural competencies, emotional competencies, and environmental competencies. Based on comments from students, (Blaskova et al. 2014) created a competency model for university lecturers. Their competency model displayed the behavioural indicators—both positive and negative—that constituted each desired competency. Professional competence, educational competence, motivational competence, communication competence, personal competence, scientific and research competence, and publication competence were the main headings of their competency model. However, in the context of educational modernization, today's higher education teachers must be ready and able to consciously alter stereotypes in their personal behaviour and professional actions. (Glenny & Sammanasu 2021) stated that "The teacher's job in higher

education is now more complex than just classroom instruction; they must also go above and above to implant excellent moral principles and ethical behaviour”.

‘THE REQUIRED CHANGE ZONE’ OF THE HIGHER EDUCATION SYSTEM

Today the world has realized that its success is in the hands of its educational system. Without an effective and efficient educational environment, no nation can expect growth in any way. Not only the domestic society but to provide globalized suggestions for the more generalized system researchers are making deliberate efforts. Just because the world itself has become a domestic zone for all countries, the transmission of people and resources is as easy as it is in the local area of a firm. Thus striving for impactful talent the companies are now approaching every corner of the globe. These impulses for globalization come from financial markets that began operating on a global scale and from the explosion of virtual and actual global "connectedness," primarily through the internet, mobile telephony, and changing travel patterns. Global and regional free trade agreements grew and spread at the same time. The most important examples of these are the World Trade Organisation (WTO), the European Union (EU), the North American Free Trade Agreement (NAFTA), the Common Market of the Southern Cone (Mercosur in Latin America), the Southern Africa Development Community (SADC), and the Asia-Pacific Economic Co-operation Forum (APEC). These trends are also promoted through international agencies such as the United Nations and its organizations, the Organisation for Economic Co-operation and Development (OECD), the International Monetary Fund (IMF), and the World Bank. All of these "planetary" shifts generated contexts in which national governments had to think about reorienting and repositioning their higher education institutions (Maassen & Cloete 2006).

As the most current international student test statistics (TIMSS and PISA) demonstrate, there is a pressing need for education system changes in the majority of nations (worldbank.org 2017). But the major questions are:

- Which area of the system needs an instant change?
- When the research has proved various ways to improve the education system then why there is the collapse of quality institutions in most of the dominating countries of the world?

This situation needs to be considered from different angles. The loopholes need to be understood and tackled carefully before it takes the shape of a major disaster for the nations. One of such loophole “Workplace Culture” is targeted in the present research. The basis for considering it a problem is that, when we say that the quality of an institution is based on the quality of a teacher, the quality of a teacher depends on how well it is managed and organized in the institution. Culture plays the most important role in identifying a teacher’s talent and also engaging them passionately toward their work. As, Gwaltney, (2013) said “The biggest factor that might impede an organization’s growth and progress is its workplace culture”. According to empirical data (Gregory et al., 2009), corporate culture has a significant influence on employee attitudes and organizational effectiveness.

WORKPLACE CULTURE AND EMPLOYEE PERFORMANCE

According to Newstrom (2008), organizational culture is an intangible but potent impact on employee behaviour because it reflects the guiding principles and values of a company. As employee perceptions of their organizational responsibilities are significantly influenced by workplace culture. It first plays a boundary-defining role by drawing lines between different organizations. Second, it gives members of the organization a sense of identity. Thirdly, culture helps people develop a dedication to a cause greater than their own self-interest. Fourth, it improves the social system's stability. Culture serves as the social glue that holds the company together by establishing acceptable norms for what people should say and do. Finally, culture acts as a sense-making and control mechanism that directs and moulds employees' attitudes and behaviours (Thakur G.R. 2014). Organizational culture, according to Gordon and Cummins (1979), is the motivation that values the efforts and contributions of the organization's members and offers a comprehensive understanding of what needs to be accomplished, how it should be accomplished, how goals relate to one another, and how each employee can achieve goals.

Researchers like (Deal & Kennedy, 1982; Ouchi, 1981; Pascale & Athos, 1981; Peters & Waterman, 1982; Schein 1992) has strongly emphasized the role and importance of workplace culture on workplace effectiveness. According to Mohsen et al. (2020) Productivity, absenteeism, turnover, organizational citizenship, and work happiness are just a few of the specific characteristics that organizational culture has an impact on. While (Tulcanaza-Prieto Ab et al. 2021) stated that employees in organizations with positive cultures share similar attitudes, ethical values, and beliefs, while organizations with bad cultures have different ethical values and views. As Ritchie (2000) noted that supportive culture is therefore seen as a motivating tool that encourages employees to perform well and ensures higher production.

(Fralinger, B., & Olson, V., 2007) was of the view that "In universities, organizational culture is a key factor in functional decision-making". But until recently, organizational culture was rarely discussed in relation to academic management. However, it requires more openness and responsibility, and the role of colleges and universities in the new millennium as well as cutting-edge scientific research on how people learn is of the utmost importance (Sheikh Y Ahmad 2017).

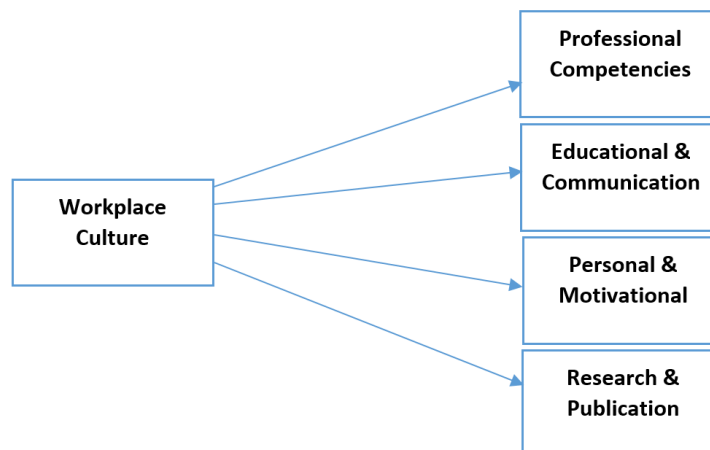
Culture is created in higher education organizations as a result of a variety of intricate internal and external factors, including the environment and the effects of demand and global development. As elaborated by (Pettigrew, 1979) an institution's culture is a product of its leadership, significant incidents, and distinctive history. However, (Fitriana et al. 2021) stated that most employees in an organization or institution follow their coworkers' lead. The majority of them do as their superiors direct. The decisions about the tasks and rules that must be followed by employees are most often made by leaders. To properly support and coordinate employees, especially in understanding organizational culture, leaders' roles are desperately needed.

The objective of the study: the study aimed at highlighting the relationship and role of workplace culture in the formation and shaping of teachers' competencies in higher education institutions.

RESEARCH METHODOLOGY

This research was carried out in private affiliated colleges of Punjab state (India). The questionnaire was adopted from (Yener M I et al. 2017) & the competency model of (Blaskovaa et al.2014). 200 questionnaires were distributed to the teaching faculty of the institutions, out of which 178 were found relevant for the study and used for analysis. Purposive sampling was used to collect the data from the respondents. A descriptive design with a quantitative approach is used for analyzing and providing the outputs of the research.

RESEARCH MODEL



Theoretical explanation of the model:

Professional Competencies: For teachers, administrators, and administrative staff, several colleges in the United States provide a wide variety of innovative and professional training programs. (D. McGruer 2019) Creative professionals must master the most recent media strategies, comprehend and harness the power of storytelling, align a compelling creative perspective with the brand's communication needs, master digital marketing and social media strategy, use the action possibilities, and master storytelling to use it in the age of digital media and personalized content. Whereas according to the research findings of Ganser (2009), a teacher's professional skills are "the professional growth the teacher accomplishes as a result of accumulating additional experience and progressively assessing their teaching." While according to Shulman (2008), this includes understanding student learning challenges and their historical roots in the relevant domain, knowledge of instructional strategies, and domain-specific assessment techniques. Whether learning activities have a good effect on student outcomes depends in part on the amount to which those outcomes serve as the justification for, and ongoing focus of, teacher engagement. While it places a strong emphasis on precise teaching techniques, professional learning for teacher prospects has a significant impact on student learning outcomes (Didion et al. 2020).

Educational/Pedagogical & Communication Competencies: The term "pedagogical competence" is typically used to describe the minimal professional requirements for someone to perform various educational roles. Teachers who possess a high degree of teaching ability are regarded as skilled and pedagogically competent, whereas teachers who possess a low level of teaching ability are referred to as unskilled. (Murkatik et al. 2020) defined it as teaching a subject while adhering to principles like teaching from the known to the unknown, concrete to abstract, and simple to complex is referred to as having pedagogical competency. According to Miller, Ramirez, and Murdock (2017), a competent teacher is someone who has received quality education and training in teaching, possesses the required skills, and can instruct students effectively.

Even though many qualities have been employed to define an excellent teacher, material expertise and communication abilities continue to remain outstanding. A subject-matter expert who also possesses strong communication skills will be approachable and supportive. (Okoli 2017) In order to effectively impart information to students and deepen their knowledge, teachers must employ spoken language, gestures, symbols, signs, questioning, and other strategies. They should be able to communicate with students effectively and comprehend their exact expressions of thoughts and emotions.

Personal & Motivational Competencies: An effective teacher should, first and foremost, have sufficient self-knowledge. A teacher must be aware of his or her own emotions, ideals, and attitudes as well as how others perceive them (Palmer, 1998). High-personal-competency teachers are upbeat, flexible, collaborative, commanding, open, approachable, and enthusiastic (Mortiboys, 2005). Their drive and self-control are improved (Ming, 2003). So, a good teacher has good self-control; they are more disciplined and mature. Moreover, Antoniou and Polychroni (2006) noted that teachers' performance had been negatively impacted by rising occupational stress. A teacher's emotional stability aids in preventing emotional weariness and interpersonal conflict, which in turn aids in better coping with stress and burnout and improves performance.

The teacher inspires others with each and every action, lecture, or seminar; views motivation as the central component of any process, effort, or relationship; respects the dynamics of the motivation of individuals (students, coworkers, departments); identifies and strictly eliminates any demonstrations of his or her own or another's unethical, dishonest, or demotivating behavior; & has the capacity for self-motivation and self-keeping (Blaskovaa et al. 2014).

Research & Publication Competencies: Universities, as educational institutions, are essential to the growth and development of society and the well-being of its citizens. With so many stakeholders (students, institutions, the government, staff, businesses, the local community, etc.), universities have a social obligation that makes them become corporate entities that must establish strategic plans and processes in order to succeed over the long term. (Ramos, et al 2017). The foundation for the teacher's intellectual, communicative, design, critical thinking, and creative capacities is research competency. (Begunova & Qingyu 2021) A university teacher's research competency should be viewed as a set of knowledge and abilities required for carrying out research activities. Since it is essential for professional educational activity, the development of pedagogical abilities, and professionalism, research competence should be included among the teacher's core competencies. One of the most glaring indicators of a teacher's level of professional maturity is their research knowledge and skills. As stated by (Niemi et al. 2006) research competencies encourage collaboration with coworkers, experts, and those with an interest in curriculum studies and education. Teachers who are proficient in research can track trends in their professions and shape their own professional development accordingly. Also, teachers' research skills are crucial for helping pupils develop their scientific methods and thinking abilities. All of the teachers' competencies are aided by the research competencies.

Hypothesis of the study:

H1: workplace culture has a positive & significant impact on the professional competence of the teachers

H2: workplace culture has a positive & significant impact on the Educational and communication competence of the teachers

H3: workplace culture has a positive & significant impact on the personal and motivational competence of the teachers

H4: workplace culture has a positive & significant impact on the Publication and research competence of the teachers

DATA ANALYSIS AND INTERPRETATION

Reliability test: As table 1 shows the research tool questionnaire is thoroughly and statistically reliable. Because Cronbach's Alpha value range between .833 & .964 which is well above the desired value of 70 %.

Table: 1 Reliability test

Scale	No. of items	Cronbach's Alpha
Teachers' competencies	23	.875
Professional competencies	05	.833
Educational & Communicational competence	06	.895
Personal & Motivational competence	06	.891
Publication & research competence	06	.881
Workplace Culture	08	.964

Source: Primary data

Sampling adequacy: The validity and sample adequacy tests are shown in Table 2. The Kaiser-Meyer-Olkin (KMO) values are .742, as shown in the table, and since they are higher than .70, the research tool is appropriate for data collecting.

Bartlett's test of sphericity is also significant and meaningful at the same time. At a p-value of 5%, these tests are significant.

Table: 2

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.742
Bartlett's Test of Sphericity	Approx. Chi-Square	5192.372
	df	465
	Sig.	.000

Source: Primary data

DESCRIPTIVE ANALYSIS

This analysis helps in predicting the respondent's views about the various items of workplace culture and their competence level. The respondents rated their workplace culture factors on a scale of 1 (strongly disagree) to 5 (strongly agree). The mean and the standard deviations were calculated for each item of the scale. As shown in Table.3 the mean score of the items ranges between 2.80 to 2.94, which states that the workplace culture of the institutions was rated on the moderate level and below. Thus highlighting the cultural inefficiencies of the target institutions. The lowest mean score was rated for the item "Institution creates an environment where employees are excited to come to work each day".

Table. 3

Descriptive analysis of Items related to workplace culture

Workplace Culture	Mean	Std. Deviation	N
1. My Institution creates a culture that makes employees want to stay with the Institution	2.9101	1.25451	178
2. My institution supports a balanced lifestyle (between my work and personal life).	2.8258	1.22036	178
3. Creates a culture that values talented employees' work.	2.9494	1.24543	178
4. Creates a culture where employees passionately believe in what they are doing.	2.9101	1.22719	178
5. Creates an environment where employees are excited to come to work each day	2.8090	1.24307	178
6. Creates an environment where employees' ideas are listened and valued.	2.8034	1.22617	178
7. Aligns employees with the mission and vision of the Institution	2.9045	1.23365	178

8. My Institution encourages and organizes team building or other social networking activities among employee	2.8371	1.24935	178
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Source: Primary Data

Further considering the mean scores of the Teachers' competencies. It was found that the score ranges between 2.70 to 3.1. Which states that the respondents have rated their competence level in their institutions at a moderate level. Thus there is an indication that employees are not able to perform/enhance their competence level in the institutions they are currently working. The lowest mean score was rated on the item of "research publication and output". The results are presented in the table. 4.

Table.4
Descriptive analysis of Items related to teachers' competencies

Teachers' Competencies	Mean	Std. Deviation	N
1. Professional Competence			
Command of professional background, mastery of the latest knowledge and trends	2.7921	1.00650	178
Ability to add practical knowledge to content for a better understanding of the subject by students	2.7360	1.03222	178
Assistance provided to colleagues in developing their knowledge, and ensures that students are professionally mature and proud	2.7191	1.10968	178
Participation in the organization of various activities in the institution	2.8820	1.05371	178
Ability to complete the tasks assigned by the administrator	2.9045	1.05599	178
2. Educational & Communicational competence			
Contribute toward students' growth	2.8539	1.27160	178
Content, methods, and escalation of teaching adopted for the intellectual and absorption capacity of students	2.8933	1.18601	178
Efforts of continuous advancements in educational skills	2.8652	1.22766	178
Intentions, decisions and matter to communicate in a clear, understandable and inspirational manner	2.9101	1.16581	178
Identify the communication imperfections and prevented from occurring in colleagues and students	2.8652	1.15657	178
Generation of positive feedback from students and colleagues	2.9270	1.19805	178
3. Personal & Motivational competence			
Advancement of personal characteristics made in this department	2.9663	1.05176	178
Influence personality have on students and colleagues	3.1067	1.10717	178
Assistance provided to students in developing their personalities	2.9831	1.09170	178
Motivation owned toward teaching in this department	2.9775	.96817	178
Academic as well as professional motivation of students you are able to boost	2.8876	1.00212	178
Motivation you provide your colleagues towards mutual cooperation, Partnerships and creation of motivational climate at the faculty	2.9551	1.02962	178
4. Publication & research competence			
Your creative energy is transferred into valuable and socially beneficial scientific projects in this department	2.8258	1.03498	178
You are able to contribution toward the research culture of your institution	2.9157	1.08855	178
You are able to get from your colleagues and students into scientific projects and empowers them	2.8652	1.05435	178
Research papers of valuable and original outputs you are to publish in on a national as well as international basis	2.7079	1.06514	178

Honour of an author you are able to follow and maintain in this department	2.7865	1.02480	178
Influence does the quality of your publications inspire colleagues & students	2.8652	1.05435	178

Source: Primary data

CORRELATION ANALYSIS

Pearson product correlation of Workplace Culture and Teachers’ Competence was found to be highly positive and statistically significant ($R = .938$, $p\text{-value} < .001$). This shows that an increase in the effectiveness of workplace culture will definitely increase the effectiveness of the teachers’ competence level. The results are presented in the table. 5.

Table.5 Correlation Analysis Correlations

		Competence	workplace
Teachers’ competencies	Pearson Correlation	1	.938**
	Sig. (2-tailed)		.000
	N	178	178
Workplace	Pearson Correlation	.938**	1
	Sig. (2-tailed)	.000	
	N	178	178

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data

TESTING OF HYPOTHESIS THROUGH REGRESSION ANALYSIS

H1: workplace culture has a significant impact on the Professional competence of teachers

The hypothesis tests whether or not the workplace culture carries a significant impact on the different competencies of the teachers. In **H1**, the dependent variable Professional competence (PC) was regressed on the predictor variable workplace culture (WC) to test the hypothesis. It was found that WC significantly predicted PC, $f(899.918)$ & $p\text{-value} \leq 0.001$ shows that WC plays a significant role in shaping the PC of teachers. Further R^2 depicts that the model explains 83% of the variance in PC.

H2: workplace culture has a significant impact on the Educational & Communication competence of teachers

In **H2**, the dependent variable Educational & Communication competence (EC) was regressed on the predictor variable workplace culture (WC) to test the hypothesis. It was found that WC significantly predicted EC, $f(763.287)$, $p\text{-value} \leq 0.001$ & b value (.901) shows that WC plays a significant and positive role in shaping the EC of teachers. Further R^2 depicts that the model explains 81% of the variance in EC.

H3: workplace culture has a significant impact on the Personal & Motivational competence of teachers

In **H3**, the dependent variable Personal & Motivational competence (MC) was regressed on the predictor variable workplace culture (WC) to test the hypothesis. It was found that WC significantly predicted MC, $f(599.984)$, $p\text{-value} \leq 0.001$ & b value (.879) shows that WC plays a significant and positive role in shaping the MC of teachers. Further R^2 depicts that the model explains 77% of the variance in MC.

H4: workplace culture has a significant impact on the Publication & research competence of teachers

In **H4**, the dependent variable Publication & research competence (RC) was regressed on the predictor variable workplace culture (WC) to test the hypothesis. It was found that WC significantly predicted RC, $f(983.734)$, $p\text{-value} \leq 0.001$ & b value (.921) shows that WC plays a significant and positive role in shaping the RC of teachers. Further R^2

depicts that the model explains 84% of the variance in RC.

The results of the analysis are shown in **table.6** below:

Table. 6 Regression results with independent variable **Workplace Culture**

Hypothesis	Regression weights	Beta coefficient	R ²	F	p-value	Hypothesis supported
H1	WC→PC	.915	.836	899.918	.000	yes
H2	WC→EC	.901	.813	763.287	.000	yes
H3	WC→MC	.879	.773	599.984	.000	yes
H4	WC→RC	.921	.848	983.734	.000	yes

Source: Primary data

FINDINGS

The results of the analysis have found that the respondents have moderately and negatively rated their workplace culture in the institutions and the level of their competence development as shown in Tables 3 & 4. The findings revealed that the institutions are not maintaining effective culture at their place that encourages and motivate an employee to work there. Thus there was the lowest mean score for the motivation of the teachers or excitement to come to the department daily. Further, the major part of today's educational upgradation is the advancement in research prospects of teachers. But according to the findings, the lowest mean score for research competence, the teachers were not able to use their or advance their research abilities in the institutions under the scope of the study.

This has been proved in the correlation analysis that depicts a highly positive and statistically significant relationship between workplace culture and teachers' competencies. As shown in the table. 5 the inefficiencies of the workplace culture are directly linked to the inefficiencies of the teachers' competencies.

In regression analysis, the reasons behind the low competence ratings were cleared. The findings proved that the variable workplace culture has a positive and significant impact on all the dimensions of the teachers' competence viz. professional competence, educational & communication competence, personal & motivational competence, and research and publication competence as shown in table.6. Thus it was clear from the analysis that the inefficiency in the teacher competence was a major result of inefficient workplace culture as the highest variance explained proved to be more than 80% on all dimensions. This also shows that the institutions were not focusing on their environmental advancements that encourage the employees to passionately work for the betterment of the institutions.

SUGGESTIONS AND RECOMMENDATIONS

Strong organizational culture is particularly beneficial for improving employee performance, which in turn helps the institution achieve its goals and perform better overall (Deal and Kennedy, 1982). Positive culture leads toward positive benefits and on the other side, if the workplace culture is negative positive results can't be expected in any way. As proved by the study the weak workplace culture resulted in weak competence development among the employees. World has realized that talent development is the sole investment that can enhance the future of any nation, which is the major responsibility of the educational system. Thus it should be the responsibility of each and every institution to respond to these talent needs and make satisfactory arrangements for developing and maintaining a suitable work environment. Because only competent and skilled teachers can help in creating competent and skilled students. Simply like the input and output system, quality input will definitely lead to quality output, no one can anticipate fruits from that tree whose roots themselves are no longer useful.

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