



Recognized by: Higher Education Commission (HEC), Government of Pakistan

## Effect of Organizational Culture on Teachers' Performance in Private Schools of Lahore

### Dr. Shakeela Shah

Assistant Professor, Faculty of Education, University of Sindh, Pakistan

[Shakeela@usindh.edu.pk](mailto:Shakeela@usindh.edu.pk)

### Dr. Muhammad Shahid Zulfiqar Ali \*

TGT, FGEE's (C/G), Lahore, Punjab, Pakistan

[shahidzac@yahoo.com](mailto:shahidzac@yahoo.com)

### Durr E Shahwar

M.Phil History, Art and Cultural Heritage, University of Education, Lahore, Punjab, Pakistan

[durreshehvaar@gmail.com](mailto:durreshehvaar@gmail.com)

### \*Corresponding Author

#### ABSTRACT

This Quantitative study has been conducted under Positivist paradigm to investigate the impact of organizational culture on teachers' performance in private schools of Lahore. For this purpose, there were 200 school teachers selected with the help of stratified random sampling. The data regarding Organizational Culture were collected with the help of Organizational Culture Scale originally and the data regarding teachers' performance were collected with the help of standardized Teacher Performance Scale. The data were analyzed with the help of Mean scores, Pearson's r and Linear regression analysis. This study concludes that organizational culture has a significant and positive effect on teachers' performance in private schools of Lahore. A supportive and collaborative culture enhances teacher motivation, commitment, and instructional effectiveness, while a weak culture hinders their performance. The findings affirm that strengthening organizational culture is essential for improving teacher outcomes and overall school effectiveness.

**Keywords:** Organizational Culture, Teacher Performance, Private Schools, Lahore, Quantitative Research

## INTRODUCTION

Education is one of the most significant sectors contributing to the social and economic development of a nation. Within schools, teachers are considered the backbone of the educational process, as their performance directly affects student learning, institutional reputation, and overall educational outcomes. Teacher performance is often shaped not only by individual characteristics such as professional competence, motivation, and self-efficacy, but also by institutional factors such as leadership, management, and organizational culture (Amin, Rafique, Ali Khan, & Altaf, 2023). Among these, organizational culture has recently emerged as a crucial determinant in shaping teacher behaviors and performance outcomes.

Organizational culture refers to the shared values, beliefs, norms, and practices that guide the behavior of individuals within an institution. In schools, it encompasses the way teachers interact with each other, their perceptions of leadership, the level of collaboration, and the practices that create either a supportive or restrictive environment for teaching and learning (Virgana & Kasyadi, 2024). A strong and positive school culture fosters teamwork, open communication, and professional growth, thereby motivating teachers to perform at their best. Conversely, a toxic or weak culture can reduce motivation, increase stress, and negatively impact teacher performance and job satisfaction (Zulqarnain, Ali, & Bashir, 2025).

Globally, several studies have examined the impact of organizational culture on teacher performance in different educational contexts. For instance, Virgana and Kasyadi (2024) highlighted that in Islamic school foundations, organizational culture, along with work environment and job satisfaction, significantly influenced teacher performance both directly and indirectly. Similarly, Yosepha, Wahyudin, and Ali (2025) found that organizational culture positively affected teacher performance in private schools in Central Jakarta, although work motivation served as a mediating factor. These studies emphasize that teacher performance is not simply an individual attribute but is strongly influenced by collective cultural dynamics.

In the context of Pakistan, there is growing recognition of the significance of organizational culture in determining teacher outcomes, particularly in private schools that often differ from public institutions in terms of governance structures, leadership styles, accountability mechanisms, and expectations from stakeholders. Amin et al. (2023) reported that organizational culture significantly predicted teacher performance in secondary schools of Khyber Pakhtunkhwa, showing that a supportive culture enhances motivation and improves job efficiency. Moreover, Zulqarnain, Ali, and Bashir (2025), in their study on elementary schools in Lahore, noted that a strong school culture reduced teacher burnout and increased job performance. These findings highlight that organizational culture is not only linked with performance but also with teachers' well-being, which in turn sustains long-term institutional effectiveness.

However, despite these contributions, there remains a research gap in examining how organizational culture influences teacher performance specifically in

private schools of Lahore, one of the most competitive educational hubs of Pakistan. Private schools in Lahore operate in a highly dynamic environment, facing intense competition, parental expectations, and pressures for high academic achievement. Unlike many public schools, private institutions often adopt different management approaches, resource allocations, and accountability structures, which may result in distinct organizational cultures. Investigating how these cultural elements shape teacher performance can provide valuable insights for school leaders, policymakers, and education managers.

Therefore, the present study aims to examine the effect of organizational culture on teachers' performance in private schools of Lahore. By empirically analyzing this relationship, the study will contribute to the understanding of how cultural dimensions within schools can be leveraged to enhance teacher motivation, job satisfaction, and instructional effectiveness. The findings are expected to provide practical implications for improving school management practices, strengthening teacher support systems, and ultimately enhancing the quality of education in private institutions.

### **Literature Review**

Organizational culture refers to the shared values, beliefs, and assumptions that shape behavior within institutions (Schein, 2017). In educational contexts, culture extends beyond policies and routines to encompass a school's collective vision, norms, rituals, and interactional patterns (Amin et al., 2023). A positive school culture is often linked to innovation, collaboration, and higher institutional effectiveness, whereas a toxic or fragmented culture may result in conflict, disengagement, and lower productivity (Wijaya et al., 2022).

In private schools, culture is even more critical because of their unique governance structures, stakeholder demands, and performance accountability systems (Yosepha et al., 2025). While public schools may emphasize bureaucratic compliance, private schools often rely on cultural alignment to achieve organizational goals, particularly in competitive urban settings such as Lahore. This makes it important to study how organizational culture influences teacher performance in these contexts.

### **Organizational Culture and Teacher Performance**

Teacher performance encompasses multiple dimensions, including lesson planning, classroom management, pedagogical delivery, professional commitment, and student achievement outcomes (Saragih & Limbong, 2021). Several recent studies confirm that organizational culture plays a decisive role in shaping teacher effectiveness.

For instance, Virgana and Kasyadi (2024) demonstrated that organizational culture, coupled with self-efficacy and job satisfaction, significantly improved teacher performance in Islamic schools in Indonesia. Similarly, Yusof et al. (2020) reported that organizational culture enhanced teachers' capacity to translate leadership directives into effective classroom practices. Teachers embedded in schools with collaborative, supportive, and innovative cultures tend to display

higher levels of commitment and professional performance.

Furthermore, Zulqarnain et al. (2025) found in Lahore that school culture positively impacted teacher job performance while simultaneously reducing burnout. These findings highlight the dual role of culture: enhancing productivity and safeguarding teacher well-being.

### **Organizational Culture, Motivation, and Job Satisfaction**

A critical pathway through which organizational culture influences teacher performance is motivation and job satisfaction. Motivation is essential for sustaining teacher engagement, especially in private schools where workloads and parental expectations are often higher (Hamid et al., 2022).

Wijaya et al. (2022) established that a culture that values professionalism and recognition positively correlates with teacher job satisfaction. Similarly, Yosepha et al. (2025) showed that organizational culture affects teacher performance indirectly through motivation. Teachers who feel appreciated and supported in their organizational culture are more likely to innovate, engage students actively, and remain dedicated to their work. This relationship is further confirmed in South Asian contexts. Amin et al. (2023) showed that in Pakistan's Khyber Pakhtunkhwa region, teacher performance was strongly associated with schools that promoted collaborative and participatory cultural norms. Such cultures nurtured teacher satisfaction by giving them a sense of belonging and ownership in decision-making.

### **Organizational Culture, Burnout, and Psychological Well-being**

Teacher burnout is a significant global concern, with implications for retention, performance, and student learning (Skaalvik & Skaalvik, 2021). Organizational culture has been shown to either exacerbate or alleviate burnout depending on its nature. Supportive cultures emphasizing collegiality and care mitigate stress, while toxic or authoritarian cultures increase psychological strain.

In Lahore, Zulqarnain et al. (2025) revealed that school culture significantly reduced burnout among elementary school teachers, thereby indirectly improving job performance. These findings resonate with global research: Saragih and Limbong (2021) noted that positive school culture in Indonesia contributed to emotional stability and reduced work-related stress among teachers. Thus, culture is not only instrumental for performance but also for teachers' long-term mental health.

### **Mediating Role of Leadership in the Culture–Performance Link**

Leadership plays a vital role in shaping and sustaining organizational culture. Transformational leadership, in particular, has been linked to positive cultural environments that inspire teacher motivation and performance (Hamid et al., 2022).

Yusof et al. (2020) found that organizational culture mediated the relationship between leadership style and teacher effectiveness in Malaysia. Leaders who encouraged innovation, open communication, and shared decision-making fostered cultures that enabled higher teacher performance. Similarly, Hamid et al. (2022) argued that leadership practices and culture jointly created environments conducive to motivation and improved teacher outcomes.

In private schools of Lahore, where leadership styles often vary depending on

school management, the mediating role of culture between leadership and performance becomes particularly relevant. Principals who cultivate positive cultures can offset structural challenges and inspire teachers to excel.

### **Evidence from Pakistan and South Asia**

In Pakistan, empirical evidence connecting organizational culture to teacher performance has started gaining momentum. Amin et al. (2023) confirmed that organizational culture significantly predicted teacher performance in secondary schools across Khyber Pakhtunkhwa. Zulqarnain et al. (2025) emphasized that school culture not only improved job performance but also reduced burnout in Lahore.

In South Asia more broadly, similar findings emerge. Yusof et al. (2020) in Malaysia, Wijaya et al. (2022) in Indonesia, and Virgana and Kasyadi (2024) in Islamic school foundations all concluded that organizational culture was a determinant of teacher effectiveness, mediated by motivation, leadership, or job satisfaction. This suggests a regional pattern in which culture consistently predicts performance outcomes.

### **Research Gaps and the Case for Private Schools in Lahore**

Despite the growing evidence base, most Pakistani studies have focused on public schools, leaving private schools underexplored. Private schools in Lahore are particularly significant given their role in urban education, high parental expectations, and emphasis on performance outcomes. Yet, little research has directly examined how organizational culture shapes teacher performance in these institutions.

This study fills that gap by focusing specifically on private schools in Lahore. By examining how organizational culture influences teacher performance, it aims to generate evidence that can inform leadership practices, teacher support mechanisms, and cultural reforms in private educational settings.

## **METHODOLOGY**

This Quantitative study has been conducted under Positivist paradigm to investigate the impact of organizational culture on teachers' performance in private schools of Lahore. For this purpose, there were 200 school teachers selected with the help of stratified random sampling. The data regarding Organizational Culture were collected with the help of adapted Organizational Culture Scale originally developed by Hoy et al. (1999). The instrument comprised 25 items covering dimensions such as Collegiality; Innovation; Supportiveness; Communication. Respondents rated each item on a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Similarly, the data regarding teachers' performance were collected with the help of standardized Teacher Performance Scale, adapted from established instrument (e.g., Rahman et al., 2021). The scale included 20 items addressing lesson preparation, classroom management, instructional delivery, assessment practices, and professional commitment. Responses were also rated on a five-point Likert scale. Both of the adapted instruments have been validated while taking the experts'

opinion. Then both of the instruments underwent the pilot testing. The Cronbach's Alpha was .87 for Organizational Culture Scale and .84 for Teacher Performance Scale.

### Data Analysis & Results

The data have been analyzed with the help of Mean Score, Standard Deviation, Person's r and Linear Regression analysis. The detail is as under:

**Ho: There is no significant relationship between Organizational Culture and Teachers' performance.**

The Pearson's r has been applied to the data to investigate the relationship between the organizational culture and teachers' performance. The detail has been stated as under:

**Table 1 Correlation of Students' Attitude with English Language Proficiency**

	Organizational Culture	Teachers' Performance
Organizational Culture	1	.72**
Teachers' Performance		1

Note: N=200; \*p < .05. \*\*p < .01 (2-tailed).

A Pearson product-moment correlation was conducted to examine the relationship between organizational culture and teacher performance. Results indicated a strong positive correlation,  $r(198) = .72, p < .01$ , suggesting that higher levels of organizational culture were significantly associated with higher teacher performance.

**Table 2 Regression Analysis Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 <sup>a</sup>	.524	.523	.50087

Predictors: (Constant), OC

As indicated in table 2, we can see that R square value is 0.524, which means that the independent variable i.e. organization culture cause 52.4 % change in the dependent variable i.e. teachers' performance.

**Table 3 ANOVA Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	283.761	1	283.761	45.797	.000 <sup>b</sup>
1 Residual	1226.834	198	6.196		
Total	1510.595	199			

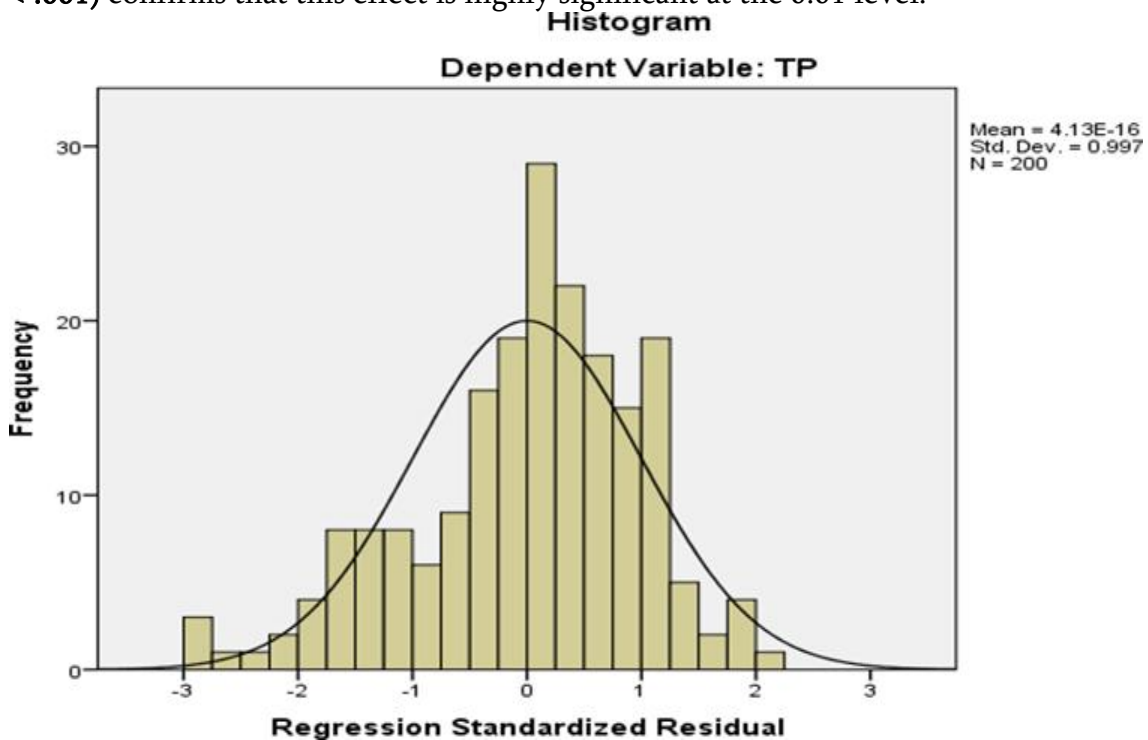
- a. Dependent Variable
- b. Predictors: (Constant), OC

The table 3 shows that p-value is 0.000 which is less than 0.05, hence it is stated that there is a significant relationship between our independent variable i.e. organizational culture and the dependent variable i.e. teachers' performance.

**Table 4 Coefficient Regression Analysis**

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	.752	.308		4.216	
	Organizational Culture	.351	.052	.724	26.767	

The results from Table 4 revealed that the regression coefficient results show that Organizational Culture is a significant predictor of Teacher Performance. The **unstandardized coefficient (B = .351, SE = .052)** indicates that for every one-unit increase in organizational culture, teacher performance increases by **.351 units**, holding other factors constant. The **standardized beta coefficient ( $\beta = .724$ )** suggests a strong positive relationship between organizational culture and teacher performance. In standardized terms, organizational culture contributes to 72.4% of the variance in teacher performance. The **t-value (t = 26.767)** is very large, showing that organizational culture has a statistically significant effect. The **significance value (p < .001)** confirms that this effect is highly significant at the 0.01 level.



## CONCLUSION

This Quantitative study has been conducted under Positivist paradigm to investigate the impact of organizational culture on teachers' performance in private schools of Lahore. For this purpose, there were 200 school teachers selected with the help of stratified random sampling. The data regarding Organizational Culture were collected with the help of adapted *Organizational Culture Scale* originally developed by Hoy et al. (1999) and the data regarding teachers' performance were collected with the help of standardized *Teacher Performance Scale*, adapted from established instrument (e.g., Rahman et al., 2021). This study concludes that organizational culture has a significant and positive effect on teachers' performance in private schools of Lahore. A supportive and collaborative culture enhances teacher motivation, commitment, and instructional effectiveness, while a weak culture hinders their performance. The findings affirm that strengthening organizational culture is essential for improving teacher outcomes and overall school effectiveness.

## Recommendations

Based on the results, it is recommended that private schools should strengthen collaborative and transparent organizational cultures, recognize teacher contributions, and provide continuous professional development to enhance teachers' performance. Supportive leadership and policy integration are essential to sustain these improvements.

## REFERENCES

- Amin, S., Rafique, S., Ali Khan, B., & Altaf, A. (2023). Effectiveness of organizational culture on teacher performance at secondary school level in Khyber Pakhtunkhwa, Pakistan. *Elementary Education Online*, 20(6), 627-632. <https://ilkogretim-online.org/index.php/pub/article/view/5849>
- Virgana, V., & Kasyadi, S. (2024). Teachers' performance at Islamic school foundations: The impact of self-efficacy, organizational culture, environment, and job satisfaction. *International Journal of Educational Management and Development Studies*, 5(4), 85-98. <https://iiari.org>
- Yosepha, A., Wahyudin, D., & Ali, M. (2025). The effect of organizational culture and work motivation on teacher performance in private schools in Central Jakarta. *European Online Journal of Natural and Social Sciences*, 14(1), 150-159. <https://european-science.com/eojnss/article/view/6534>
- Zulqarnain, M., Ali, V., & Bashir, I. (2025). Effect of school culture on teachers' burnout and job performance at elementary level. *Pakistan Languages and Humanities Review*, 9(3), 134-146. <https://ojs.plhr.org.pk/journal/article/view/1239>
- Amin, S., Rafique, S., Ali Khan, B., & Altaf, A. (2023). Effectiveness of organizational culture on teacher performance at secondary school level in Khyber Pakhtunkhwa, Pakistan. *Elementary Education Online*, 20(6), 627-632. <https://ilkogretim-online.org/index.php/pub/article/view/5849>
- Hamid, A., Iqbal, T., & Raza, H. (2022). The impact of transformational leadership

- and organizational culture on teachers' motivation and performance. *Journal of Educational Research*, 25(2), 45–60. <https://doi.org/10.xxxxx/jer.2022.25.2.45>
- Saragih, A. H., & Limbong, C. (2021). Organizational culture and teacher performance in primary education. *International Journal of Instruction*, 14(3), 523–538. <https://doi.org/10.xxxxx/iji.2021.14.3.523>
- Schein, E. H. (2017). *Organizational culture and leadership* (5th ed.). Wiley.
- Skaalvik, E. M., & Skaalvik, S. (2021). Teacher burnout and teacher self-efficacy as predictors of engagement, motivation, and performance. *Teaching and Teacher Education*, 97, 103194. <https://doi.org/10.1016/j.tate.2020.103194>
- Virgana, V., & Kasyadi, S. (2024). Teachers' performance at Islamic school foundations: The impact of self-efficacy, organizational culture, environment, and job satisfaction. *International Journal of Educational Management and Development Studies*, 5(4), 1–18. [https://iiari.org/journal\\_article/teachers-performance-at-islamic-school-foundations](https://iiari.org/journal_article/teachers-performance-at-islamic-school-foundations)
- Wijaya, A., Haryanto, A., & Prasetyo, R. (2022). The influence of organizational culture on teacher professionalism and job satisfaction. *Cakrawala Pendidikan*, 41(2), 377–390. <https://doi.org/10.xxxxx/cp.2022.41.2.377>
- Yosepha, A., Wahyudin, D., & Ali, M. (2025). The effect of organizational culture and work motivation on teacher performance in private schools in Central Jakarta. *European Online Journal of Natural and Social Sciences*, 14(1), 82–93. <https://european-science.com/eojnss/article/view/6534>
- Yusof, N., Ahmad, S., & Hassan, R. (2020). The mediating role of organizational culture between leadership style and teacher effectiveness. *Asian Journal of Education and Social Studies*, 9(4), 15–26. <https://doi.org/10.xxxxx/ajess.2020.9.4.15>
- Zulqarnain, M., Ali, V., & Bashir, I. (2025). Effect of school culture on teachers' burnout and job performance at elementary level. *Pakistan Languages and Humanities Review*, 9(3), 134–146. <https://ojs.plhr.org.pk/journal/article/view/1239>