



Original Article

Analysis of Existence of Organizational Culture for Determining TELs' Readiness for Adopting Online Approach to Educate Prospective Teachers for their Professional Development in Sindh

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Abstract

The study aimed to evaluate the organizational culture of Teacher Education Institutions (TEIs) and determine their readiness to adopt online teaching methods for professional development. The research involved 450 teacher educators with over five years of experience who had previously taught online. The study used a cluster sampling approach and a closed-ended perception questionnaire with a five-point Likert scale. The findings showed that the study's alternative hypothesis was supported, indicating that TEIs have an organizational culture that encourages them to adopt new technical techniques, thus preparing them for online teaching approaches. The study's findings provide valuable insights into the readiness of TEIs to adopt online teaching methods.

Keywords: Organizational culture, belief, attitude, value, online teaching approach

1. INTRODUCTION

Organizational Culture

The thought of organizational culture has its roots in social human studies and has picked up broad consideration over areas such as organizational behavior, administration, and showcasing (Gregory et al., 2009). It encompasses the shared values and beliefs that shape the expected norms and behaviors among employees. Schein (1992) views organizational culture as an underlying social force that despite being largely unseen, exerts a significant influence.

Organizational culture is like the personality of a company or institution. According to (Schein, 1992) it's made up of the beliefs, attitude, values, and system that the organization values. In the words of Denison et al. (2020) said this culture affects how people in the organization interact with each other and make decisions.

Fullan (2007) says that in educational institutions, including teacher training colleges, organizational culture shapes how teaching, learning, and administration are carried out. According to Bledow et al. (2019) further said that it influences everything from how teachers interact with students, to how innovation is embraced, to the overall environment of the institution. A positive culture in an educational setting can encourage teachers and students to be more engaged, innovative, and committed to their work and studies.

According to Ko & Rossen (2010), in teacher training institutions, culture can greatly impact the future of education. These institutions not only teach academic content but also model the values and behaviors



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that future teachers will carry into their classrooms. For example, if a teacher training college places a strong emphasis on technology and innovation, its graduates are likely to value and use these tools in their teaching. Similarly, if an institution fosters a culture of continuous learning and professional development, it instills in its future teachers the importance of lifelong learning.

Bates & Sangrà, (2011) believe that creating a supportive and positive organizational culture in teacher training institutions lead to more effective teaching methods, better-prepared teachers, and ultimately, a stronger impact on the educational system.

The Role of Organizational Culture in Readiness in Adopting Technology-Based Approach

According to Alvesson & Sveningsson (2015) there is still a lot interest in the contribution that organizational culture makes to the readiness of different organizational contexts for the adoption of technology-based techniques, both in academic study and in practical application. Chatman & Reilly (2016) claim that the common morals, convictions, and traditions that characterize an organization's social and mental climate are known as its organizational culture, and they have a noteworthy effect on how innovation selection methods are propelled, carried out, and kept up over time.

When the organization has a strong organizational culture tend to be more successful. Such an organization grows with the growth of the market. The employees of such an organization remain volunteering to adopt new trends that may lead them to success and progress for both the organization and its client. The organizations remain volunteer for implementing new trends and modern approaches at maximum. Experts in organizational research advise to develop and maintain the organizational culture, they advised to make arrangements for fostering their personnels' beliefs of growth and development, they said that values of an organization play significant role in promoting the change acceptance, the values allow them for paying attention to working of new trends and motivate them for spending extra time to incorporate the trends. They warn that the unavailability of systems severely affects the growth of the institution. Proper focus on maximum components of the organizational culture enables the organization of any institution to provide the staff with such a working environment that keeps them volunteer for picking new things for their own progress as well as the organization's progress. Because of this they always remain updated in their professional expertise.

Importance of Readiness for Adopting New Trends and Modern Approaches

According to Kontkanen et al. (2016) readiness is always crucial for organizations, especially educational institutions, to be prepared to accept new ideas and methods to implement them. An organization's readiness to adopt new technologies and techniques that have the potential to greatly improve performance, efficiency, and service delivery reflects its ability and willingness to adapt.

Readiness for new trends ensures that organizations can smoothly transition into new ways of operating. This involves preparing the infrastructure, processes, personnel, and stakeholders for change, thus minimizing resistance and disruptions. Berman and Korsten (2020) emphasize that organizations proactive in their readiness strategies can achieve smoother transitions and higher adoption rates of new technologies and practices.

In today's rapidly changing environment, organizations that are ready and willing to adopt modern approaches can maintain a competitive edge. According to Haffar et al. (2019), readiness for technological adoption allows businesses to leverage new tools for innovation, efficiency, and better customer engagement, which are essential for staying ahead in competitive markets.

Organizations that are prepared for adopting new trends demonstrate greater flexibility and resilience in the face of challenges. Davis (2021) highlights that readiness not only involves the adoption of new technologies but also the development of agile practices and flexible work models that can respond dynamically to market changes and unforeseen events.

The readiness to adopt modern approaches fosters a culture of continuous learning and development among employees. As argued by Sein (2020), organizations that prioritize readiness encourage their workforce to acquire new skills and knowledge, which is crucial for personal growth and organizational innovation.

Readiness means being prepared and able to do something new or different. When we talk about educational institutions and learning, readiness can mean many things. According to Khan et al. (2012), it can be about students ready to learn, teachers ready to teach in new ways, or educational institutions ready to try new things like use of innovative technological tools in teaching practices or online teaching

procedures.

According to Tarhini et al. (2014), educational institutions are being ready for change means they're set up to try new ideas, keep up with the latest trends in teaching, and use technology in education. The author further said that this readiness isn't about just one thing; it's made up of many parts that all work together to help educational institutions start teaching online, especially for pre-service teachers who are still learning how to teach.

According to Ko & Rossen, (2010), Bates & Sangrà, (2011), some important parts of being ready for online teaching include having the right technology (like computers and the internet), changing how lessons are taught to work well online, creating a supportive institution culture, getting help from management, IT teacher making sure teachers have the skills they need, having good online learning materials, and setting up rules and plans for online teaching.

Understanding of all these parts is important for educational institutions that want to add or improve online teaching, especially for teacher's training. This way, they make beyond any doubt they're prepared to meet desires of today's learner need and educating strategies by utilizing present day innovation. The research is an effort to examine the organizational culture of TELs to determine their readiness for adopting new trends and modern technology in their practices of teaching. The readiness of adopting change is significant behavior of the organization of an institution for keeping it updated and upgraded.

2. METHODOLOGY

Objectives of the study

Main objective

- To examine the TELs' organizational culture essential, determine the TELs' readiness for adopting online education for prospective teachers' professional development of teachers in Sindh.

Specific Objectives

- To examine the TELs' belief of adopting online education as a component of organizational culture for prospective teachers' professional development of teachers in Sindh.
- To examine the TELs' attitude of adopting online education as a component of organizational culture for prospective teachers' professional development of teachers in Sindh.
- To examine the TELs' system of adopting online education as a component of organizational culture for prospective teachers' professional development of teachers in Sindh.
- To examine the TELs' value of adopting online education as a component of organizational culture for prospective teachers' professional development of teachers in Sindh.

Research Question

- Does TELs' organizational culture determine its' readiness for adopting online education for prospective teachers' professional development?
- Do organizational culture's components have significant strength to determine TELs s' readiness for adopting online education for prospective teachers' professional development?

Hypotheses

- TELs significantly have belief of adopting online education to determine the organizational culture for prospective teachers' professional development.
- TELs significantly have attitude of adopting online education to determine the organizational culture for prospective teachers' professional development.
- TELs significantly have system of adopting online education to determine the organizational culture for prospective teachers' professional development.
- TELs significantly have value of adopting online education to determine the organizational culture for prospective teachers' professional development.
- TELs have significantly organizational culture to determine readiness for adopting online education to prospective teachers' professional development.

Research Design

The researcher adopted the survey research design for examining and determining the existing condition of the organizational culture as an essential component of readiness of an institution for adopting new trends and modern approaches like online teaching approach. The population of the study was teachers' educators having more than 5 years teaching experience along with the experience of online teaching. A cluster sampling approach was adopted for selecting the TEIs, and then simple random sampling within the cluster was adopted for selecting the respondents.

Instrument

The closed-ended survey with a five-point Likert scale was used to collect data. The instrument contains 16 components. The instrument comprised of four pieces. Each section discusses a distinct hypothesis. The questionnaire has four items for examining a single hypothesis. The criteria used to generate the questionnaire items were chosen from Schein's (1992) model.

Procedure

The researcher started the data collection soon after completing the sample selection process. The researcher collected the data by using two different approaches. One hand he collected the data by using google form on the other hand the researcher visited physically. For making visits physically the researcher took prior permission from higher authorities and respective principals. With their permission, he selected the sample by using simple random sampling. The sample size was 450 teacher educators. The researcher selected 11 faculty members randomly in each cluster. The researcher took their prior consent for participating in the research study. The Researcher distributed them the questionnaire and waited for their response. Soon after getting the questionnaire back, he started the data analysis process.

Data Analysis

The obtained numerical data were analyzed using quantitative approach. Besides descriptive statistics, the researcher used inferential statistics to analyze the data; he used one sample t-test for testing the hypothesis about the condition of existence of the variables those were contributing to the organizational cultures. Four hypotheses were used to determine the condition of organizational culture by depicting its picture with the help of sub variables. One hypothesis was used to determine organizational culture as a contributing factor to the readiness of an institution for adopting new trends and modern approaches.

3. FINDINGS

The researcher used inferential statistics for examining the existing situation of the TEIs regarding the organizational culture. One sample t-test was used to evaluate the data collected by comparing it with pre-defined criteria. findings of the five hypotheses are as given below;

Hypothesis 1

H1: TEIs significantly have belief of adopting online education to determine the organizational culture for prospective teachers' professional development.

Table 1

One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
TEIs significantly have belief of adopting online education to determine the organizational culture for prospective teachers' professional development.	450	18.59	1.579	.078

The table-1 presents statistics of the test. the hypothesis 1 is in the first column. N=450 is in second column. Found Mean18.59 is in third column. SD 1.579 is in the fourth column. S E M .078 is in the fifth column.

Table 2

Hypothesis 1 Analysis

One-Sample Test						
Test Value = 16						
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TEIs significantly have belief of adopting online education to determine the organizational culture for prospective teachers' professional development.	19.523	449	.000	2.507	1.91	2.24

Table 2 presents findings of the-test 1. the hypothesis is in first column. the criteria set for comparing the mean is 16, mentioned at the above of the columns. t-value is mentioned in second column. Df is mentioned in third column. p-value of is mentioned in fourth column. Found difference of Mean is mentioned in the fifth column. Interval of the difference is mentioned in the sixth and seventh columns. the positive mean difference shows that found mean is higher than already set criteria that determines acceptance of the alternative hypothesis. The obtained t-value 19.523 is the positive value also decides the acceptance of alternative hypothesis. The p-value of 0.00 indicates that the findings are sufficiently significant to allow the conclusion that hidden meanings exist, thus the null hypothesis is discarded and the alternative hypothesis is accepted. TEIs significantly have belief of adopting online education to determine the organizational culture for prospective teachers' professional development. The findings show that Teacher training institutions believe in adopting new trends and modern approaches for teaching prospective teachers for their professional development. They also believe that by using technology like online teaching approaches we will be able to connect the local teaching community with the global teaching community.

Hypothesis 2

H1: TEIs significantly have attitude of adopting online education to determine the organizational culture for prospective teachers' professional development.

Table 3

One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
TEIs significantly have attitude of adopting online education to determine the organizational culture for prospective teachers' professional development.	450	19.06	1.152	.101

The table-3 presents statistics of the test. the hypothesis 1 is in the first column. N=450 is in second column. Found Mean19.06 is in third column. SD 1.152 is in the fourth column. S E M .101is in fifth column.

Table 4

Hypothesis 2 Analysis

One-Sample Test						
Test Value = 16						
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TEIs significantly have attitude of adopting online education to determine the organizational culture for prospective teachers' professional development.	14.786	449	.000	3.06	1.79	1.98

Table 4 presents findings of the-test 2. the hypothesis is in first column. the criteria set for comparing the mean is 16, mentioned at the above of the columns. t-value is mentioned in second column. Df is

mentioned in third column. p-value of is mentioned in fourth column. Found difference of Mean is mentioned in the fifth column. Interval of the difference is mentioned in the sixth and seventh columns. the positive mean difference shows that found mean is higher than already set criteria that determines acceptance of the alternative hypothesis. The obtained t-value 14.786 is the positive value also decides the acceptance of alternative hypothesis. The p-value of 0.00 indicates that the findings are sufficiently significant to allow the conclusion that hidden meanings exist, thus the null hypothesis is discarded and the alternative hypothesis is accepted. TEIs significantly have attitude of adopting online education to determine the organizational culture for prospective teachers' professional development. The findings show that Teacher training institutions have positive attitude for adopting new trends and modern approaches for teaching prospective teachers for their professional development as they perceive that by using the technology like online teaching approaches, we will be able to connect local teaching community with the global teaching community.

Hypothesis 3

H1: TEIs significantly have system of adopting online education to determine the organizational culture for prospective teachers' professional development.

Table 5

One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
TEIs significantly have system of adopting online education to determine the organizational culture for prospective teachers' professional development.	450	18.97	1.189	.103

The table-5 presents statistics of the test. the hypothesis 1 is in the first column. N=450 is in second column. Found Mean18.97 is in third column. SD 1.189 is in the fourth column. S E M .103 is in fifth column.

Table 6

Hypothesis 3 Analysis

One-Sample Test						
Test Value = 16						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TEIs significantly have system of adopting online education to determine the organizational culture for prospective teachers' professional development.	17.329	449	.000	2.97	1.54	1.998

Table 6 presents findings of the-test 3. the hypothesis is in first column. the criteria set for comparing the mean is 16, mentioned at the above of the columns. t-value is mentioned in second column. Df is mentioned in third column. p-value of is mentioned in fourth column. Found difference of Mean is mentioned in the fifth column. Interval of the difference is mentioned in the sixth and seventh columns. the positive mean difference shows that found mean is higher than already set criteria that determines acceptance of the alternative hypothesis. The obtained t-value 17.329 is the positive value also decides the acceptance of alternative hypothesis. The p-value of 0.00 indicates that the findings are sufficiently significant to allow the conclusion that hidden meanings exist, thus the null hypothesis is discarded and the alternative hypothesis is accepted. TEIs significantly have system of adopting online education to determine the organizational culture for prospective teachers' professional development. The findings show that Teacher training institutions have required system for adopting new trends and modern approaches for teaching prospective teachers for their professional development. They consider that the technology usage like online teaching approaches can enable the TEIS to connect local teaching community with the global teaching community.

Hypothesis 4

H1: TEIs significantly have values for adopting online education to determine the organizational culture for prospective teachers' professional development.

Table 7

One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
TEIs significantly have values for adopting online education to determine the organizational culture for prospective teachers' professional development.	450	17.89	1.573	.112

The table-7 presents statistics of the test. the hypothesis 1 is in the first column. N=450 is in second column. Found Mean17.89 is in third column. SD 1.573 is in the fourth column. S E M .112is in fifth column.

Table 8

Hypothesis 4 Analysis

One-Sample Test						
Test Value = 16						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TEIs significantly have values for adopting online education to determine the organizational culture for prospective teachers' professional development.	12.742	449	.000	1.89	1.41	1.98

Table 8 presents findings of the-test 4. the hypothesis is in first column. the criteria set for comparing the mean is 16, mentioned at the above of the columns. t-value is mentioned in second column. Df is mentioned in third column. p-value of is mentioned in fourth column. Found difference of Mean is mentioned in the fifth column. Interval of the difference is mentioned in the sixth and seventh columns. the positive mean difference shows that found mean is higher than already set criteria that determines acceptance of the alternative hypothesis. The obtained t-value 12.742 is the positive value also decides the acceptance of alternative hypothesis. The p-value of 0.00 indicates that the findings are sufficiently significant to allow the conclusion that hidden meanings exist, thus the null hypothesis is discarded and the alternative hypothesis is accepted. TEIs significantly have values for adopting online education to determine the organizational culture for prospective teachers' professional development. The findings show that Teacher training institutions have values for in adopting new trends and modern approaches for teaching prospective teachers for their professional development. They are seemed volunteers to welcome technological trends in teaching practices like online teaching approaches they hope for connect local teaching community with the global teaching community

Hypothesis 5

H1: TEIs have significantly organizational culture to determine readiness for adopting online education to prospective teachers' professional development.

Table 9

One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
TEIs have significantly organizational culture to determine readiness for adopting online education to prospective teachers' professional development	450	75.29	4.947	.299

The table-9 presents statistics of the test. the hypothesis 1 is in the first column. N=450 is in second column. Found Mean75.29 is in third column. SD 4.947 is in the fourth column. S E M .299is in fifth column.

Table 10**Hypothesis 5 Analysis**

One-Sample Test						
Test Value = 16						
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TEIs have significantly organizational culture to determine readiness for adopting online education to prospective teachers' professional development.	22.05	449	.000	11.29	10.128	12.452

Table 10 presents findings of the-test 5. the hypothesis is in first column. the criteria set for comparing the mean is 64, mentioned at the above of the columns. t-value is mentioned in second column. Df is mentioned in third column. p-value of is mentioned in fourth column. Found difference of Mean is mentioned in the fifth column. Interval of the difference is mentioned in the sixth and seventh columns. the positive mean difference shows that found mean is higher than already set criteria that determines acceptance of the alternative hypothesis. The obtained t-value 22.05 is the positive value also decides the acceptance of alternative hypothesis. The p-value of 0.00 indicates that the findings are sufficiently significant to allow the conclusion that hidden meanings exist, thus the null hypothesis is discarded and the alternative hypothesis is accepted. The Positive t-value in column 1 also supports the acceptance of alternative hypothesis and p-value is 0.00 expresses that the findings are significant enough to accept the inference of hidden meanings, so the null hypothesis is rejected, and the alternative hypothesis accepted TEIs have significantly organizational culture to determine readiness for adopting online education to prospective teachers' professional development. The findings show that Teacher training institutions have moderate organizational culture for adopting new trends and modern approaches for teaching prospective teachers to foster their professional development. The existence of the organizational culture is a significant indicator of their readiness of using the technology like online teaching approaches in order to connect local teaching community with the global teaching community as well as enhancing the quality of local teaching up to the level of global standards

4. DISCUSSION

The research was to examine the current condition of organizational culture for determining TEIs' readiness for adopting online approach to educate prospective teachers for their professional development. The variable organizational culture was further subdivided into four sub variables such as belief, attitude, values and system. The extent of their existence determines the strength of the variable of organizational culture a significant factor of readiness that contribute greatly in accepting change or innovation in the routine practices of the organization. Organizational preparedness means having the right technology and budget to support e-business growth. (Grandon and Pearson, 2004). Organizational culture prepares the faculty for implementing the practices of new approaches or hinders it. In TEIs the faculty has a good belief in adopting modern approaches. They had positive attitude towards the implementation of technological approaches. The TEIs have enough of the components of the required system for using the technological approaches in the teaching practices. The TEIs have values for adopting new trends and modern approaches for teaching prospective teachers for their professional development. They seemed to volunteer to welcome technological trends in teaching practices like online teaching approaches they hope for connect local teaching community with the global teaching community.

Working with an organizational culture tends to be more successful, they have systems, they grow with the growth of the market. They remain ready to adopt any trend that would be beneficial for organization and client. They are volunteers for implementing any new trend and modern approaches in the great benefits of the masses.

The study suggests that to strengthen the organizational culture, TEIs should make arrangement for strengthening their beliefs. They should inculcate the faculty and staff the success stories of the institution where they have accepted the change and started working using new trends and modern approaches. Such attitude protects the staff and institution from being outdated. TEIs should have systems for adopting technological changes. The failure of system hampers acceptance of new trends. Unavailability of systems affects severely the growth of the institution. The values of an organization play

a significant role in promoting change acceptance; the values allow the staff and faculty to pay attention to the working of new trends and spending extra time to incorporate the trends. TEIs should inculcate the faculty and staff positive values of continuous growth that is essential for accepting progressive changes. The obtained amount of sub variables such as belief, attitude, system and values are existed as organizational culture that determine the reasonable extent of readiness of institutions for adopting the technological approaches like online teaching approach.

Competing Interests

The authors did not declare any competing interest.

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