

The Role of Organizational Culture in Supporting Talent Development: A Study Among Educators

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Abstract- This study explores how organizational culture affects the professional development of educators across primary, secondary, and higher education institutions in Bangalore, India. Through a quantitative survey of 46 educators from both public and private schools and colleges, the research found that institutional support for talent development is generally strong. Half of the respondents rated their organizational culture as highly supportive, and nearly 70% reported active leadership involvement in professional growth initiatives. Common development formats included internal workshops, mentoring, and online training, with most educators accessing these opportunities quarterly. While the relevance of training content was generally high, persistent barriers such as heavy workloads and financial limitations hinder full participation. Additionally, only 37% of educators felt their efforts were consistently recognized. The findings emphasize the need for more personalized training, time allowances, and recognition strategies. Overall, the study concludes that a positive organizational culture, marked by inclusive communication, strong leadership, and a commitment to continuous learning, plays a crucial role in fostering educator growth and readiness for future educational challenges.

Keywords: Organizational Culture, Talent Development, Educators, Professional Development, Leadership, Institutional Support, Education Sector, Bangalore.

INTRODUCTION

In the ever-changing landscape of education, the need for continuous professional growth among educators has never been more urgent. As technological advancements, pedagogical innovations, and societal expectations reshape the educational ecosystem, educators are called upon to evolve not just in their instructional skills but in leadership, collaboration, and adaptability. The success of this evolution, however, does not rest solely on individual motivation

or access to training—it is deeply intertwined with the organizational culture embedded within educational institutions.

Organizational culture refers to the shared norms, values, beliefs, and practices that influence the behaviour and attitudes of individuals in an institution. In schools, colleges, and universities, this culture can either support or hinder the professional development of educators. A culture that promotes openness, encourages innovation, and invests in talent is more likely to inspire educators to actively pursue growth. Conversely, an institution marked by rigid hierarchies, lack of recognition, or tokenistic development programs may struggle to harness the full potential of its teaching staff.

The concept of talent development in education extends beyond basic training—it includes upskilling, mentorship, leadership opportunities, collaborative learning, and personalized growth plans. While many institutions provide professional development initiatives, their impact often depends on how they are perceived and received by educators. Do these programs align with the actual needs of teachers and academic coordinators? Are they adequately supported by institutional policies, resources, and encouragement? Most importantly, do educators feel valued and empowered within the environment they operate?

This research study focuses on understanding how organizational culture affects educators' perceptions of talent development support within their institutions. By analysing these perceptions, the study seeks to uncover whether educators feel their professional growth is genuinely championed or merely superficially acknowledged. In doing so, it examines key factors such as leadership style, communication channels, institutional values, and the psychological

safety to explore and innovate.

The study also seeks to evaluate the availability and effectiveness of upskilling opportunities, including training workshops, seminars, mentoring programs, and technology integration tools. It aims to determine whether these initiatives are accessible to all educators and whether they translate into tangible benefits such as increased teaching efficacy, career progression, or professional fulfilment.

Equally important is the exploration of barriers that educators face. These may include time constraints, lack of institutional funding, inadequate support from administration, or systemic issues such as bias, burnout, and bureaucratic rigidity. Understanding these challenges is essential in crafting meaningful solutions that go beyond superficial interventions and establish a genuinely supportive culture for talent development.

Overall, this study will provide valuable insights into the interplay between organizational culture and educator growth. It will help educational leaders, policymakers, and institutional stakeholders to recognize the importance of cultivating a culture that not only acknowledges but actively fosters the talents of its educators. The ultimate goal is to promote a more dynamic, inclusive, and future-ready educational environment.

RESEARCH METHODOLOGY

Research Design

This study adopted a quantitative descriptive research design to examine the role of organizational culture in supporting talent development among educators. The design was chosen because it allows for the collection and analysis of numerical data to identify patterns, relationships, and trends regarding educators' perceptions of institutional support for professional growth.

Population and Sample

The target population consisted of educators working across primary, secondary, and higher education institutions in Bangalore, India. A total of 46 respondents participated in the study, representing various roles such as primary and secondary teachers, academic coordinators, college faculty, and heads of department.

- Sampling Technique: A purposive sampling

method was employed to ensure the inclusion of educators from diverse educational levels and institutional types (public, private, and higher education).

- Sample Characteristics: The sample included educators with varying years of experience, from early-career teachers to senior faculty members, providing a comprehensive understanding of different perspectives.

Data Collection Instrument

Data was collected using a structured questionnaire developed specifically for this study. The questionnaire contained both closed-ended and multiple-choice questions focusing on:

1. Demographic information (designation, institution type, years of experience).
2. Perceptions of organizational culture and leadership support.
3. Availability, relevance, and frequency of professional development initiatives.
4. Barriers to accessing professional development opportunities.
5. Recognition and impact of talent development on confidence and skills.

The instrument was designed using a Likert-scale format for attitudinal questions and categorical options for frequency-based and demographic items.

Data Collection Procedure

The questionnaire was distributed electronically via Google Forms to educators in selected institutions in Bangalore. Participation was voluntary, and respondents were assured of confidentiality and anonymity. Data collection took place over a period of four weeks, ensuring adequate time for participation.

Data Analysis

The responses were compiled and analyzed using descriptive statistical techniques (frequencies, percentages, and charts).

- Pie charts and bar charts were used to visually represent the distribution of responses.

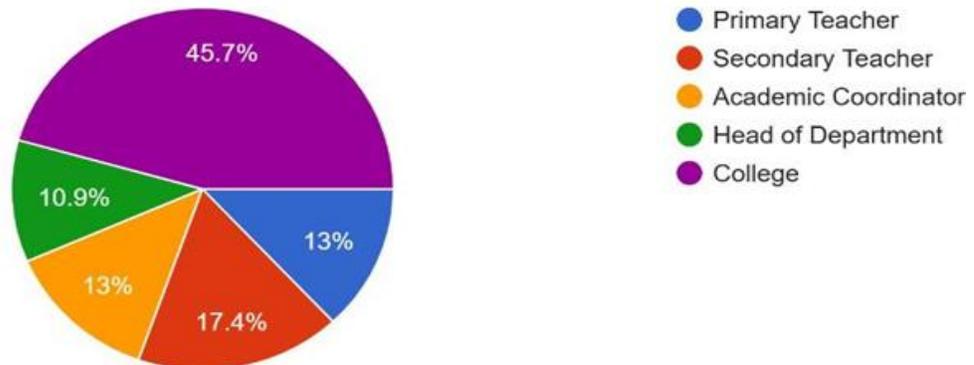
Data analysis focused on identifying trends and differences in educators' perceptions across institutional types, roles, and years of experience.

OBJECTIVES

- To analyse educators’ perceptions of how supportive their institutional culture is toward talent development.
- To identify the availability and effectiveness of upskilling opportunities provided to teachers and academic coordinators.
- To examine the influence of organizational culture on the professional growth of educators.
- To examine the barriers educators face in accessing or benefiting from talent development initiatives.

1. What is your current position?

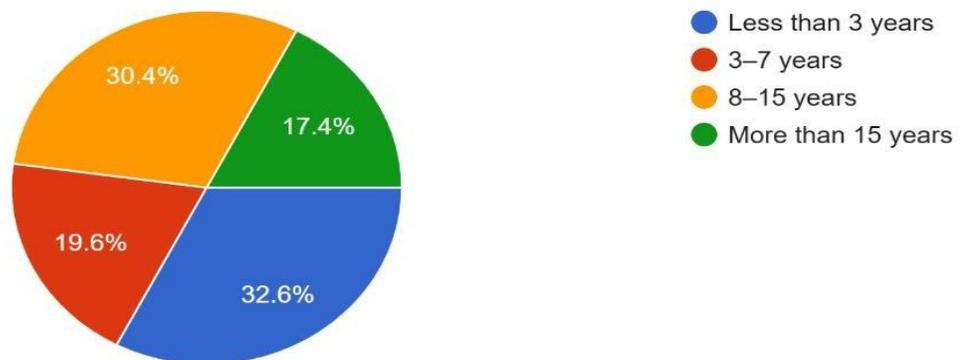
46 responses



The pie chart displays the distribution of 46 respondents based on their current positions. The majority (45.7%) are from the College sector. Secondary Teachers make up 17.4%, followed by Academic Coordinators and Primary Teachers each at 13%. Heads of Department represent the smallest group at 10.9%. This suggests that college-level staff were the most represented in this survey.

2. How many years of experience do you have in education?

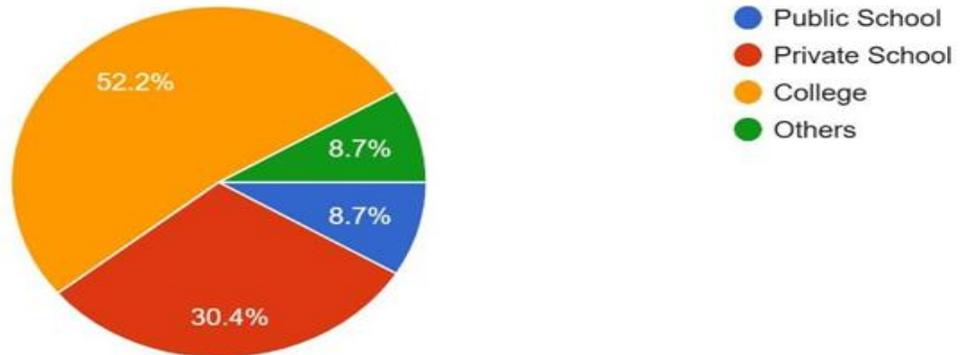
46 responses



The pie chart shows the distribution of years of experience in education among 46 respondents. The largest group (32.6%) has less than 3 years of experience, followed by 8–15 years (30.4%). 3–7 years accounts for 19.6%, and the smallest group (17.4%) has more than 15 years of experience. This indicates a relatively young or early-career workforce, with a smaller proportion of highly experienced educators.

3. What type of institution do you work in?

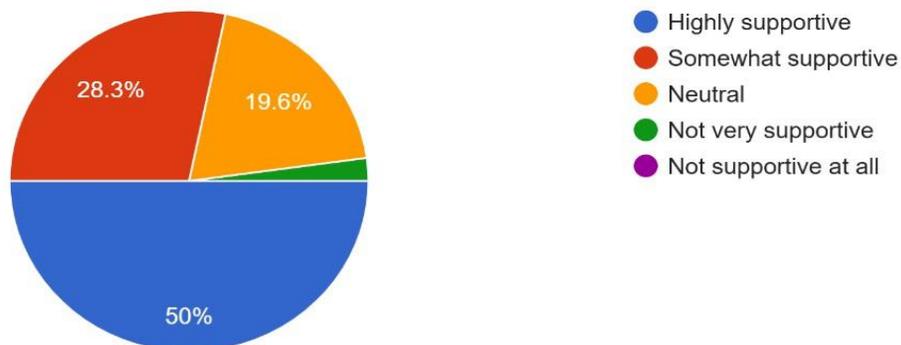
46 responses



The pie chart shows the types of institutions where the 46 respondents work. The majority (52.2%) are from colleges, followed by private schools at 30.4%. Both public schools and other institutions account for 8.7% each. This indicates that over half of the participants are employed in higher education institutions.

4. How would you describe your institution's attitude toward professional development?

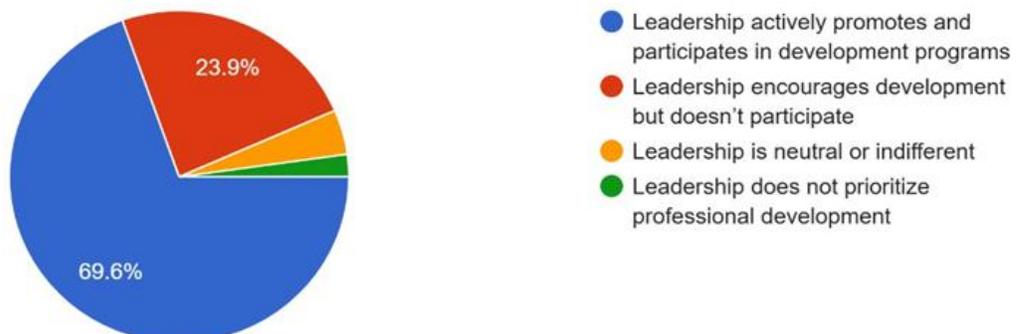
46 responses



The pie chart illustrates respondents' views on their institution's support for professional development. Half of the respondents (50%) find their institution highly supportive, while 28.3% say it is somewhat supportive. Around 19.6% are neutral, and only a small fraction (2.1%) feel their institution is not very supportive. No respondents selected "Not supportive at all." Overall, the data suggests that most institutions are perceived as supportive of professional development.

5. Which of the following best describes leadership support for talent development?

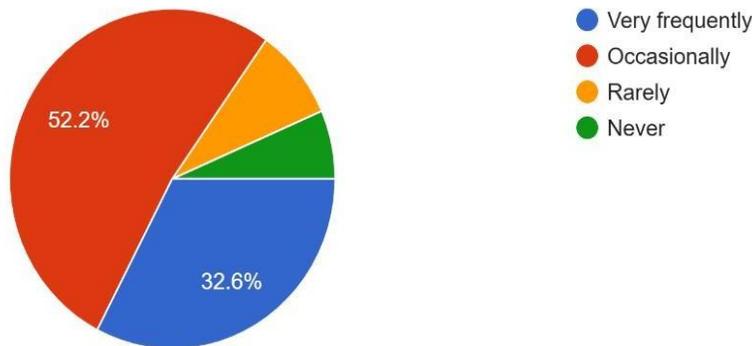
46 responses



The pie chart shows perceptions of leadership support for talent development among 46 respondents. A strong majority (69.6%) believe that leadership actively promotes and participates in development programs. Another 23.9% say leadership encourages development but doesn't participate. A small portion view leadership as neutral or indifferent (4.3%), and just 2.2% feel that leadership does not prioritize professional development. Overall, leadership is largely seen as supportive and engaged in fostering talent.

6. How often does your institution discuss talent development in meetings or communications?

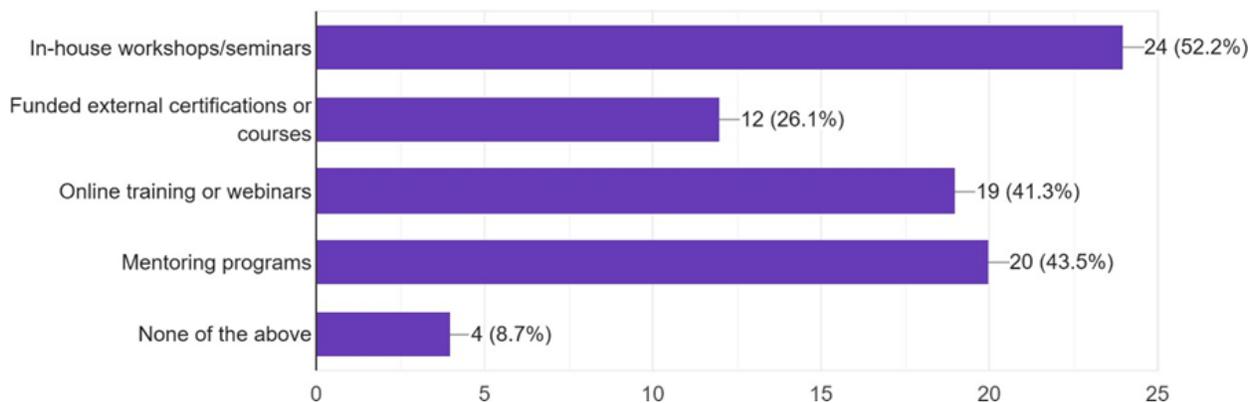
46 responses



The pie chart reveals how often talent development is discussed in institutional meetings or communications among 46 respondents. Over half (52.2%) say it is discussed occasionally, while 32.6% report it is discussed very frequently. A smaller portion, 10.9%, say it is discussed rarely, and only 4.3% say never. This suggests that although discussions on talent development are somewhat regular, there's still room to make them more consistent and integrated.

7. What types of upskilling opportunities does your institution offer? (Multiple option)

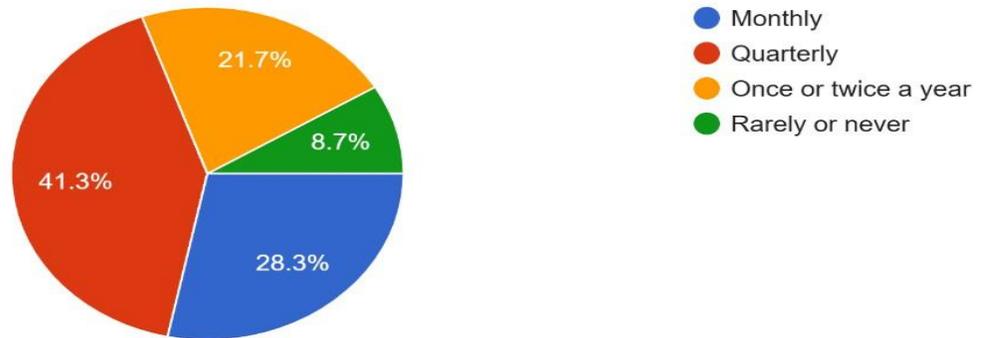
46 responses



The bar chart displays the types of upskilling opportunities offered by institutions, based on 46 responses (multiple selections allowed). The most common offering is in-house workshops/seminars (52.2%), followed by mentoring programs (43.5%) and online training/webinars (41.3%). Funded external certifications or courses are available in 26.1% of cases. Notably, 8.7% of respondents indicated that none of these options are offered. This suggests a strong emphasis on internal and digital learning opportunities, with fewer institutions investing in external certifications.

8. How often are you given the opportunity to participate in upskilling programs?

46 responses



The pie chart shows how often respondents are given the chance to participate in upskilling programs. The largest group (41.3%) reported having opportunities quarterly, followed by 28.3% who said monthly. About 21.7% indicated they are offered upskilling once or twice a year, while 8.7% said they rarely or never get such opportunities. Overall, most respondents have access to upskilling programs at least a few times a year, though frequency varies across institutions.

9. How relevant are the training programs to your teaching needs?

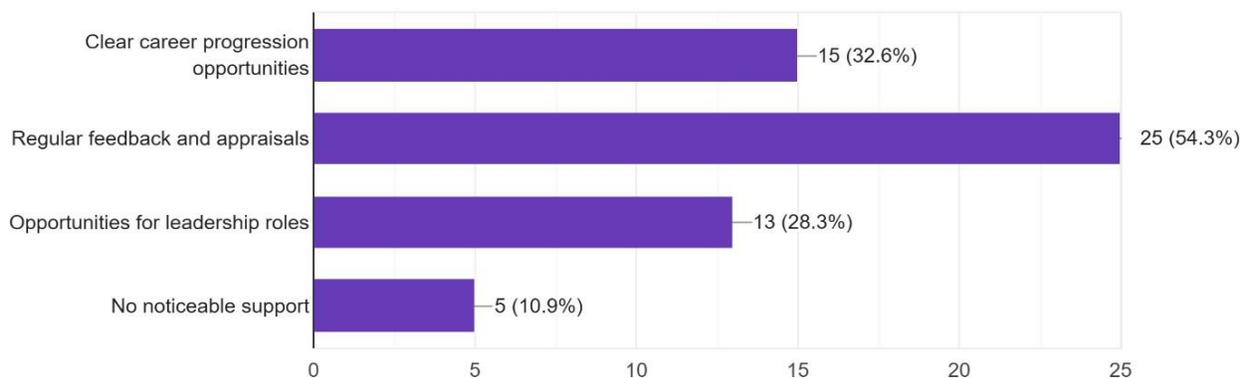
46 responses



The pie chart illustrates how relevant educators find training programs to their teaching needs. A majority (43.5%) rate them as moderately relevant, while 39.1% consider them very relevant. Smaller groups find them slightly relevant (10.9%) or not relevant (6.5%). Overall, most respondents find the training at least moderately useful, suggesting that institutions are offering programs that align reasonably well with teaching needs.

10. In what ways has your institution's culture supported your growth? (Multiple Option)

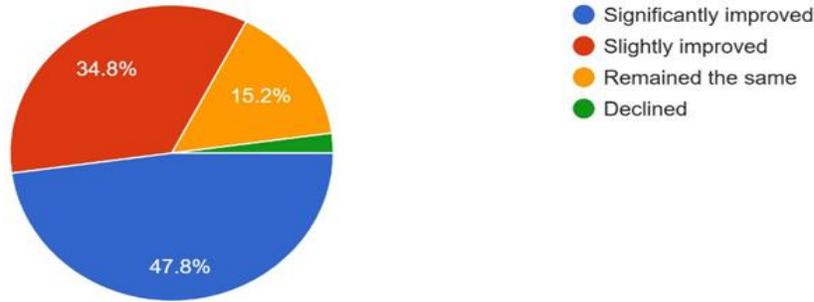
46 responses



The bar chart shows how institutions have supported respondents' professional growth (multiple responses allowed). The most common support is regular feedback and appraisals (54.3%), followed by clear career progression opportunities (32.6%) and leadership role opportunities (28.3%). However, 10.9% of respondents reported experiencing no noticeable support. This suggests that while many institutions offer structured support mechanisms, there's still a portion of educators who feel unsupported in their growth.

11. How would you describe your confidence and skill level now compared to when you joined the institution?

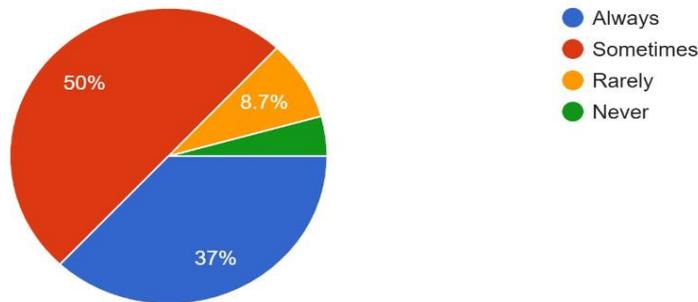
46 responses



The Pie chart shows that the majority of respondents (47.8%) feel their confidence and skill levels have significantly improved since joining the institution, while 34.8% reported slight improvement, 15.2% saw no change, and only 2.2% experienced a decline.

12. How often are your development achievements recognized (e.g., awards, promotions, praise)?

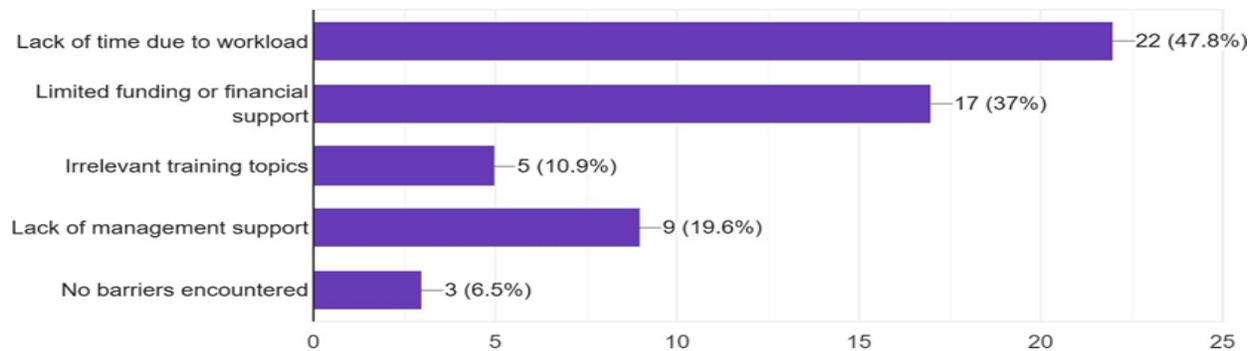
46 responses



The Pie chart indicates that half of the respondents (50%) feel their development achievements are *sometimes* recognized, while 37% say they are *always* recognized. A smaller portion, 8.7%, report *rare* recognition, and only 4.3% feel they are *never* recognized.

13. What are the biggest challenges you face in accessing professional development?

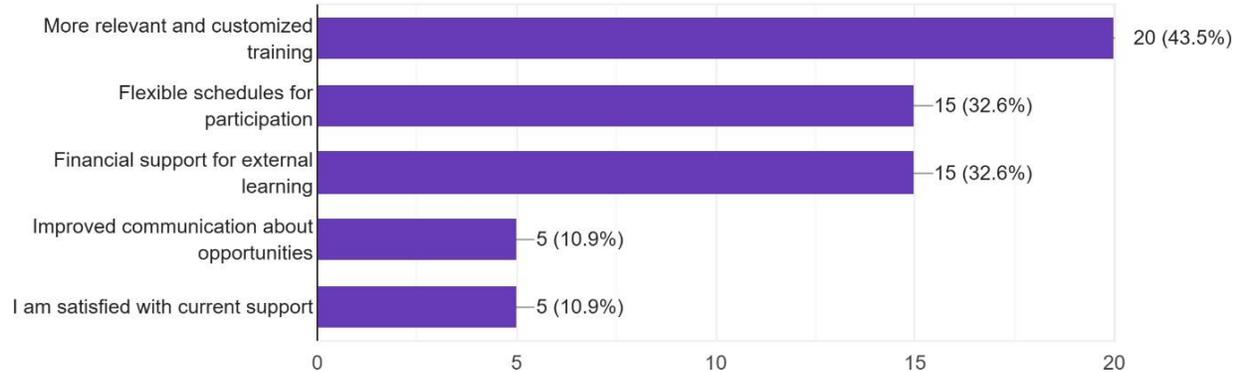
46 responses



The Bar chart shows that the biggest challenge in accessing professional development is a lack of time due to workload (47.8%), followed by limited financial support (37%). Other barriers include lack of management support (19.6%) and irrelevant training topics (10.9%), while only 6.5% reported no barriers.

14. How could your institution better support your development?

46 responses



The Bar chart shows that 43.5% of respondents believe their institution could better support their development through more relevant and customized training. Additionally, 32.6% each suggest the need for flexible schedules and financial support for external learning. Only 10.9% highlight the need for improved communication or express satisfaction with the current support.

development, while only 2.1% felt their institution was not supportive.

- Leadership involvement was strong, with 69.6% indicating active promotion and participation in talent development initiatives. Only 2.2% felt that leadership did not prioritize professional development.

FINDINGS AND CONCLUSION

Based on the survey responses from 46 educators in primary, secondary, and higher education institutions in Bangalore, the key findings are as follows:

1. Demographic Insights

- Designation: Nearly half (45.7%) of the respondents were from the college sector, followed by secondary teachers (17.4%), academic coordinators and primary teachers (13% each), and heads of department (10.9%).
- Experience: The largest group of respondents (32.6%) had less than three years of experience, indicating a relatively young workforce. Only 17.4% had more than 15 years of experience.
- Institution Type: More than half (52.2%) worked in colleges, 30.4% in private schools, and 8.7% each in public schools and other institutions.

2. Institutional Support for Professional Development

- Half of the educators (50%) reported that their institution is highly supportive of professional

3. Frequency and Discussion of Talent Development

- Over half (52.2%) said talent development is discussed occasionally in institutional communications, while 32.6% reported it is discussed very frequently.
- Opportunities to participate in upskilling programs were generally regular: 41.3% accessed them quarterly, 28.3% monthly, and only 8.7% rarely or never.

4. Types and Relevance of Upskilling Opportunities

- In-house workshops/seminars (52.2%) and mentoring programs (43.5%) were the most common opportunities, followed by online training/webinars (41.3%). Only 26.1% had access to funded external certifications.
- Most educators found the training relevant: 39.1% rated it as very relevant, 43.5% as moderately relevant, while 17.4% felt it was slightly or not relevant.

5. Recognition and Impact on Educators

- 47.8% felt their skills and confidence had significantly improved since joining their

institution, while 34.8% reported slight improvement.

- Recognition for professional development was inconsistent: 50% said achievements were sometimes recognized, 37% always recognized, and 13% reported rare or no recognition.
6. Barriers to Professional Development
- The most significant barrier was lack of time due to workload (47.8%), followed by limited financial support (37%).
 - Other barriers included lack of management support (19.6%) and irrelevant training topics (10.9%).
7. Areas for Improvement
- 43.5% suggested more relevant and customized training to meet educators' specific needs.
 - 32.6% each recommended flexible schedules and greater financial support for external learning opportunities.
 - Only 10.9% mentioned improved communication as an area of improvement, suggesting that communication was not a major challenge.

CONCLUSION

The study highlights the pivotal role of organizational culture in fostering professional growth among educators. Institutions with supportive leadership, open communication, and a commitment to continuous learning create environments where educators can thrive.

Key conclusions include:

1. **Positive Culture Drives Engagement:** Half of the respondents perceive their institutional culture as highly supportive, and strong leadership involvement (70%) significantly enhances participation in talent development initiatives.
2. **Regular, but In-house Focused Opportunities:** While most educators have regular access to professional development, institutions rely heavily on internal workshops and mentoring, with fewer opportunities for external certifications or advanced training.
3. **Barriers Reduce Participation:** Heavy workloads and limited funding remain persistent challenges that hinder full participation in development

programs.

4. **Need for Personalization and Recognition:** Many educators expressed the need for more tailored training and better recognition mechanisms to sustain motivation and professional growth.
5. **Impact on Educators:** The majority reported improved confidence and skills as a result of institutional support, demonstrating that a strong organizational culture translates into tangible benefits for educators.

Implications

Educational leaders must address workload challenges, provide financial support, and customize training programs to better align with educators' needs. Recognizing achievements consistently and creating a psychologically safe environment will further strengthen organizational culture.

A robust culture of learning will not only support educator growth but also enhance teaching quality, institutional performance, and readiness to tackle future educational challenges.

LITERATURE REVIEW

1. Organizational Culture and its Influence on Education

Organizational culture, defined as the shared values, beliefs, and norms that influence employee behaviour, plays a pivotal role in shaping professional environments (Schein, 2010). In educational institutions, this culture affects not only teaching and learning outcomes but also staff morale, innovation, and development. According to Deal and Peterson (2009), schools with positive cultures tend to foster collaboration, openness, and a commitment to improvement—critical elements for talent development.

2. Talent Development in Education

Talent development encompasses structured efforts to enhance educators' skills, leadership capacity, and job satisfaction. This includes formal training, mentoring, coaching, and opportunities for career advancement (Guskey, 2002). In recent years, a shift from one-size-fits-all training programs to more personalized, role-specific development has gained traction (Darling-Hammond et al., 2017). Effective talent development leads to improved teaching efficacy, retention of

skilled staff, and overall institutional performance (Killion & Hirsh, 2012).

3. Role of Leadership in Professional Development

Leadership is central to fostering a culture conducive to professional growth.

Transformational and participative leadership styles are particularly effective in encouraging innovation and continuous improvement among educators (Leithwood & Jantzi, 2005).

Research by Fullan (2007) also emphasizes the role of distributed leadership—where leadership responsibilities are shared across various levels of staff—in promoting a sustainable culture of development.

4. Barriers to Talent Development

Despite growing awareness, educators often face persistent challenges in accessing professional development opportunities. Time constraints due to heavy workloads, lack of funding, limited institutional support, and inadequate recognition are among the most commonly cited barriers (Avalos, 2011; Opfer & Pedder, 2011). Institutions with bureaucratic or top-down cultures may unintentionally stifle initiative, leading to disengagement and professional stagnation.

5. Recognition and Motivation

Recognition is a critical yet often overlooked factor in talent development. Herzberg's two-factor theory suggests that acknowledgment of achievements contributes significantly to job satisfaction and motivation (Herzberg, 1968). When educators feel their professional efforts are seen and valued, they are more likely to engage in and benefit from development programs.

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