

# School Organizational Climate and Effectiveness of In-Service Training as Predictors of Teaching Competence of Primary School Music Teachers in the Central Zone of Peninsular Malaysia

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## Abstract

This study aims to identify the influence of school organizational climate factors and the effectiveness of in-service training on the teaching competence of primary school music teachers in the middle zone, of Peninsular Malaysia. In addition, the level of each variable and the relationship between the three variables were also studied. A quantitative approach that emphasizes correlational research design is used in this study where data is collected using a questionnaire. A total of 315 music teachers from the central zone of Peninsular Malaysia were involved based on multi-stage cluster sampling. The research instrument used to measure school organizational climate, the effectiveness of in-service training, and music teacher teaching competence is an adaptation of the Organizational Climate Description Questionnaire for Elementary School (OCDQ-RE) by Hoy et al (1991), Kirkpatrick's Assessment (1994) and Music Teachers Competence Assessment Sheets (MTCAS) by (Adeola, 2019). The data obtained was analyzed using descriptive statistics such as mean, standard deviation, and percentage as well as correlation and regression inference statistics to answer the research questions that had been formed. The results of the descriptive analysis of each variable show the school's organizational climate ( $M=2.835$ ,  $SD=0.263$ ), the effectiveness of in-service training ( $M=3.863$ ,  $SD=0.608$ ), and teaching competence ( $M=2.857$ ,  $SD=0.603$ ). Meanwhile, the results of the inference analysis show that school organizational climate and the effectiveness of in-service training have a moderately strong relationship ( $r=0.359$ ,  $p<0.01$  and  $r=0.490$ ,  $p<0.01$ ) and there is a significant positive influence ( $\beta=0.058$ ) on teacher teaching competence music. This study is expected to help schools and the Malaysian Ministry of Education in improving efforts towards the preparation of primary school music teachers who are more competent in realizing national education goals and providing added value in education administration.

**Keywords:** School Organizational Climate, Effectiveness, In-Service Training, Teaching Competence, Music Teacher

**Introduction**

To replace the colonial education system, a National Education Policy was enacted through the Razak Statement 1956 and enshrined in the Education Ordinance 1957. This policy was revised in 1960, resulting in the Rahman Talib Report, and enshrined in the Education Act 1961. Curriculum Music education subjects Primary School Integrated Curriculum (KBSR) was implemented throughout Malaysia in 1983. A new music education curriculum was published in 1995 which made the subject a compulsory subject at the primary school level. Curriculum transformation once again took place in education in Malaysia in 2011, namely the Primary School Standard Curriculum (KSSR) was enacted in line with the Education Development Master Plan (PIPP). KSSR continues to be reviewed and improved in the following years when the Malaysian Education Development Plan (PPPM) 2013-2025 is introduced.

In Malaysia, despite the growing emphasis on music in primary education, the Ministry of Education has yet to document the musical competencies required for primary school music teachers. The Teacher Education Institute focuses more on general music knowledge and skills such as music theory, basic singing skills, and playing instruments (Chan, 2012). Chung (2019) has listed the competencies required to implement the music curriculum in primary education and revealed that the competence of primary school music teachers does not only involve the competence of teaching music but also various other pedagogical skills and the personal qualities of the music teacher himself.

In schools, there are usually non-optional music teachers who teach music subjects. This is where the importance of the effectiveness of in-service training at the school level is carried out so that teachers who are not in this option better understand and be clear about the content of the subject. This effectiveness of in-service training is organized to increase the knowledge of non-optional music teachers by exposing them to music theory to be applied in the classroom. In education, the teacher's skills do not count the options needed to convey knowledge to students. Teachers need to gain exposure to music theory because this field has been taught to first-year students. Through this, the effectiveness of in-service training will also give some knowledge to non-optional music teachers to be used in the teaching of music education subjects in primary schools.

Another factor that affects the teacher's teaching competence is the school's organizational climate. The school's organizational climate plays an important role in improving the teaching ability and competence of music teachers toward the achievement of organizational goals. A study by Raudhatul et al (2020) states that the school's organizational climate has a positive influence on teachers' work. For this reason, the school's organizational climate must have a conducive climate so that teachers can work, in accordance with the demands of their job. Therefore, a person's competence is influenced by a positive organizational climate.

**Literature Review**

The relationship between school organizational climate and music teacher teaching competence are mutually influential. A positive organizational climate can help improve the teaching competence of music teachers due to the creation of an environment conducive to professional development and skill improvement. Music teachers who are in a positive environment will feel more accepted and comfortable sharing ideas and providing innovative teaching (Iqbal et al., 2020).

From another point of view, music teachers who have good teaching competence can also influence the school's organizational climate by providing effective and quality teaching. This can help increase student motivation and create a positive learning environment, which can ultimately help strengthen the overall school organizational climate (Yahya et al., 2021).

By improving the skills and knowledge of music teachers through the effectiveness of in-service training, teachers can be more confident in providing effective teaching. The effectiveness of in-service training can also help teachers overcome problems that may be encountered in teaching and improve the quality of teaching. In conclusion, the effectiveness of in-service training is very important to improve the teaching competence of music teachers and ensure that teachers have the necessary skills and knowledge to provide quality teaching and help students reach their potential (Antonio et al., 2022).

In the country, the findings of a study by Sapie et al (2021) showed that the change in teacher behavior from the aspect of teaching through elements of planning, strategy, and implementation of teaching among teachers after attending in-service training was high between 4.06 to 4.21. the element that got the highest mean score was teaching implementation (M=4.21, SD= 0.827). Based on the data, it can be understood that the teachers have shown a positive level of change from the aspect of competence in teaching. The change in the teacher's competence is an indication that the organized in-service training has succeeded in improving the quality of teachers' teaching from the aspects of planning, strategy, and teaching implementation. Accordingly, there is a significant relationship between teacher behavior and increased teaching competence. The teachers' acceptance of the training provided is moderate.

Wijayanto (2017) proved that a positive climate affects the organization towards the competence of the organization's members and can increase satisfaction in doing work. The results of the study show that the organizational climate has a positive and significant effect on the work of educators. This means that educators' perception of the organizational climate can make them feel happy with the distribution of tasks according to their respective abilities, mutual respect is shown when other colleagues receive awards for their achievements, give congratulations, and provide motivation to colleagues, positive in completing assigned tasks and educators believe rewards have been given fairly in accordance with their contribution to the organization.

In Malaysia, the findings of Suhaimi and Khairuddin's (2021) study show that school organizational climate plays an important role in influencing teachers' teaching competence toward changes in education. In short, this study proves that related theories and models are still relevant to the current situation. A good school organizational climate helps teachers determine the success of implementing a change in the educational organization. This study also proves that teachers are very influential in determining the success of any changes implemented in the country's education system.

Based on a study by Akbar (2019), concluded that teachers' in-service training has a significant influence on teachers' teaching competence. Empirical facts show the influence of in-service training on teachers' teaching competence. Overall, it can be concluded that in-service training has a strong influence on teachers' teaching competence.

Effective in-service training can improve the teaching competence of music teachers. In-service training can provide music teachers with new knowledge and skills and allow them to apply what they learn in real teaching situations. This can improve the technical skills of music teachers, their understanding of musical concepts, and their ability to integrate effective teaching techniques in teaching activities. These advantages can improve the quality of music teachers' teaching and provide a positive impact on student performance (Christine et al., 2017).

### **Methodology**

This research is a correlational study using questionnaires. The quantitative method chosen aims to find out the level of teaching competence of primary school music teachers in the middle zone which may be influenced by the school's organizational climate and the effectiveness of in-service training. This method is suitable for research because it is easy to get information about things and events that happen.

The study location is in Peninsular Malaysia, where the researcher has chosen the middle zone based on several factors. This middle zone represents the states of Selangor, Kuala Lumpur, and Putrajaya. The criteria for the types of primary schools involved are mainstream government primary schools including National Schools (SK), Chinese National Schools (SJKC), and Tamil National Schools (SJKT).

This study involves primary school music teachers in the central zone of Peninsular Malaysia and the population of music teachers is 1,738 people until June 2022 (KPM). This population total may be inaccurate as there are non-optional music teachers who are instructed to teach music education subjects from time to time.

For the sample size of this study, the researcher chose the sample size suggested by Cochran (1977) which is 315 people based on the finite sample calculation. Determining sample size with Cochran's finite sample calculation is a technique used to determine how many samples are needed in a study. This technique considers several factors such as population variance, reliability level, and desired significance level (Dell et al., 2012).

Multi-level cluster sampling is used to obtain a sample because there is an unbalanced division of sub-groups such as each state and district group is different. Through this technique, a sample is selected from the population by reducing the number at each stage. This method is often used for the purpose of collecting data from a large group or in a wide geographical area (Creswell, 2015).

### **Instrument**

The questionnaire was used as a research instrument to evaluate the relationship between the school's organizational climate and the effectiveness of in-service training on the teaching competence of music teachers. This questionnaire consists of four parts: Part A (Demographic Profile), Part B (School Organizational Climate), Part C (The Effectiveness of In-Service Training), and Part D (Teaching Competence of Music Teachers). Part A discusses the demographic details of respondents such as gender, age, school type, in-service training attendance, education level, major option, minor/elective option, and years of teaching experience. Part B consists of items that measure the school's organizational climate based on dimensions adapted and modified from the Organizational Climate Description

Questionnaire for Elementary Schools (OCDQ-RE) by Hoy (1991) guided by Attribute Theory (Heider, 1958; Jones & Davis, 1965; Kelly, 1967). Part C is outlined to measure the effectiveness of in-service training adapted and modified from Kirkpatrick's assessment items based on the Kirkpatrick Assessment Model (1994). While Part D consists of items that measure the teaching competence of music teachers that are adapted and modified from the Music Teacher Competence Assessment Sheet (MTCAS) by Adeola (2019) based on Boyatzis' Competence Theory (2008). The materials distributed to survey respondents included a questionnaire and a letter requesting their participation containing information about the purpose of this study via Google Forms.

### **Teaching Competency Level Score Ranking**

The measurement of the level of respondents' perception of teaching competence is determined through a score that is categorized into three levels, namely high, medium, and low (Dzulkifli, 1996). The breakdown of the level of teaching competence along with the dimensions according to the score is as in Tables 1 and 2 below:

Table 1

*Teaching Competency Level Score*

Score	Level of Teaching Competence
44 – 88	Low
89 – 133	Medium
134 – 178	High

Table 2

*Level Score of Teaching Competency Dimensions*

Dimensions of Teaching Competence	Level		
	Low	Medium	High
1. Cognitive Competence	5 – 10	11 – 16	17 – 22
2. Affective Competence	6 – 12	13 – 19	20 – 26
3. Psychomotor Competence	15 – 30	31 – 46	47 – 62
4. Pedagogical Competence	12 – 24	25 – 37	38 – 50
5. Professional Competence	6 – 12	13 – 19	20 – 26

### **Reliability**

The reliability of data can be obtained when a test is used repeatedly and produces the same results. Reliability tests were performed to test the consistency and stability of the measurements used. Cronbach's alpha shows how the items used as a set of measurements are positively correlated. The closer Cronbach's Alpha is to 1, the higher the consistency. The interpretation of values and strengths based on the Rule of Thumbs and the Hair et al (2007) Scale for Cronbach's Alpha value is used as a guide. To show the strength of a measurement is shown in Table 3 below

Table 3

*Cronbach's Alpha and Correlation Strength*

Alpha	The Strength of Relation
1. < 0.6	Poor
2. 0.6 to < 0.7	Moderate
3. 0.7 to < 0.8	Good
4. 0.8 to < 0.9	Very Good
5. 0.9	Excellent

(Source: Hair et al., 2007)

**Findings****Reliability**

Table 4 shows the reliability analysis of the entire item and the construct of each variable found in the study. The strength of the relation for all variables is very good and excellent (Hair et al., 2007). Therefore, each item in the construct offers consistent results.

Table 4

*Cronbach's Alpha Test of All Variable Items*

Variable	No of Items	Cronbach's Alpha
School Organizational Climate	42	.806
In-Service Training Effectiveness	20	.973
Teaching Competence	44	.982

**Descriptive Statistics**

Table 5 shows the mean and standard deviation of the dimensions of cognitive competence. The overall mean is 2.405 and the standard deviation is 0.840. This means that the mean of cognitive competence is between 2.225 and 2.606 which is between scale 2 and scale 3. Item D1 has the highest mean and item D4 has the lowest mean.

Table 5

*Mean and Standard Deviation for Cognitive Competence Items*

No	Item	Mean	Standard deviation
D1	Knowledge in music.	2.606	.916
D2	Music score writing.	2.476	.939
D3	Reading of musical scores.	2.486	.932
D4	The originality of the musical composition.	2.225	.865
D5	The suitability of musical compositions.	2.232	.841
<b>Overall Dimensions of Cognitive Competence</b>		<b>2.405</b>	<b>.840</b>

Table 6 shows the mean and standard deviation of the affective competence dimension. The overall mean is 2.716 and the standard deviation is 0.781. This means that the mean of affective competence is between 2.543 and 2.898 which is between scale 2 and scale 3. Item D7 has the highest mean and item D10 has the lowest mean.

Table 6

*Mean and Standard Deviation For Affective Competence Items*

No	Item	Mean	Standard deviation
D6	Motor reaction to music.	2.737	.816
D7	Listening to different types of music.	2.898	.804
D8	Recognize many features of music.	2.727	.907
D9	Know different types of music.	2.771	.891
D10	Identify periods and typologies in music.	2.543	.885
D11	Remembering the music heard.	2.622	.892
<b>Overall Dimensions of Affective Competence</b>		<b>2.716</b>	<b>.781</b>

Table 7 shows the mean and standard deviation of the dimensions of psychomotor competence. The overall mean is 2.647 and the standard deviation is 0.744. This means that the mean of psychomotor competence is between 2.492 and 2.813 which is between scale 2 and scale 3. Item D17 has the highest mean and item D25 has the lowest mean.

Table 7

*Mean and Standard Deviation for Psychomotor Competence Items*

No	Item	Mean	Standard deviation
D12	Tone stability while singing.	2.718	.870
D13	Expressive quality in singing.	2.743	.896
D14	Sing with the right rhythm.	2.775	.898
D15	Articulation while singing.	2.683	.882
D16	Motor reaction while singing.	2.718	.885
D17	Accuracy of melody in singing.	2.813	.863
D18	Melody accuracy when playing a musical instrument.	2.657	.843
D19	Correct rhythm when playing a musical instrument.	2.610	.883
D20	Articulation while playing a musical instrument.	2.654	.880
D21	Clarity of tone when playing a musical instrument.	2.644	.860
D22	Expressive quality when playing a musical instrument.	2.610	.850
D23	Dance fit while dancing.	2.556	.903
D24	Body coordination while dancing.	2.537	.904
D25	Knowing the types of movements in any dance.	2.492	.911
D26	Coordinate movements while dancing.	2.495	.915
<b>Overall Dimensions of Psychomotor Competence</b>		<b>2.647</b>	<b>.744</b>

Table 8 shows the mean and standard deviation of the dimensions of pedagogical competence. The overall mean is 3.204 and the standard deviation is 0.543. This means that the mean of pedagogical competence is between 2.876 and 3.235 which is between scale 2 and scale 4. Item D35 has the highest mean and item D29 has the lowest mean.

Table 8

*Mean and Standard Deviation for Pedagogical Competence Items*

No	Item	Mean	Standard deviation
D27	Music lesson plan writing.	2.889	.784
D28	Procedures for teaching music.	2.879	.764
D29	Master the subject of music.	2.876	.802
D30	The practice of teaching methods of musical figures such as Carl Orff, Kodaly, or Dalcroze.	2.943	.746
D31	Variety of teaching materials.	2.946	.770
D32	Classroom/music room management.	3.168	.714
D33	Voice clarity while teaching.	3.222	.750
D34	The writing is neat and easy to read.	3.156	.730
D35	Student participation and involvement throughout the lesson.	3.235	.715
D36	Reinforcement to the student's response.	3.152	.674
D37	A variety of effective assessment techniques.	3.143	.645
D38	Acceptance of general criticism related to teaching.	2.987	.686
<b>Overall Dimensions of Pedagogical Competence</b>		<b>3.204</b>	<b>.543</b>

Table 9 shows the mean and standard deviation for the dimensions of professional competence. The overall mean is 3.512 and the standard deviation is 0.527. This means that the mean of professional competence is between 3.492 and 3.533 which is between scale 3 and scale 4. Item D40 has the highest mean and item D39 has the lowest mean.

Table 9

*Mean and Standard Deviation for Professional Competence Items*

No	Item	Mean	Standard deviation
D39	Relationship with colleagues.	3.492	.583
D40	Relationship with pupils.	3.533	.571
D41	Self-discipline.	3.496	.588
D42	Dress well.	3.527	.571
D43	Work in an orderly manner.	3.514	.572
D44	Obeys the authorities.	3.508	.588
<b>Overall Dimensions of Professional Competence</b>		<b>3.512</b>	<b>.527</b>

**Statistical Inference – Pearson Correlation Analysis**

Pearson's correlation analysis as in Table 10 shows a moderately strong significant relationship between the school's organizational climate and the teaching competence of music teachers ( $r=0.359$ ,  $p<0.01$ ). The researcher concluded that there is a moderately strong positive relationship between the organizational climate of the school and the teaching competence of music teachers. Based on the results of this analysis, the researcher concluded that in the population of primary school music teachers in this central zone, the school's organizational climate has a moderately strong relationship with the teaching competence of music teachers.



Table 10

*Correlation and Relationship of School Organizational Climate with Music Teacher Teaching Competence.*

		School Organizational Climate	Teaching Competence
School Organizational Climate	Pearson Correlation	1	.359**
	Sig. (2-tailed)		.000
	N	315	315
Teaching Competence	Pearson Correlation	.359**	1
	Sig. (2-tailed)	.000	
	N	315	315

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

Pearson's correlation analysis as in Table 11 shows a moderately strong significant relationship between the effectiveness of LDP and the teaching competence of music teachers ( $r=0.490$ ,  $p<0.01$ ). The researcher concluded that there is a moderately strong positive relationship between the effectiveness of LDP and the teaching competence of music teachers. Based on the results of this analysis, the researcher concluded that in the population of primary school music teachers in the middle zone, the effectiveness of LDP has a moderately strong relationship with the teaching competence of music teachers.

Table 11

*Correlation and Relationship of In-Service Training Effectiveness with Music Teacher Teaching Competence.*

		In-Service Training Effectiveness	Teaching Competence
In-Service Training Effectiveness	Pearson Correlation	1	.490**
	Sig. (2-tailed)		.000
	N	315	315
Teaching Competence	Pearson Correlation	.490**	1
	Sig. (2-tailed)	.000	
	N	315	315

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

### **Statistical Inference – Multiple Linear Regression Analysis**

Table 12 below shows the influence of school organizational climate and the effectiveness of in-service training on the teaching competence of music teachers using multiple regression analysis.

Table 12

*Multiple Linear Regression Analysis of School Organizational Climate and the Effectiveness of In-Service Training on Music Teacher Teaching Competencies*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.058	.322		.179	.858
School Organizational Climate	.430	.122	.188	3.524	.000
Effectiveness of In-Service Training	.409	.053	.412	7.748	.000

a. Dependent Variable: Teaching Competence

Based on Table 12 above, the multiple linear regression analysis can be described as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

$$Y = 0.058 + 0.430X_1 + 0.409X_2 + e$$

From the above multiple linear regression analysis, it can be explained that the positive constant value (0.058) shows the positive influence between the school's organizational climate and the effectiveness of in-service training on the teaching competence of music teachers. The value of 0.430 is the regression coefficient value of the school's organizational climate against the teaching competence of music teachers. This means that if the school's organizational climate experiences an increase, then the teaching competence of music teachers will experience an increase of 0.430 or 43%. While the value of 0.409 is the value of the regression coefficient of the effectiveness of in-service training on the teaching competence of music teachers. This means that if the effectiveness of in-service training experiences an increase, then the teaching competence of music teachers will also experience an increase of 0.409 or 40.9%.

This multiple linear regression analysis shows that the school's organizational climate and the effectiveness of in-service training can significantly positively affect the teaching competence of music teachers, but the school's organizational climate influences the teaching competence of music teachers by 43% compared to the effectiveness of in-service training by 40.9%.

### Conclusion

This study aims to identify the level, relationship, and influence between the school's organizational climate and the effectiveness of in-service training with the teaching competence of music teachers. Overall, the school's organizational climate has a moderately strong and most influential relationship with the teaching competence of music teachers compared to the effectiveness of in-service training, where the results of the study show that the teaching competence of music teachers will increase if the school's organizational climate is at a high level. In addition, the level of reliability of the questionnaire items is also very good and excellent, with Cronbach's alpha value exceeding 0.80. Thus, this study can confirm that the organizational climate of the school is a factor that affects the teaching competence of music teachers.

***The Relationship of School Organizational Climate with Teaching Competence***

The results of Pearson's correlation analysis show a moderately strong significant relationship between the school's organizational climate and the teaching competence of music teachers ( $r=0.359$ ,  $p<0.01$ ). The researcher concluded that there is a moderately strong positive relationship between the organizational climate of the school and the teaching competence of music teachers. Based on the results of this analysis, the researcher concluded that in the population of primary school music teachers in this central zone, the school's organizational climate has a moderately strong relationship with the teaching competence of music teachers. This means that the school's organizational climate is an indicator that can be used to make expectations about the level of music teacher teaching competence.

***The Relationship of In-Service Training Effectiveness with Teaching Competence***

The results of Pearson's correlation analysis show a moderately strong significant relationship between the effectiveness of in-service training and the teaching competence of music teachers ( $r=0.490$ ,  $p<0.01$ ). The researcher concluded that there is a moderately strong positive relationship between the effectiveness of in-service training and the teaching competence of music teachers. Based on the results of this analysis, the researcher concluded that in the population of primary school music teachers in the middle zone, the effectiveness of in-service training has a moderately strong relationship with the teaching competence of music teachers.

***The Influence of School Organizational Climate and the Effectiveness of In-Service Training on Teaching Competence***

From the multiple linear regression analysis above, it can be explained that the positive constant value (0.058) shows the positive influence between the school's organizational climate and the effectiveness of in-service training on the teaching competence of music teachers. The value of 0.430 is the regression coefficient value of the school's organizational climate against the teaching competence of music teachers. This means that if the school's organizational climate experiences an increase, then the teaching competence of music teachers will experience an increase of 0.430 or 43%. While the value of 0.409 is the regression coefficient value of the effectiveness of in-service training on the teaching competence of music teachers. This means that if the effectiveness of in-service training experiences an increase, then the teaching competence of music teachers will also experience an increase of 0.409 or 40.9%. Therefore, the organizational climate of the school has a greater influence on the teaching competence of music teachers by 43% compared to the effectiveness of in-service training by 40.9%.

**Contribution**

Based on the results of the study, which is that there is a moderately strong relationship and a significant positive influence between the school organizational climate and the teaching competence of music teachers, the researcher concluded that in the population of primary school music teachers in the middle zone, the school organizational climate is a factor that has a relationship and affects the teacher's teaching competence music. This situation can provide an overview of the importance of this study, which is to understand the school's organizational climate as well as provide information or feedback to the parties involved regarding the level of the school's organizational climate and its influence on the teaching competence of music teachers.

Based on the information obtained, the administration can identify the position of the school's organizational climate whether it is good or otherwise, and take appropriate action to improve or improve the organization's administrative situation. If the school administration underestimates the organizational climate factor of this school, it is likely to contribute to boredom, anger, stress, and demoralization among teachers which will in turn affect the quality of the teachers' services.

The findings also found that a small number of music teachers have low competence. Therefore, the administration needs to focus on several teachers who express their level of competence at a low level because this phenomenon, if allowed to continue, will affect the service of teachers as well as the quality of the school. Therefore, the administration can use the findings of this study as a basis to identify and understand the problems experienced by teachers who express their competence at a low level. Information about the level of the school's organizational climate and the teacher's teaching competence will help the administration improve the success of an organization.

The use of different school organizational climates for this study can increase added value in education administration. Therefore, this study can provide input and be used by those involved in the education sector either directly or indirectly to understand the school's organizational climate as well as the need for improving teacher teaching competence. This is because the teacher's teaching competence is seen as one of the aspects that can improve the effectiveness of an organization, especially a school organization.

### **Recommendation**

Based on the findings of the study, the researcher suggested that head teachers as school leaders should maintain or create a positive organizational climate to improve teachers' teaching competence. This study suggests that the school administration should improve the dimensions of the school's organizational climate which are weak, and which become an obstacle to the improvement of teachers' teaching competence.

In addition, it is recommended that head teachers create an encouraging atmosphere and encourage teachers to improve their teaching competence among teachers. They should increase the friendly supervision of teachers and be more sensitive to the needs of teachers to improve the conducive and constructive school organizational climate. The government also needs to provide all the necessary school facilities and resources.

The scope of this study is limited to government primary schools in Kuala Lumpur, Selangor, and Putrajaya only, so this finding cannot be used to explain the state or level of school organizational climate and the teaching competence of school music teachers throughout Malaysia. This study suggests that further research should be conducted to compare teachers' perceptions of the school's organizational climate and the teaching competencies of music teachers in secondary schools, private schools, and boarding schools by involving a larger population and sample to produce higher reliability.

In addition, future research recommendations use more dimensions of school organizational climate to measure the level of school organizational climate. Future studies can also diversify the variables that can be linked to school organizational climate factors and music teachers' teaching competencies.

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