
THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND SCHOOL EFFECTIVENESS AMONG SCHOOL TEACHERS WITH REFERENCE TO TEACHER-RELATED VARIABLES

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ABSTRACT

This study was conducted with the main objective of finding out the relationship between school culture and school effectiveness among different types of school teachers in Thanjavur district. This research was carried out using descriptive survey method. The population of this study is teachers working in various schools in Thanjavur district. In the study, 802 data were collected using simple random sampling technique. In the study the research tools School Culture Questionnaire and School Effectiveness Questionnaire were developed, standardized and used to collect data by the researcher. Statistical analysis techniques such as descriptive, differential, and correlation methods were used in the study. In the study, it was found that there is a significant difference in the mean score of school culture between their groups in the sub-demographic variables of teachers' age, teaching experience, educational qualification, and cadre.

Keywords: School Culture; School Effectiveness; School Teachers.

I. INTRODUCTION

School effectiveness is an important area of research in education. Research in this area has primarily focused on school culture and school productivity in terms of its educational outcomes. The role of school culture in creating and establishing school productivity and the impact of school culture on school productivity should be examined. Also, the relationship between school culture and school effectiveness should be explored. That is why the researcher conducted this study among school teachers to investigate the correlation between school culture and school effectiveness.

II. NEED AND SIGNIFICANCE OF THE STUDY

School acts as a socializing system and prepares the child for a good social life. It is the first step in a child's life in which he or she learns subject matter, develops recreational habits, develops them, learns basic manners, acquires multi-tasking skills and develops social skills. It plays a significant role in preparing a child for a quality life. The school guides the youth through its approved calendar and helps them become useful and productive members of society, which is now the most important goal of schooling. The significance of the present study is that accurate knowledge of various aspects of the existing system leads to reform or improvement. Therefore, only educational institutions with appropriate school culture can provide quality education to the society. The school must also continuously create a safe, constructive, respectful, empathetic and encouraging culture that instills in students a conscience for learning, resulting in shared ownership, high expectations and pride for those involved in the school. School culture and teachers' personality, commitment, skills, job satisfaction, leadership behaviors etc. can play an important role in the effective functioning of the school or the school's productivity. Nationally and internationally, many studies have been conducted on school culture, teacher commitment, teacher productivity, teacher effectiveness, job satisfaction, school environment, school organizational environment, teaching ability, stress, commitment, attitude, competence, morale. As many of the researchers are school teachers, they are encouraged to find solutions to problems in the current educational environment, if possible, through research work and to find out the state of school culture to create better school effectiveness among school teachers.

III. STATEMENT OF THE RESEARCH PROBLEM

A school's productivity largely depends on its headmaster. His behavior has an impact on the way a school functions. This can be said in terms of general observations of the functioning of schools and statements about

the general importance of the head teacher to the school. Many research findings indicate that factors such as school culture and school performance determine student academic achievement. Therefore, school culture and school productivity; This study is carried out to know about the status and their demographic (population) variables. The researcher assumes that there may be correlation between these three variables. Therefore, the researcher points out the topic of 'Relationship between school culture and school effectiveness among school teachers with reference to teacher-related variables' as the problem of the study.

Operational Definitions

Some of the technical terms used in this study are school culture, and school effectiveness. Definitions for these terms are given below.

School culture

In the present study, school culture refers to beliefs, concepts, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of school functioning. In the present study school culture consists of ten dimensions. They are 1) School Mission, 2) Decision Making, 3) Parental Participation, 4) Accountability, 5) Learning-Teaching Environment, 6) Job Satisfaction, 7) Professional Development, 8) School Environment, 9) Ethics and Values and 10) Discipline.

School Effectiveness

School effectiveness refers to the performance of schools. In this research, school effectiveness is measured through teachers' perceptions and opinions related to the following components, namely 1) student achievement, 2) collaboration, 3) evaluation, 4) expectations, 5) goals, 6) home-school relationship, 7) instructional leadership, 8) professional skills, 9) professional development and 10) school environment.

School teachers

In this study the term school teacher is used to refer to teachers working in primary schools, middle schools, high schools and higher secondary schools (government, aided and self-financed) in Thanjavur district in Tamil Nadu.

IV. OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To find out the levels of teacher effectiveness of the school teachers.
2. To find out the significant difference between / among the groups of demographic variables of school teachers in the mean scores of school culture.
3. To find out the correlation between school culture and school effectiveness of school teachers.

Hypotheses of the Study

The following are the hypotheses of the study.

1. There is no high level of school culture mean score among the school teachers.
2. There is no significant difference between groups of school teachers of male and female in the mean scores of school culture.
3. There is no significant difference among the school teachers of various age groups in the mean scores of school culture.
4. There is no significant difference among the school teachers of various teaching experience in the mean scores of school culture.
5. There is no significant difference among the school teachers of various educational qualification in the mean scores of school culture.
6. There is no significant difference among the school teachers of various subjects in the mean scores of school culture.
7. There is no significant difference among the school teachers of various cadres in the mean scores of school culture.
8. There is no significant correlation between school culture and school effectiveness of school teachers.

Limitations of the study

The scope of this study has several limitations. The study's findings have limited generalizability across conditions in relation to population generalizability. Teachers working in different types of schools in Thanjavur district of Tamil Nadu, India were taken as the study subjects for this study. The findings apply to a similar background. Temporal Generalization The results of this study cannot be generalized in the future. Data was collected from teachers during the year 2020 - 2021. In the future, there may be a change among the variables included in the study due to government policy. So, these results do not hold up over time. The result is also limited to specific psychological tests. Using a random sample of 802 teachers, the researcher restricts the sample to Thanjavur district only.

V. RESEARCH METHODOLOGY

This study was carried out through descriptive survey method. The main objective of the present study is to find out the relationship between school culture and school performance among school teachers. In order to realize the objectives of the study, the researcher has followed the descriptive survey method.

Population of the study

The population for the present study was school teachers (number = 802) working in various schools in Thanjavur district of Tamil Nadu state. The number of units of population is 17085 (Government School 7685, Aided School 1163 and Self-Financing School 8637). The information about the units was collected from the Thanjavur District Primary Education Officer.

Sampling and sampling technique

The population for the present study was teachers of various sections in schools in Thanjavur district of Tamil Nadu. Due to various factors like time and area, the researcher used simple random sampling technique in this study. The sample for the present study consisted of 802 different types of school teachers (7685 government schools, 1163 aided schools and 8237 self-financed schools) working in primary, middle, high school and higher secondary schools in Thanjavur district of Tamil Nadu state. The sample shares four percentage units of the population.

Tools used in the study

Following instruments were developed and standardized by the researcher in the present study.

- 1) School Culture Questionnaire developed and standardized by Periasamy (2020).
- 2) School effectiveness Questionnaire developed and standardized by Periyasamy (2020).

Data collection procedure

The inspector visited each selected school personally and met the headmaster to clarify the purpose of the visit. With his kind permission the teachers teaching at primary school, middle school, high school and high school level were met and the purpose of the meeting was explained to them. They were assured that the information collected from them would be kept confidential and would only be used for research purposes. The researcher personally collected responses from each unit of the sample. The instruments selected for the study i.e., School Culture Questionnaire along with School Outcome Questionnaire and Profile Data Sheet were administered to the teachers constituting the sample for the study, administered and collected again in groups of 2 to 5 at a time. In some cases, the kits were returned to teachers 2 or 3 days after they were delivered to their homes. Teachers were provided with necessary instructions and explanations (where necessary) to answer the instruments provided. This tool has no response time. However, they were asked to complete the task as early as possible and were instructed not to leave any item unanswered.

Statistical techniques for data analysis

Statistical Package for Social Sciences (SPSS) version 26.0 was used to analyze the collected data and all hypotheses were tested at 0.05 and 0.01 levels of significance. Percentage, 't' test "F" test and correlation analysis techniques were used for data analysis.

VI. ANALYSIS AND INTERPRETATION OF DATA

Descriptive Analysis

Null Hypothesis - 1

There is no high level of school culture mean score among the school teachers.

Table 1: The levels of school culture among the school teachers

Variable	NO.	Low Level		Average Level		High Level	
		No	%	No	%	No	%
School Culture	802	100	12.5	618	77.1	84	10.5

Table 1 shows that the obtained levels of school culture mean score felt by the school teachers. The obtained percentage of the three levels namely low level, average level and high level are 12.5%, 77.1% and 10.5%. Therefore, the hypothesis is accepted and concluded that there is no wider variation. It is suggested that school culture has to nurture among the school teachers. Researches need to be undertaken to pin point the flaw in nurturing school culture among the teachers.

The highly expected mean score was only 10.2 percent. In general, school culture should be at a high level. But the mean score level in this analysis is very low. Therefore, steps should be taken to improve school culture among the school teachers. Also, research can be done to find out the reason for the decrease in the mean score level of this school culture.

Differential Analysis

Null Hypothesis - 2

There is no significant difference between groups of school teachers of male and female in the mean scores of school culture.

Table 2: Test of significant difference between groups of school teachers of male and female in the mean scores of school culture

Background Variables		N	Mean	SD	t - value	Level of Significance
Gender	Male	422	219.6706	10.46805	0.495	Not Significant
	Female	380	219.2842	11.51749		

The above table 2 shows that the obtained 't' value 0.495 is less than the critical value 1.96 at 0.05 of level of significance. The stated null hypothesis is retained. It is concluded that the mean score of male and female groups do not differ in the means score school culture. However, the mean score of males is slightly higher than female. The groups of female teachers have got higher mean score than the group of male teachers in school culture.

Null Hypothesis - 3

There is no significant difference among the school teachers of various age groups in the mean scores of school culture.

Table 3: Test of significant difference among the school teachers of various age groups in the mean scores of school culture

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	1679.810	2	839.905	7.082	Significant
Within Groups	94758.566	799	118.596		
Total	96438.375	801			

It is observed from the table 3 that the obtained 'F' value 7.082 is greater than the critical value 3.00 at 0.05% level of significance. Hence, the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups with reference to age groups in their mean scores of school culture. The teachers

of below 40 years age group have higher school culture means score than the other age groups (above 51 years and 41-50 years). It may be interpreted that youngsters may have difference in their value system due to modern education.

Null Hypothesis - 4

There is no significant difference among the school teachers of various teaching experience in the mean scores of school culture.

Table 4: Test of significant difference among the school teachers of various teaching experience in the mean scores of school culture

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	2943.396	2	1471.698	12.577	Significant
Within Groups	93494.979	799	117.015		
Total	96438.375	801			

It is observed from the table 4 that the obtained 'F' value 12.577 is greater than the critical value 3.00 at 0.05% level of significance. Hence, the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups with reference to teaching experience in their mean scores of school culture. The mean scores of the group of teachers with below 10 years of teaching experience is higher than other groups (11-20 years and above 21 years). It shows that the year of experience play role on school culture. Hence, the group with least experience scores more in the mean.

Null Hypothesis - 5

There is no significant difference among the school teachers of various educational qualification in the mean scores of school culture.

Table 5: Test of significant difference among the school teachers of various educational qualification in the mean scores of school culture

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	3689.577	5	737.915	6.333	Significant
Within Groups	92748.799	796	116.519		
Total	96438.375	801			

It is observed from the table 5 that the obtained 'F' value 6.333 is greater than the critical value 2.22 at 0.05% level of significance. Hence, the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups with reference to educational qualification in their mean score of school culture. The mean score of school culture of the group of teachers with M.Phil. or Ph.D. qualified teachers comparatively higher than that all other groups. It is concluded possession of higher qualifications have influence on school culture.

Null Hypothesis - 6

There is no significant difference among the school teachers of various subjects in the mean scores of school culture.

Table 6: Test of significant difference among the school teachers of various subjects in the mean scores of school culture

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	294.507	4	73.627	0.610	Not Significant
Within Groups	96143.868	797	120.632		
Total	96438.375	801			

It is observed from the table 6 that the obtained 'F' value 0.610 is less than the critical value 2.38 at 0.05% level of significance. Hence, the stated null hypothesis is retained. It is inferred that there is no significant difference among the groups with reference to subject specialization in their mean score of school culture. However, the mean score of groups of teachers with Tamil teaching background possesses higher school culture than the other subjects like English, mathematics, science and social science.

Null Hypothesis - 7

There is no significant difference among the school teachers of various cadres in the mean scores of school culture.

Table 7: Test of significant difference among the school teachers of various cadres in the mean scores of school culture

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	3096.624	2	1548.312	13.253	Significant
Within Groups	93341.751	799	116.823		
Total	96438.375	801			

It is observed from the table 7 that the obtained 'F' value 13.253 is greater than the critical value 3.00 at 0.05% level of significance. Hence, the stated null hypothesis is not retained. It is inferred that there is a significant difference among the groups with reference to cadre in their mean score of school culture. The mean score of school culture of the group of teachers with B.T. teachers higher than that all other groups (P.G. teachers and Secondary Grade teachers).

Null Hypothesis - 8

There is no significant correlation between school culture and school effectiveness of school teachers.

Table 8: Test of significant correlation between school culture and school effectiveness of school teachers

Variables		School Culture	School Effectiveness
School Culture	Pearson Correlation	1	.710**
	Sig. (2-tailed)		.000
	N	802	802
School Effectiveness	Pearson Correlation	.710**	1
	Sig. (2-tailed)	.000	
	N	802	802

The above table shows that there is a highly positive correlation between school culture and school effectiveness. Hence the stated hypothesis "There is no significant correlation between school culture and school effectiveness of school teachers" is rejected.

VII. MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study.

1. There is no high level of school culture mean score among the school teachers.
2. There is no significant difference between groups of school teachers of male and female in the mean scores of school culture.
3. There is a significant difference among the school teachers of various age groups in the mean scores of school culture.
4. There is a significant difference among the school teachers of various teaching experience in the mean scores of school culture.

5. There is a significant difference among the school teachers of various educational qualification in the mean scores of school culture.
6. There is no significant difference among the school teachers of various subjects in the mean scores of school culture.
7. There is a significant difference among the school teachers of various cadres in the mean scores of school culture.
8. There is a significant correlation between school culture and school effectiveness of school teachers.

VIII. RECOMMENDATIONS OF THE STUDY

On the basis of findings, the investigator has given the following recommendations. The study reveals that the perceived school culture levels are unequal. It is common phenomenon that a group varies in itself among the sub categories. But the level of 'high cultural level' should be high. Teachers must possess high level of school culture. If they don't have high level of school culture, that may affect the effectiveness of the school and achievement of the learners. The reason for lack of high level of school culture may be due to ineffective teacher education programme or non-existence of school culture in the school. It is well known that school culture could not be developed all of sudden. It is a tradition. It is transmitted from one generation to the next. However, intensive training could modify the present temperament of the teachers. Hence intensive short-term programmes shall be organized in such a way developing the attitude on school culture. It is also recommended that teachers shall be sent to observe the schools where school culture prevails in abundance. The school culture is average in this study. It is a common claim that the higher the level of school culture, the higher the productivity of the school. Therefore, to increase/improve school productivity, the components of school culture such as 1) School Mission, 2) Decision Making, 3) Parental Participation, 4) Accountability, 5) Learning-Teaching Environment, 6) Job Satisfaction, 7) Professional Development, 8) School Environment, 9) Ethics and Values and 10) Discipline should be imparted to all types of school teachers. Differential study regarding school culture shows that significant differences are found among the sub groups of age, teaching experience, educational qualification and cadre of the teachers. Therefore, in-service training and special training for school teachers should be tailored to address such differences. Correlation analysis has found that there is a highly positive correlation between school culture and school effectiveness. Therefore, training should be given to teachers through training centers / organizations like CRC, BRC, DIET, University departments, college of education about school culture and school effectiveness among school teachers. Only then the quality of the school, students' academic achievement, school effectiveness and effective teacher can be developed. There is no doubt that this will improve school effectiveness.

IX. CONCLUSION

In the present study to explore the school culture among the school teachers. The Study has revealed that the obtained levels of school culture felt by the school teachers. The obtained percentage of the three levels namely low level, average level and high level are 0.6%, 97.4% and 2.0% among the school teachers. The differential analysis reveals that the teachers age group, teaching experience, educational qualification and cadre are significantly differs with their sub groups. Measures should be taken for the improvement of school culture which will in turn enhance school effectiveness.

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