SCHOOL CULTURE AND SCHOOL EFFECTIVENESS: SECONDARY SCHOOLS IN PAKISTAN

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ABSTRACT

The government schools in Pakistan are showing low performance for different reasons such as low level of leadership, untrained teachers, minimum community involvement, 2% education budget, and non-availability of resources. This study clarifies the way through self-development of schools to get effectiveness in such circumstances of schools in Mardan district of Pakistan. The study tries to prove that the school culture development by the instructional leaders can help them to achieve their goals. The main aim of this study is to find out that the development of school culture needs no extra budget, but has a great role in motivation. The research design was non-experimental design with survey study. Different statistical methods such as descriptive statistics and Spearman rho were used to analyze the data using SPSS-22 and AMOS-22. It was found that the present level of school culture in the stated schools is low and there is a significant relationship between school culture and school effectiveness. It was concluded that high level of school culture will help achieve high the level of school effectiveness.

Keywords: School culture, school effectiveness, and self-development of schools, school process

INTRODUCTION

Schools are social institutions and affected by their surroundings. According to an old saying among anthropologists found in Finnan (2000) to discover water fish would be the last creatures. As fish are surrounded by water having their own concerns, in the same way, the schools' individuals are surrounded by school culture. In schools, there is a system of social interaction between individuals, the system of relationship, beliefs, and norms that gives a special identification to the school known as school culture. According to Cheng (2000) school culture is the system of shared beliefs of the school members, norms and values within the school. While Hopkins, Ainscow, and West (1994) believed the school culture is the observed patron of the behaviors of persons within the school. These patterns are essential to identify the characteristics of a school. Deal and Peterson (1999) believed that school culture is the system that helps in shaping how the people think, believe and act, with a greater role in school effectiveness. Similarly, to resolve conflicts, the personal values applied by the principal in schools are reflected in specific situations called school culture, having greater impacts on the life of others (Baig, 2010).

Different researchers have developed studies to understand school culture and its importance in school effectiveness. Donahoe (1997) argued that "If [school] culture changes, everything changes" (Recepoglu, 2013, p. 44). In short, to develop school culture, the main responsibility falls upon the school leader (Turan & Bektas, 2013). And this school culture leads the school to effectiveness.

Much of the literature on school culture is in terms of "Professional Values, Collegiality, Collaboration, and Shared Planning" is reviewed in this article. The effects of the above dimensions are discussed to helps schools attain a level of effectiveness in Mardan district of KP province (Pakistan).

According to the Economic Survey of Pakistan (2010) only 2% of GDP is spent on education in Pakistan. The greater part of this low education budget is spent on salaries only and no developmental projects in schools are carried out. Hence Pakistani schools are in dangerous condition (Alif Ailaan, 2015). In this drastic situation Rahman (2014) suggested self-development of education Pakistan, which needs no extra budget. Therefore, this research is intended to study the effects of school culture on school effectiveness in public secondary schools of Mardan district in KP province of Pakistan. The purpose is to achieve school effectiveness with fewer resources in a developing country such as Pakistan.

The following objectives were developed for this study:

1) To assess the levels of school culture in secondary schools of Mardan district, in KP province of Pakistan.
2) To find the significant relationship between school culture and school effectiveness in secondary schools of Mardan district, in KP province of Pakistan.

School Culture

Before understanding school culture, it is essential to conceptualize what culture means. In fact, culture is a conception of shared goals, shared history, conflicts, myth, celebration, rituals and traditions among individuals (DuPont, 2009). According to DuPont (2009) culture is:

> "A pattern of shared basic assumptions that was learned by a group as it solves its problems of external adaptation and internal integration that has worked well enough to be considered invalid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 23).

Therefore, it can be stated that culture is the name of interaction among a group of people, disclosing the paradigm of people about different matters of life; as they think, believe and react. In other words culture may be stated as a collective thinking or collective approach to different walks of life by a group of people. In every society, organizations remain a part of society; therefore, they may call as organizations from society. There is a great impact of the social culture on organizations. In nutshell, it can be stated that organizations are not far from the effects of social culture, because the individuals of organizations are from the society.

According to the literature, there may be different types of organizational culture, depending on different approaches of individuals to different aspects of organization. For example, Bolman and Deal (1984, 2003) determined four approaches of organization culture such as: 1) *Structural approach*; that stressed on organizational goals, hierarchal chain of command and internal policies of organization, 2) *Human resource approach;* consisting of different types of individuals' skills within the organization, 3) *Political approach*; indicated toward power and authority of individuals and different types of conflicts in the organization, and 4) *Symbolic approach*; as shown from its name, it tried to cultivate organizational culture through symbolic role of the individuals to develop rituals. Similarly, six dimensions were discussed by Hofstede and Hofstede (2005) such as: (1) Normative versus pragmatic, (2) Parochial versus professional, (3) Employee oriented versus job oriented, (4) Loose control versus tight control, (5) Open system versus closed system, and (6) Process oriented versus results oriented. All the approaches to organization culture are related to success in one way or another way. Bolman and Deal (2003) stated that these approaches are related to positive results; therefore only strong cultures can produce results.

As with the term school effectiveness, to explain school culture in a few words is looking impossible. Different researchers have defined the term school culture according to their own perception based on research. Regarding the problem of consensus Abu-Jarad et al. (2010) argued that no single definition of organizational culture has attained consensus. As schools are also a type of organization therefore the statement is supposed to hold true for the school context. The school culture is created and developed by the school leaders (Haq, 2011; James, 2015).

The literature on school culture have discussed the two terms such as "school culture" and "school climate". Mostly these terms were used interchangeably but they are not the same thing. According to some researchers (Anderson, 1982; Moos, 1979; Tagiuri, 1968) school climate refers to the perceptions about the school regarding characteristics and attributes. While according to others (Cheng, 2000; Maxwell & Thomas, 1991; Stolp & Smith, 1995) school culture is a system of beliefs shared by school individuals, assumptions, norms, and values found among the persons within the school. Exploring the term school culture, Deal and Peterson (1999) stated that the school culture consists of many things, such as different actions occurring in the school, relationships among individuals, behavior, beliefs, values, collaboration, assumptions, and stakeholder expectations. Confusion between the two terms "school culture" and "school climate" was resolved by the comparative studies of Liu (2006). Deal and Peterson (1999) give more importance to school culture by arguing that school culture ties people, values and traditions that give meaning to their life.

The Elements of School Culture

At a glance it is not easy to understand school culture. To conceptualize the school culture the researchers depend on the framework of Bolman and Deal (1984) to analyze organizations (DuPont, 2009). In real life if there is some difficulty in understanding a thing, a product or a term, normally it is divided into small pieces to reach the in-depth reality step-by-step. It means to understand the qualities of a product it is necessary to understand its ingredients.

The statement is supported by Deal and Peterson (1999):

> *"Knitting the elements of culture into an artistic tapestry is like creating a word from the letters of the alphabet. Juxtaposed with one another letters forming meaningful expression, just as combining the elements of culture create a cohesive school identity"* (p. 69).

DuPont (2009) claimed that understanding the elements of school culture is just to understand the individual letters from a word. The elements of school culture studied by DuPont (2009) are given as under:

Vision and Value: At school level the term "vision" is of great importance and it is thought to be essential in school effectiveness and finally school success. Schein (2004) advocated that to clarify beliefs and school mission statement makes each individual in school completely aware of goals that create a strong culture. And that strong school culture results in school effectiveness.

Types of School Culture

Literature review shows that different researchers have different perceptions of school culture. In DuPont (2009) school culture may be "*either positive, toxic or anywhere in between*" (p. 31). Rosenholtz (1989) described two types of school culture as: "stuck" where no progress is noted regarding success and "moving" that shows collaboration and collegiality of internal stakeholders for school success. Similarly Fullan and Hargreaves (1996) described five types of school culture as: Fragmented Individualism, Balkanization, Contrived Collegiality, Comfortable Collaboration, and Collaborative Culture. Discussing types of school culture Elbot and Fulton (2008) mentioned four types as: (1) Dependent; that show hierarchal obedience and bi-sides respect to each other. (2) Independent; in this manner there is individual work and no acknowledgement for each other is noted. (3) Interdependent; describes a collaborative approach. (4) Mind-Set; that enfolds all the qualities of other kinds to make school culture flexible and collaborative. This study will analyze in accordance to these models.

School Effectiveness

The term "school effectiveness" is defined in different ways but still lack of consensus exists among researchers. Scheerens, Glas, and Thomas (2003) explained school effectiveness as "the extent to which the desired level of output is achieved" (p. 223). The definition of school effectiveness cited in Scheerens et al. (2003) is given as "the degree to which an organization... manages to control internal organizational and environmental conditions, in order to provide ... the outputs expected by external constituencies" (p. 94).

Based on different concepts of school effectiveness, it is related to internal factors, external factors, inputs, process, and outputs by different researchers. For example, "School effectiveness research has its roots in quantitative sociological input-output studies and economic research on educational production functions" (Scheerens & Creemers, 1989, p. 691). The inputs were described in the form of tangible and intangible resources by the researchers (e.g., Awan & Saeed, 2014; Glewwe, Hanushek, Humpage, & Ravina, 2011; Iqbal, 2012; Kazemi et al., 2012; Khan, 2004, 2013a). Similarly, the researchers also focused on the process of school for the sake of output (Fiedler & Garcia, 1987; Hersey & Blanchard, 1969; House, 1971; House & Mitchell, 1974; Kristic, 2012; Vroom & Yetton, 1973). Claiming that "schools make no difference" Coleman et al. (1966) related school effectiveness to external factors.

Meanwhile Edmonds (1979), Rutter, Maughan, Mortimore, and Ouston (1979), and Summers (1981), claimed that schools make a difference and related internal factors to school effectiveness. Therefore, it is essential to understand school culture as an internal factor to study school effectiveness.

School Culture and School Effectiveness

Discussing school culture development process in schools and its relation to school effectiveness Cavanaugh and Dellar (2003) viewed that school culture "is manifested, developed, maintained and transformed by the sharing of beliefs, values and norms amongst teachers resulting in commonality of purpose and actions intended to improve the learning of both students and teachers" (p. 199). To show full agreement with this statement, Kuen (2009) studied different research studies such as Cheng (1993) who claimed that, in schools better productivity, flexibility, and adaptability has always remained the result of strong culture among the individuals within the school; Aelterman et al. (2007) argued that betterment and wellbeing of teachers is related to school culture; Brady (2005) and Cavanaugh and Waugh (2004) considered school culture as increasing student outcomes; and Cheng (1989) believed that school culture increase organizational commitment and job satisfaction of the teachers. Similarly, it would be a sequence for school effectiveness if certain conditions for example school culture are achieved (Hopkins, Stringfield, Harris, Stoll, & Mackay, 2014). Historically, it has been proven that any disagreement about something causes to create new thinking and new knowledge. School culture is critical in school effectiveness (Bennett, 2001; Kuen, 2009; Reezigt & Creemers, 2005). Therefore this study is aimed at finding the level of school culture and its relationship to school effectiveness in Mardan district.

The dimensions of school culture such as "Collegiality, Professional Values, Collaboration, and Shared Planning" were studied by Cavanaugh and Dellar (1996). The "School Culture" model of Cavanaugh and Dellar (1997) emphasized both "Cultural Constructs" (interaction system) and "School Mission" in the related studies of school effectiveness. Therefore, these dimensions were selected to find the levels of the school culture in the Pakistani context.

Similarly, for the school effectiveness variable, the dimensions such as "High Expectations of Stakeholders, Quality Assurance, Community Involvement, Students Academic Achievement, Material and Non-Material Resources, and Teacher Efficacy" were selected from different studies. School effectiveness was discussed in three waves approach as well. The first wave *"internal-effectiveness"* stresses on process improvement through external intervention (e.g. Ayeni & Adelabu, 2011; Day et al., 2010; Hallinger, 2010; Khan, 2013b; Leithwood, Wahlstrom et al., 2010; Saleem et al., 2012). The second wave *"interface-effectiveness"* in terms of quality assurance was also discussed in the related literature (e.g., Khan, 2013a; Niqab, 2016; Shahnaz & Burki, 2013). The third wave approach *"future-effectiveness"* was explained by Scheerens in 2015. The dimensions of this study are also based on different models and theories of school effectiveness as studied by Scheerens (2015), such as Coleman's functional community theory, Creemers's comprehensive model, Micro-economic theory, Quinn and Rohrbaugh model, Parson's social systems theory, Creemers model, Schools as high reliability organizations, Dynamic model, and the Carroll model. But mainly the Carroll (1963) model is focused as it relies on quantity and quality of instruction in a given framework of time. After all, to ensure the validity of the dimensions and tools in the context, expert opinion was taken.

METHODOLOGY

Research Design

A quantitative approach was used for data collection from secondary schools of Mardan district, KP province of Pakistan. A questionnaire was developed in two sections as Part-A School Culture and Part-B School Effectiveness with the choices ranging from 1.never, 2.almost never, 3.seldom, 4.sometimes, 5.frequently, 6.almost always, to 7.always. Generalization is made for the whole population on the bases of data. The secondary school teachers in Mardan district were considered as the population of this study. The questionnaire was distributed and collected by the researchers themselves. The data were analyzed using SPSS V.22 and AMOS V.22 then interpreted and discussed. The study was aimed at finding the levels of school culture and relationship between school culture and school effectiveness.

Population and Sampling

The population of the study includes a total of 1755 teachers (1128 male and 627 female) from secondary schools of Mardan district in KP province of Pakistan. The population is shown in EMIS 2013-14 Government of Pakistan.

To determine the sample size for the population the table of Krejcie and Morgan (1970) was used. According to the table the size of sample is 317 out of 1755 teachers. But according to Hair et al. (2009) SEM is sensitive to sample size and may result in errors, in case sample size is less with respect to the number of constructs. Therefore, sample size may be increased if "data deviates from multivariate normality, (2) sample intensive estimation technique, (3) missing data exceeds than 10%" (Hair et al., 2009, p. 637). On the basis of this review the sample size for this study is increased to 367. Random sampling method was used to determine the respondents from each school.

Instrumentation

A closed ended questionnaire was used for data collection. The questionnaire has two parts, Part-A "School Culture" having 17 items adapted from Cavanaugh and Dellar (1996, 2003) and Part-B school effectiveness (a self-developed questionnaire) having 23 items. So there were a total 40 items in the questionnaire with the choices "Never" to "Always" ranging between 0-6. According to Preston and Colman (2000) the seven point Likert scale showed high significance.

Data Collection Process

The data were collected from secondary schools of Mardan district. The total number of government secondary schools in Mardan district is 138, including male and female schools in rural and urban areas. Randomly selected schools were visited by the researchers and data were collected from 367 teachers from each sample school.

Data Analysis

The collected data were analyzed with the help of descriptive statistics (i.e., frequency and percentage distribution) and Spearman rho correlation/SEM (Structural Equation Modeling) technique.

Table 1
Normality of Data

Variable	Mean	SD	Skewness z-value	Kurtosis z-value
School Effectiveness	76.86	24.14	-0.157	-1.475
School Culture	25.14	15.72	0.731	-0.472

Table 1 shows the *z*-values of Skewness and Kurtosis. The extracted *z*-values of skewness for SE (-0.157) and SC (0.731), while kurtosis for SE (-1.475), and SC (-0.472), lie between (-1.96) and (+1.96). This indicates that the constructs of SE and SC are normally distributed.

Reliability and Validity

Table 2 details the test measurement indices for validity and reliability for the study.

Table 2
Test Measurement Indices for Validity and Reliability

Fitness indices	Acceptable values	Test Values
GFI	> 0.90	0.98
CFI	> 0.90	0.99
RMSEA	< 0.10	0.024
Chi-sq/df	< 5	1.21
AVE	≥ 0.50	0.67
CR	≥ 0.60	0.90
Cronbach Alpha	≥ .77	SC = .93 SE = .94

The table shows that all the achieved levels are in accordance to the required fitness indices.

FINDINGS

To find the levels of school culture in secondary schools of Mardan district of KP province Pakistan, the range between the absolute maximum value and absolute minimum value of frequencies for each dimension and whole variable is divided in three equal parts such as:

1. LOW
2. Moderate
3. High

In the Pakistani context these mentioned levels were also taken by Niqab (2016) to check principal leadership skills, organizational citizenship behavior, and intellectual capitals. The following Table 3 shows the levels of school culture in the sampled schools.

Table 3
Levels of School Culture (N=367)

| Dimensions of Variable SC | Mean | *SD* | Levels of SC | | |
			Low (%)	Moderate (%)	High (%)
Collegiality	7.31	4.69	71.7	27.5	0.8
Professional Values	6.70	4.49	70.8	26.2	3.0
Collaboration	5.58	3.76	77.4	21.8	0.8
Shared Planning	5.52	3.72	79.0	19.9	1.1
Overall SC	25.14	15.72	71.4	28.1	0.5

The mean, *SD*, and levels of school culture and its dimensions are given in Table 3. The overall school culture shows the mean = 25.14. The dimensions are arranged in descending order of means, such as collegiality dimension shows higher mean (7.31) as compared to other three dimensions. It is followed by professional values dimension (*M* = 6.70), collaboration (*M* = 5.58), Shared planning (*M* = 5.52). In contrast shared planning has the lowest *SD* = 72, that show the cases for this dimension falls near to the mean value as compared to the other three dimensions. It is followed by collaboration (*SD* = 3.76), professional values (*SD* = 4.49), and collegiality (*SD* = 4.69). For the whole school culture variable *SD* = 15.72.

Analysis for levels shows 79% teachers perceive that the level of shared planning is low; about 19.9% perceive its level as moderate, and 1.1% viewed its level as high. Similarly, 77.4% teachers perceive the level of collaboration is low, while 21.8% perceive its level is moderate, and 0.8% perceive its level as high. About 71.7% teachers perceive that collegiality is at low level in their school, while 27.5% perceive collegiality at moderate level, and 0.8% more perceive its level as high. About 70.8% teachers perceive that the level of professional values is low, about 26.2% perceive its level as moderate and 3.0% perceive it as high. For overall school culture 71.4% teachers perceive that its level is low, while 28.1% perceive its level as moderate, and about 0.5% more perceive its level as high.

To find the significant relationship between school culture and school effectiveness SEM technique was used.

Table 4
Hypothesis Testing

	Estimate	S.E.	C.R.	*p*
SE <--- SC	0.941	0.141	6.65	0.00

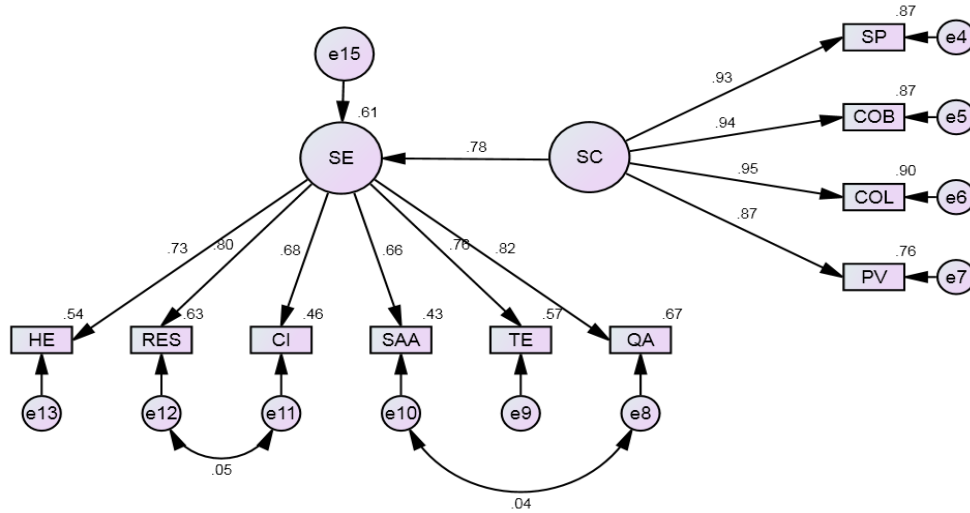The Figure 1 below shows the relationship between school culture and school effectiveness.

Figure 1. Regression coefficient between the constructs as shown by AMOS output.

Table 4 above shows a significant relationship between school culture and school effectiveness. For in depth analysis, further this relationship was found out through Spearman rho correlation technique, as shown in Table 5.

Table 5
Correlation between School Culture (SC) and School Effectiveness (SE) (N = 367)

SC → SE ↓	PV	COL	COB	SP		Overall (SC)
QA	0.590**	0. 617**	0. 593**	0. 603**		
TE	0.525 **	0. 577**	0. 534**	0. 567**		
SAA	0.536**	0. 558**	0. 532**	0. 577**		
CI	0.472**	0.503**	0.491**	0. 487**		
RES	0.574**	0. 632**	0. 603**	0. 616**		
HE	0.510**	0. 567**	0.562**	0. 550**		
Overall (SE)						**0. 738****

Note. [*p*** < 0.01, *p** < 0.05]

Table 5 shows that the overall correlation [ρ = 0.738, *p* < 0.01] between the two variables is high. While the correlation [ρ = 0.590, *p* < 0.01] between QA and PV, QA and COL [ρ = 0.617, *p* < 0.01], QA and COB [ρ = 0.593, *p* < 0.01], QA and SP[ρ = 0.603, *p* < 0.01], TE and PV [ρ = 0.525, *p* < 0.01], TE and COL [ρ = 0.617, *p* < 0.01], TE and COB [ρ = 0.593, *p* < 0.01], TE and SP [ρ = 0.567, *p* < 0.01], SAA and PV [ρ = 0.536, *p* < 0.01], SAA and COL [ρ = 0.577, *p* < 0.01], SAA and COB [ρ = 0.532, *p* < 0.01], SAA and SP [ρ = 0.577, CI and COL [ρ = 0.503, *p* < 0.01], RES and PV [ρ =

0.574, $p < 0.01$], RES and COL [$\rho = 0.632$, $p < 0.01$], RES and COB [$\rho = 0.603$, $p < 0.01$], RES and SP [$\rho = 0.616$, $p < 0.01$], HE and PV [$\rho = 0.510$, $p < 0.01$], HE and COL [$\rho = 0.567$, $p < 0.01$], HE and COB [$\rho = 0.562$, $p < 0.01$], and HE and SP [$\rho = 0.550$, $p < 0.01$] is high positive. While the correlation between CI and PV [$\rho = 0.472$, $p < 0.01$], CI and COB [$\rho = 0.491$, $p < 0.01$], and CI and SP [$\rho = 0.487$, $p < 0.01$] is moderate correlation.

DISCUSSION

The analysis showed that the level of the overall school culture is low, as well as for the entire dimensions such as professional values, collegiality, collaboration, and shared planning. Basically it is the responsibility of instructional leaders to create a school culture aimed at school effectiveness; it is claimed that the role of the leader in school effectiveness is indirect (Hallinger & Heck, 1998; Turan & Bektas, 2013). But in fact, the leadership in secondary schools of Mardan district in KP province of Pakistan almost never tried to create a positive school culture for the effective schools. Because in these stated schools the teachers have irrelevant professional training (Ministry of Education, NEP 1998-2010), and also adequate leadership training is unavailable for principals, and they are promoted to their posts based on seniority in teaching (Alam, 2012). Only a limited number of principals have received leadership training through foreign funds and projects (Khan, 2013a). The principals affect student learning only through the professional community they created (Seashore, Leithwood, Wahlstrom, & Anderson, 2010). In fact the relationship of the principal to school effectiveness and student achievement is indirect (Hallinger & Heck 1998; Hoy et al. 2006; Leithwood et al., 2004; MacNeil, Prater, & Busch, 2009; Mees, 2008). Therefore, the principal is called a "change agent" (Liethwood, 1992). The high level school culture for school effectiveness is justified by Ahmad and Bin Said (2013) and Baig (2010).

The analysis showed that overall there is a high positive correlation between school culture and school effectiveness. School culture is basically the system of beliefs, norms, and values in a given school (Maxwell & Thomas, 1991). Therefore, it enables principals to resolve conflicts in the school by applying their personal values that reflect in specific situations like school culture (Baig, 2010). The school productivity, adaptability and effectiveness are related to school culture (Kuen, 2009). Although the schools are from the community and for the community but as a fact the community does not involve in the school context. In fact community involvement and high expectations can also improve school culture. Ahmad and Bin Said (2013) found that in Pakistan although the community does not involve in school matters, the school leaders are satisfied with this attitude of the community because they perceive this involvement as interruption that may affect their managerial functions. The teachers as well can help the school leadership and colleagues in developing a positive school culture. According to the Economic Survey of Pakistan, Government spends only 2% of GDP on education (GOP finance Department, 2010). In such a limited budget attaining school effectiveness sometimes seems impossible. Therefore, in Pakistan a self-developed system for example school culture is suggested for school effectiveness, which needs no budget.

CONCLUSION

The preceding discussion reveals that school leadership is needed for developing school culture in the Pakistani context. The school leaders have no capacity to develop school culture because they lack leadership skills. And the low education budget dissuades them from engaging in leadership training. The leaders also hesitate to involve parents and community in schools matters for creating school effectiveness. Secondary school teachers have low level collegiality, collaboration, professional values, and shared planning that needs to be developed by the school leaders up to high level. In this regard the government of Pakistan should take serious steps first to develop leadership skills, and then to develop a positive culture in the schools. And it should be continued as self-development of schools aiming at school effectiveness.

Background of the teachers and students such as cultural, political and economic must also be studied to ascertain their effects on the process of school culture development and in turn school effectiveness.

For further research it is suggested that the studies should be developed in other districts of the province as well, to study the level of school culture and its relation to school effectiveness. The researchers must also study the levels of school culture in other tiers of education for comparison.

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