

**SCHOOL CULTURE AND ITS IMPLICATION ON THE EDUCATION OF
PUPILS: A CASE OF PATASI M/A JUNIOR HIGH SCHOOL IN KUMASI,
GHANA**

KNUST

By

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DECLARATION

I hereby declare that this submission is my own work towards the Master of Philosophy in Art Education and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

The culture of schools have been widely studied and found to be a powerful force behind the education learners receive. Any attempt to improve learning in schools must take the schools' culture into consideration. This study aimed at inquiring into school culture and its implication on the education of pupils at Patasi M/A Junior High School. This was done through the use of interviews, questionnaire, observation and document analysis. The relevant data were collected from stratified random sample of 65 pupils, 9 teachers, 5 non-teaching staff, 20 parents/guardians and 1 headmistress. The parents/guardians were conveniently sampled on a PTA meeting day. The study finds out the school's culture with respect to its management, classroom organization and the handling of issues relating to the school's environment. The management culture is the all-inclusive approach but the Ghana Education Service interferes with teachers' decisions. The majority of parents/guardians do not monitor their wards' learning at home. Teachers attend class on time and are open to all pupils although they (the teachers) do not believe in the academic capabilities of the pupils. The physical conditions of the classrooms (lighting, heat and ventilation) are not conducive for learning. The school compound is not attractive to the pupils and is also not fenced off from the community. There is largely uncontrolled trespassing. Pupils largely patronize authorized food vendors (non-teaching staff) although a few sneak out to buy food from non-authorized food vendors. The pupils' education are both influenced positively and negatively by the school's culture. Positive cultures include the all-inclusive management and the good time management. Negative ones include the

GES interference, unfavorable classroom physical conditions and the trespassing of the school's compound. A standard assessment of the school culture shows that the culture operating there is skewed towards the hierarchy type, meaning that Patasi M/A JHS is a formalized place of work. The researcher recommends more innovativeness and also a culture that is result-oriented.

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DEDICATION

This study is dedicated to my lovely children, Martina, Flora and Cecil and my dear husband, Dr. Michael Yeboah, for their full support of my education to this level. Thank you 'Dear' for encouraging and standing by me as I endeavoured to put together this study plan into success.

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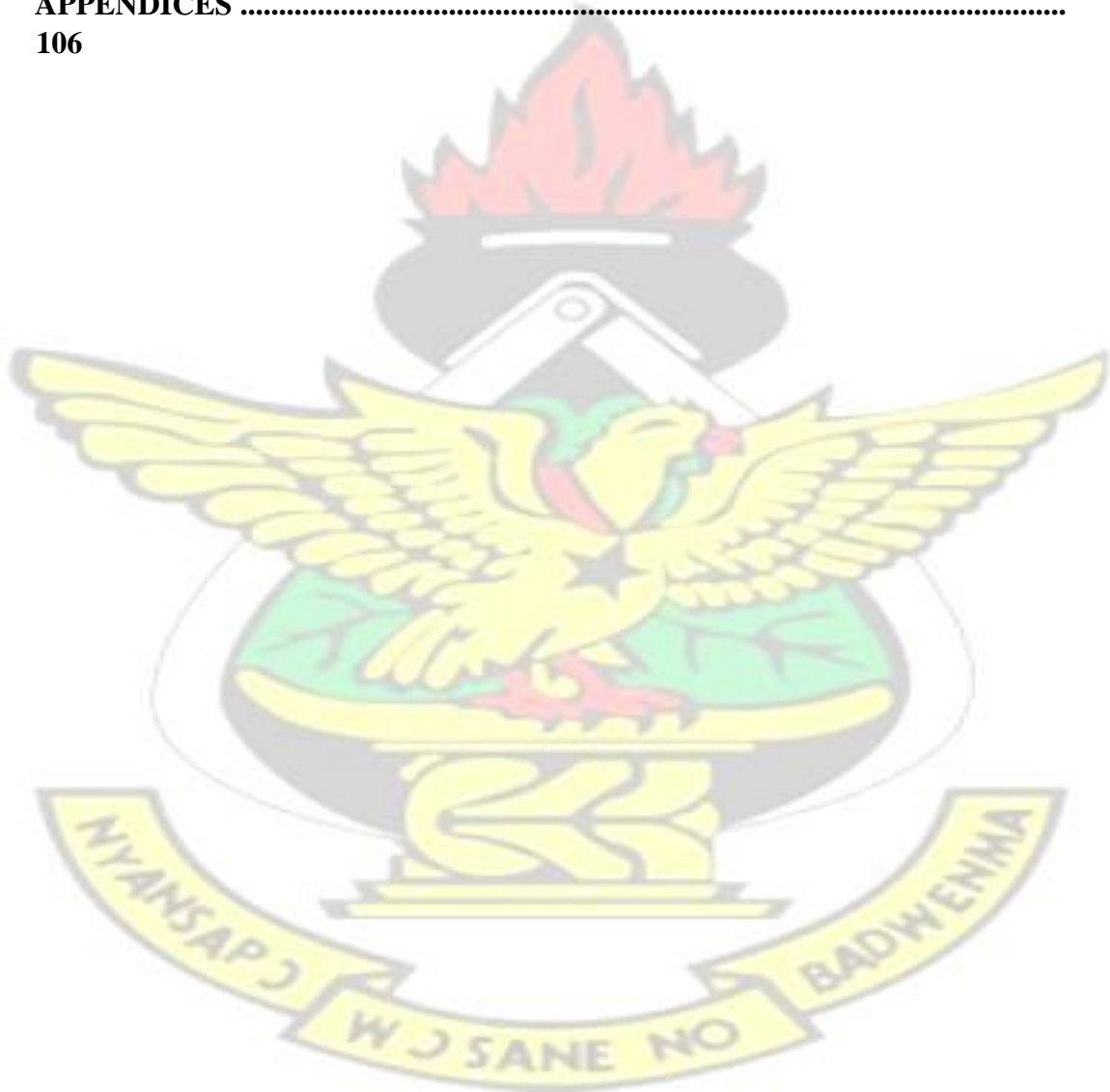
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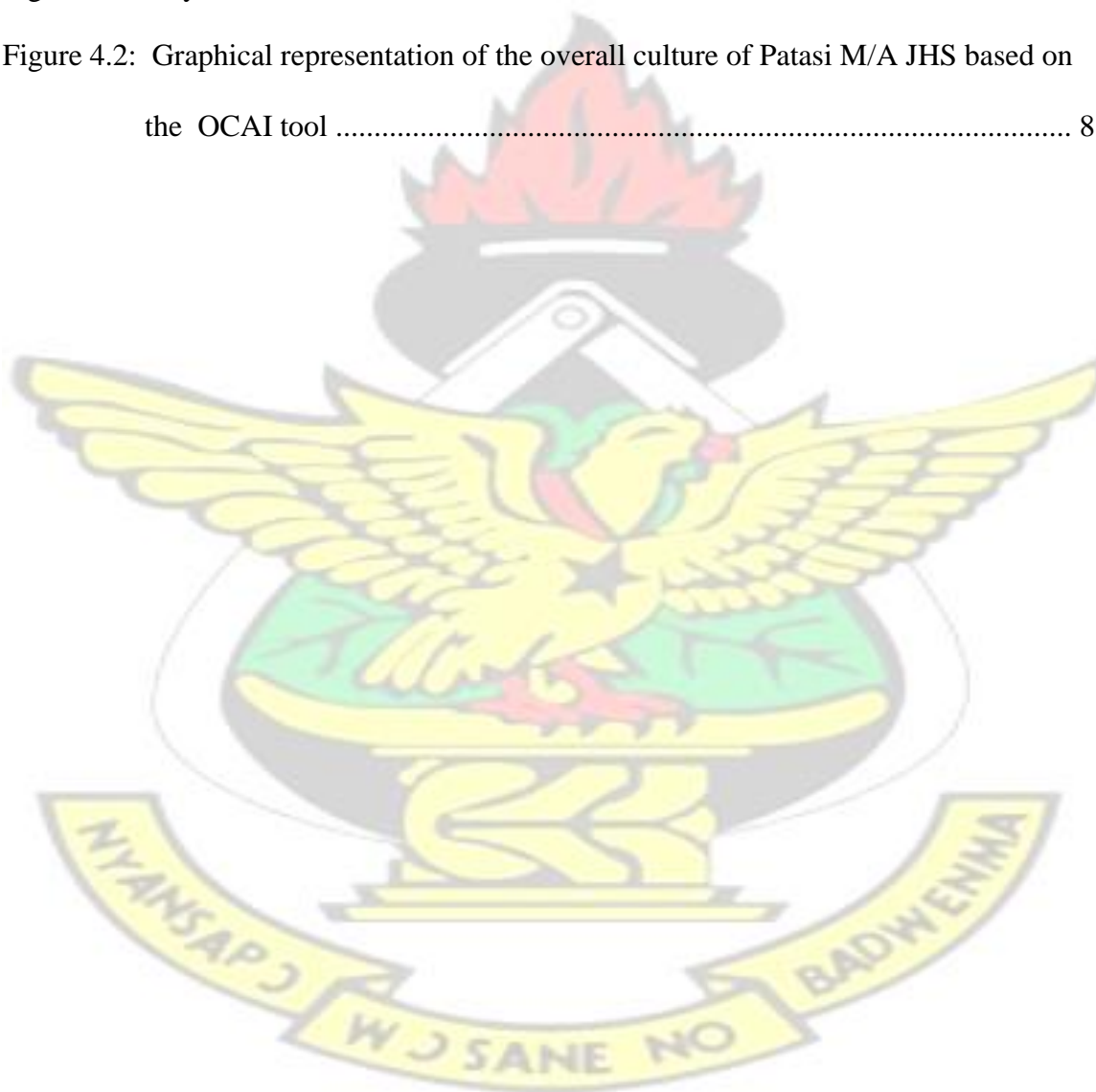
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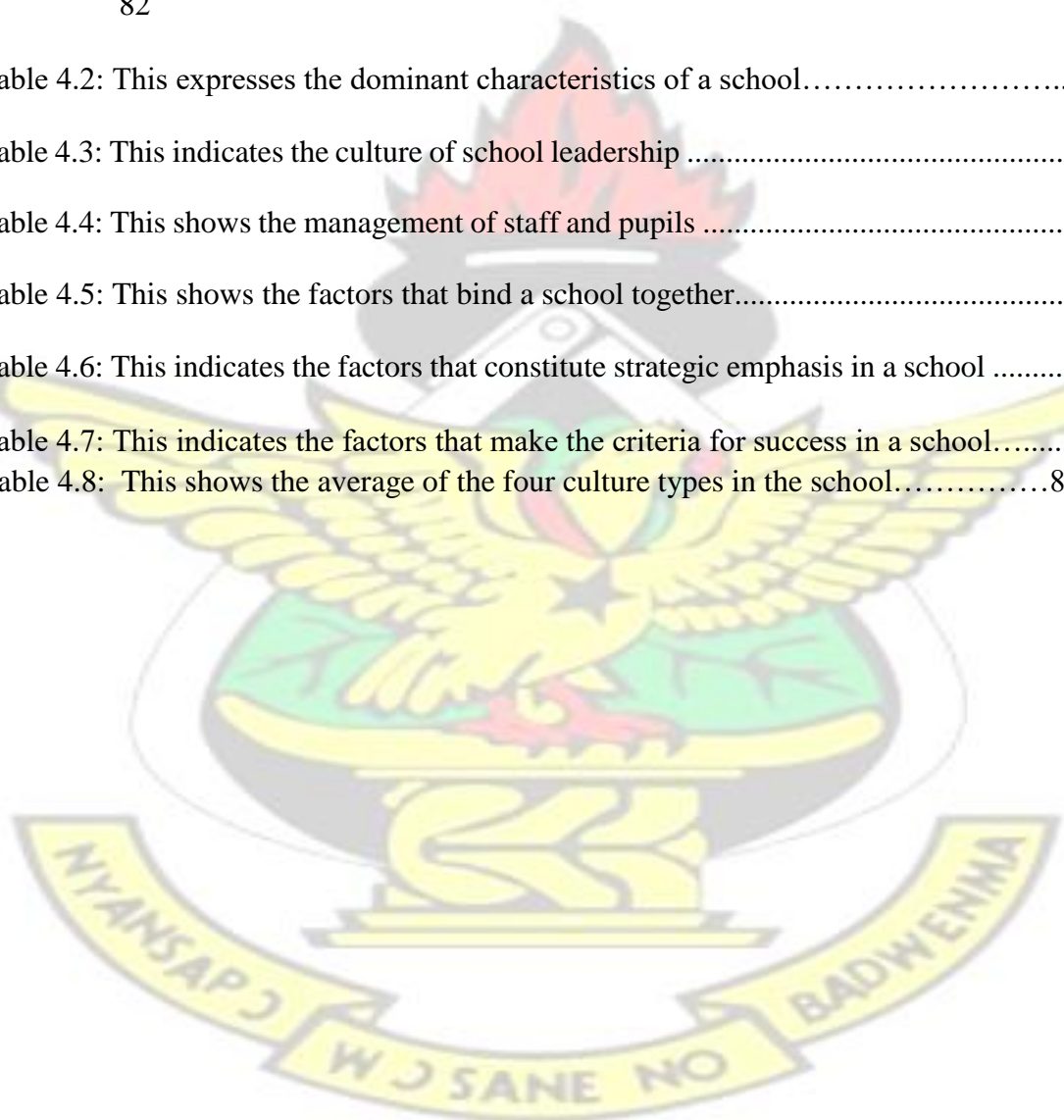
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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter outlines the background to the study, statement of the problem, objectives of the study, research questions, delimitations, significance of the study, definition of terms and organization of the rest of the text.

1.1 Background to the Study

According to Fredua-Kwarteng (2003, p. 1), the main idea behind educating a nation's citizenry is to assist them "to acquire English Literacy, Numeracy and employability skills and to eliminate ignorance". Therefore, the significance of educating people is to transform their minds from crude to refined form as well as gain the capability to transform one's surroundings to increase one's quality of life. Commonly, education may take place in diverse ways and settings, such as the family, home, community, workplace, church and importantly the 'in-school' education. Generally, schools are built for the purpose of developing learners. This development comes about as a result of the teaching and learning that take place between teachers and learners. In 2007, there was an educational reform in Ghana that changed about 6,418 Junior Secondary Schools to Junior High Schools and also sought to make the Junior High School the entry point of a comprehensive Senior High School education.

In a government of Ghana white paper on the report of the Education Reform (2007), the Junior High School is to equip the pupil with a wide range of knowledge and skills to make him or her a well-balanced individual. For this to be achieved, every aspect of a school's operation must contribute to make education whole. In other words, a school must have a culture that is geared towards preparing pupils for education that is in itself complete.

Peterson (2002) stipulates that a school's culture generally results from interaction, values and practices that are shaped by the school's particular institutional history. Teachers, administrators, students and parents all contribute to a school's culture; as well as the community in which a school is located, the policies that govern the way a school operates and the principles upon which the school is founded. The cultural expectations develop over time as teachers, administrators, parents and learners work together, solve problems, deal with challenges and cope with failures. Witziers, Bosker and Kruger, 2003; Zmuda, Kuklis and Kline, 2004 suggest that school culture and organization has a direct impact on learning outcomes rather than leadership; and when a positive school culture is shaped within a school, student achievement is improved and vice-versa.

1.2 Statement of the Problem

Ghana has the utmost obligation to provide a high quality education for all its citizens, especially, children. Therefore, pupils' performance in examinations is generally determined by the teaching and learning that occur in a school. This is supported by Kane and Staiger (2008);

Harb and Shaarawi (2006) who mention that pupils' punctuality to school, attitudes in the classroom and towards assignments given by the teacher, as well as their relationship with one another with regards to academic discussions, all contribute to their performance in the final examination. In addition, Oduro (2000) declares that in order to improve upon the quality of education in the public school system, especially, at the basic school level demands an effective monitoring system.

An empirical study on the standard of education in Nigeria conducted by Adebajo (2012) shows that 76% of respondents said that the standard of education in the country has fallen whereas only

24% mention that education has not declined. Some of the reasons that were assigned to the fallen standards of education in Nigeria claimed by majority of the respondents include inadequate funding, insufficient teaching and learning materials, tools, equipment and up-to-the-minute classrooms. Other reasons shared were wide spread corruption in school administration, over-population in the classrooms, continuous strike actions, poor numerations, poor supervision and monitoring of work and severe shortage of qualified teachers among others. It is therefore, evident from the study that the schools have negative culture since all the factors outlined have adverse impact on the standard of education per the respondents.

To add to this, Etsey (2005) argues that one significant contributor of pupils attaining poor education in the primary school is the inadequate or the total lack of motivation for school administrators, classroom teachers and pupils. He believes that if a school has a culture of high motivation and job satisfaction for teachers, it will improve pupils' education and subsequently, their academic progression in Ghana and the entire world. All of the above-discussed factors that affect positively or adversely learners' education are elements of school culture which comprises the values, beliefs, play, rituals, symbols, ceremonies and cultural objects, to mention a few.

Schools all over the world have distinct and unique cultures that drive the daily happenings in the school and these elements of culture either enhances or stifles growth (Colley, 1999). Furthermore, some school based factors that affect positive education of pupils at the primary level of education include the availability and usage of teaching and learning facilities, school type and teacher characteristics (Mbugua, Kibet, Muthaa & Nkonke, 2012). However, Kane and Staiger (2008); Harb and Shaarawi (2006); Oduro (2000) and Adebajo (2012) all recognize that it is not only teaching and learning in the classroom that have effects on the education of pupils in Ghana,

Nigeria and around the world but the entirety of a school's culture impact either positively or negatively on a total education of learners. As defined by Association for Supervision and Curriculum Development (2015), school culture is the total values, cultures, safety practices, and organizational structures within a school that cause it to function and react in specific manner. Several studies including Aelterman, Engels, Petegen and Verhaeghe (2007) and Brady (2005) have shown that strong or positive culture will lead to better well-being of teachers and also increase learners' academic outcome. According to Fullan (2007), for school culture to contribute to improve students' learning it requires a focus on learning by both learners and teachers, and a focus on collaboration between all factors of school culture. Although, all public schools may have many similar characteristics, each school has its unique culture (Jones, 2009). That is, pupils at Patasi M/A Junior High School from Year One to Three over the past two years have recorded poor academic performance in all the subjects. From JHS One to JHS Three, only 29% to 35% of the pupils obtained an average score of 60% or more in the school (Internal Continuous Assessment Records, 2013).

Further probing by the researcher, who is a teacher in the school has confirmed these poor results and attributes them to more than just classroom instructional activities but a lot to do with the entire school culture which are the norms, rules, happenings, activities, values, beliefs and so on and so forth. As Leithwood et al., 1999; Sagor, 1992; Saphier and King, 1985 as cited in Mess (2008) assert that there is a link between culture and learners success. They mention that school success depends on culture, hence; culture cannot be ignored and must be a focus of every school. This study therefore sought to investigate the specific and nature of cultural elements that constitute school culture at Patasi M/A Junior High School that give insights into its daily routines; identify, assemble and analyze how these elements and activities of school culture influence positively or

negatively on the education of pupils in the school; and propose positive school culture that will help provide an improved and holistic education to pupils since a school's culture shapes what happens from day to day.

1.3 Objectives of the Study

1. To identify and describe the factors that constitute the school culture at Patasi M/A Junior High School in the Kumasi Metropolis.
2. To examine the effects of each factor of Patasi M/A Junior High School's culture on the education of its pupils.
3. To evaluate the school culture of Patasi M/A JHS using a standard cultural assessment tool to propose a positive culture appropriate for the education of its pupils.

1.4 Research Questions

1. What factors of school culture exist at Patasi M/A Junior High School in the Kumasi Metropolis?
2. How do the identified factors of school culture affect the education of pupils at Patasi M/A Junior High School?
3. What factors of school culture are appropriate for the education of pupils at Patasi M/A Junior High School?

1.5 Delimitation

This research was limited to Patasi M/A Junior High School at Patasi in the Kumasi Metropolis, Ashanti Region, Ghana. Also, the content of the study was limited to the following categorization of school culture, namely;

- School Management
- Classroom Organization
- School Environment

1.6 Definition of Terms

- **School culture:** This is the beliefs, norms, attitudes, relationship, written and unwritten rules among others that shape and influence how a school functions.
- **School management:** It is the manner in which a school's affairs (all the things done in the school) are handled.
- **Classroom organization:** It is the manner in which teachers manage the class during lessons.
- **School environment:** This refers to the school's compound, excluding the classroom.
- **School education:** This refers to all the activities in the school both classroom and outside the classroom environment that mould and change learners' behaviour.

1.7 Abbreviations

- JHS : Junior High School
- GES : Ghana Education Service
- M/A : Metropolitan Assembly
- PTA : Parents Teachers Association

- TLMs : Teaching Learning Materials
- UNESCO : United Nation Education Scientific and Cultural Organization

1.8 Importance of the Study

1. The study will be beneficial to Patasi M/A Junior High School since both positive and negative elements of school culture will be identified and evaluated to know the impact that each has on pupils' education. Hence, the analysis of these factors will assist in adopting positive culture to improve the education of all learners in the school. Then the suitable school culture that will be employed will further give school leaders and teachers insights to propound school improvement initiatives in order to foster higher learner achievement.
2. The Ministry of Education and Ghana Education Service will also benefit from this research since they will develop better understanding through identifying a clear relationship between school culture and education of pupils so as to help them apply suitable measures to ensure complete education for Junior High School pupils in order to increase pupils' success in school.
3. The study will serve as a reference material for schools, teachers, pupils, stakeholders and the general public as well as researchers interested in pursuing further studies in the elements of a school's culture and their implication on teaching and learning in Ghana and the world at large.

1.9 Organization of the rest of the Text

Chapter Two reviews related literature which are relevant to the study. Chapter Three deliberates on the research design, research methodologies, population studied, sample and sampling techniques, strategies for data collection, data collection tools and procedures as well as the data analysis plan. Chapter Four covers analysis and interpretation of all data gathered from field work. Chapter Five presents the summary, conclusions and recommendations of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

The review of related literature discusses education, education in Ghana, junior high school education, school culture, components of school culture, levels of school culture, types of school culture, school culture and school performance, school management, teaching and learning environment, environmental issues outside the classroom, effects of school culture, and assessing school culture.

2.1 Education

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to another through various means such as storytelling, discussion, teaching, training or research. Education may also include informal transmission of such information from one human being to another. Education often takes place under the supervision of others, but learners may also educate themselves, which is known as autodidactic learning (Wikipedia. Org, 2015).

Wikipedia. Org continues to say that education is usually and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship; and the methodology of teaching is known as pedagogy. Although education is compulsory in most places up to a certain age, attendance at school frequently is not, and a margin of parents opt for home-schooling, most often with the help of modern electronic educational technology.

Education can take place in either formal or informal settings.

According to Foshay (1991) as cited by an unnamed author (2012), the one continuing purpose of education since ancient times has been to bring people to as full a realization as possible of what

it is to be a human being. He continues to say that other statements of educational purposes have also been widely accepted including to develop the intellect, to serve social needs, to contribute to the economy, to create an effective work force, to prepare students for a job or career and to promote a particular social or political system.

But Foshay (1991) is quick to add that the afore-mentioned purposes are unfortunately limited in scope, and in some cases they conflict with the broad rationale of education indicated, implying a distorted human existence. The wider humanistic purpose includes all of these purposes and more, for it seeks to encompass all the dimensions of human experience.

From the above discussions, it can be said that education is not only formal or limited to the classroom but any experience that has a determining effect on the way a person thinks, feels or acts may be considered as a form of education. The educational process starts from infancy and continues throughout an entire lifetime, it is a daily procedure; and education is usually an outgrowth of whatever society in which it exists.

2.1.1 Education in Ghana

Education in Ghana was mainly informal before the arrival of European settlers, who built a formal education system addressed to the elites. With the independence of Ghana in 1957, universal education became an important political objective. The magnitude of the task as well as economic difficulties and political instabilities, have slowed down attempted reforms. The education Act in 1987, followed by the Constitution of 1992, gave a new impulse to educational policies in the country (Wikipedia, 2015).

Education in Ghana is centrally administered under the auspices of the Ministry of Education which is responsible for the formulation of the national educational objectives. This ministry

oversees the Ghana Education Service (GES), which is responsible for pre-tertiary levels of education, and the National Council for Tertiary Education_(NCTE), which is responsible for tertiary education (Hutchison, undated). Education in Ghana is divided into three phases; that is, Basic education (Kindergarten, Primary School and Junior High School), Secondary education (Senior High School, Technical and Vocational education) and Tertiary education (Colleges, Polytechnics and Universities).

Education is compulsory between the ages of four and fifteen (basic education) and the language of instruction is mainly English (Wikipedia, 2015). Ghana operates on the 6-3-3 system, which means six years primary school, three years junior high school, three years senior high school. From this level, one may then enter the tertiary institution to pursue further studies from three to four years as may be specified in the various programmes. The tertiary education consists of universities and colleges as well as Polytechnics, Institutes and Post-Secondary Institutions offering courses leading to the award of diploma and degree.

This implies that education in Ghana has gone through a lot of transformation from colonial times to the present days. These transformations are all meant to improve the quality of the people turned out for the nation. The education in Ghana should be able to help tackle the challenges faced by the nation.

2.2 Junior High School Education

In Ghana, the junior high education constitutes the last three years of basic education (ages 12-14 years) and it is the transitional period from basic to secondary education (Wikipedia. Org, 2015).

Junior high education provides opportunity for pupils to discover their interests, abilities, aptitudes and other potentials. In addition to the objectives set out for primary schools, the junior high

provides opportunities for students to acquire basic scientific and technical knowledge and skills that will enable them to:

- Consolidate knowledge and skills acquired at the primary level
- Discover their aptitudes and potentials
- Induce in them the desire for self-improvement
- Appreciate the use of the hand as well as the mind
- Understand the environment and the need for its sustainability so that they may become eager to contribute to its survival
- Cultivate the desire for lifelong learning
- Prepare adequately for further academic work and acquisition of technical/vocational skills at the secondary level.

The following are the subjects required by each student to learn at this level: English Language, Mathematics, Social Studies, Integrated Science (including Agricultural Science), Ghanaian Language, Technical, Vocational Education and Training (TVET), Information Communication Technology (ICT), French and Religious and Moral Education. Music and Dance, Physical Education are non-examinable subjects and are to be taught practically and demonstratively. Therefore, it is evident that without the JHS education, it is impossible for any person to progress up the academic ladder in Ghana; which means that it is a very crucial aspect of the educational system in Ghana which cannot be taken lightly. Conscious effort therefore, has to be made on the part of pupils, schools and stakeholders to make this level of education as smooth and effective as possible to yield beneficial results.

2.3 School Culture

According to Hinde (2014), school culture is an all-encompassing element of schools, yet it is hard to find and difficult to define. However, Overseas Trained Teachers Organization (n.d.) states that the use of the term ‘culture’ in the school context refers to the basic assumptions, beliefs and practices that are shared by the members of a school community. These assumptions, beliefs and practices mould how a school views itself and its environment and shapes its operations and how it functions. School culture affects the way people in a school think, perform and learn. Best Practice Briefs (2004) adds that school culture reflects the shared ideas, that is, assumptions, values and beliefs that give an organization its identity and standard for expected behaviours. These ideas are deeply imbedded in the organization, and to a great extent, work unconsciously; they are so entrenched that they are often taken for granted.

Again, Best Practice Briefs (2004) explains that school culture is based on past experience which provides a template for future action based on how an organization views things as done. But Overseas Trained Teachers Organization (n.d.) mentions that realizing what makes up a school’s culture is not straightforward. Members of the school community are not always aware of the assumptions, beliefs and practices that they hold in common because they take for granted that things will be done, or people will behave in certain ways. These underlying assumptions, beliefs and practices become clearer the longer a person becomes part of a functioning school.

Every school has its own unique culture. It is either an unproductive culture, characterized by the absence of vision and cohesiveness, or an effective culture, where staff and students exhibit such qualities as confidence, trust, cooperation, and commitment to do their best. Research evidence from both old and new studies indicate that school culture influences student and teacher

motivation, school improvement, leadership effectiveness, and academic achievement (Stolp & Smith, 1995).

Finnan (2000) as cited in Hinde (2014) further mentions that school culture is not a stagnant body. It is constantly being built and shaped through interactions with others and through reflections on life and the world in general. Hinde (2014) concurs that school culture develops as members of staff interact with each other, the students and the community. It becomes the guide for behaviour that is shared among members of the school at large. Culture is shaped by the interactions of the personnel, and the actions of the personnel become directed by culture. It is a self-repeating cycle.

2.3.1 Components of School Culture

Best Practice Briefs (2004) opines that culture is reflected in an organization's atmosphere, myths and moral code. The characteristics of a school's culture can be deduced from multiple layers such as:

- Artifacts and symbols which establishes the way the school buildings are decorated and maintained.
- Values which means the manner in which administrators, principals and staff function and interact in a school.
- Assumptions such as the beliefs that are taken for granted.

Some important components or elements of culture, according to Stolp and Smith (1995) are the norms, values, beliefs, traditions, rituals, ceremonies and myths translated by a particular group of people. Thus, the values expressed in lesson plans and classroom teaching, the way the principal runs staff meetings and the decorations displayed in hallways are all integral parts of school culture.

The scope of Stolp and Smith's definition is sufficiently broad to include not just verbal or written symbols, but all human symbolic behaviour. This behaviour includes everything from non-verbal communication to the walls of the school library. This is supported by Overseas Trained Teachers Organization (n.d.) that propounds that visible, discernible components of a school's culture fall into three categories, that is, verbal (written and spoken), behavioural and visual.

- Verbal indications of a school's culture include the school's motto, its statement and goals or underlying philosophy. Sometimes there can be differences between stated philosophy and what actually happens. Other verbal manifestations are the stories people tell about the way the school operates, the myths of the school and the metaphors that teachers use in their conversations.
- Behavioural indications of a school's culture include the procedures, ceremonies, regulations, rewards, sanctions, structures and the curricula of the school.
- Visual indications of a school's culture include things such as school symbols, the facilities and the icons of the school.

Familiarizing with the culture of a particular school is a slow process; some concrete things that may give an initial indication include the school's statement of purpose, school management plan, school policies such as the student welfare policy, school's prospectus, motto and information booklet for casual teachers. Others are information or induction booklet for newly appointed staff, school's newsletter (more often than not aiming parents and the school community) and interactions between teachers and students.

From the above discussions, the researcher can say that becoming familiar with the culture of a particular school takes time. This could mean that the most important features of culture are those whose meaning is shared by members of a particular community or social system.

2.3.2 Levels of School Culture

Starratt (1993) as cited in Overseas Trained Teachers Organization (n.d.) adapted a diagram that helps us imagine the school as being comprised of layers like an onion. Each layer represents a level of life or area one experiences in a school. The diagram is read from outside to the inner core as seen in Figure 2.1 below.

From the diagram, the surface layer represents the operational level of the school. Being at the surface, the operations of the school are the most tangible aspect of the school's culture. They are the artifacts. The culture here is the most accessible. Beneath this layer is the organizational layer. Here the behaviour or doings of a school exist. It is less tangible than the operations but can easily be found through interactions with members of the school.

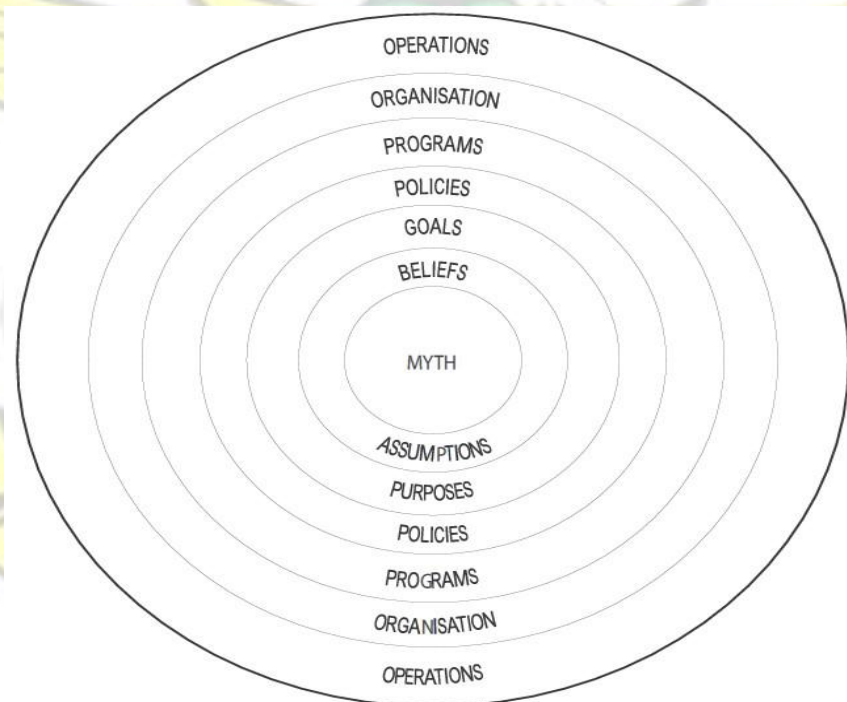


Figure. 2.1: Levels of school culture as explained by Starratt (1993)

Source: Overseas Trained Teachers Organization (n.d.)

Still less tangible is the programmes layer. By this we mean the academic and extracurricular programmes. Beneath the top three layers are the policies and goals layers. The inner layers of culture are intangible. These show the values, beliefs and even myths of the school. These more or less are the heartbeat of the cultural layers at the top. The values and beliefs drive the operations and organization of a school.

2.4 Types of School Culture

□ Positive School Culture

A positive culture connotes a good one and so generally, a school's culture is good if it promotes teaching and learning; such a culture is also said to be healthy. Peterson and Deal (1998) describe schools with strong positive cultures as schools whose staff have a shared sense of purpose and fully commit themselves to teaching. In these schools, the underlying norms are of collegiality, improvement, hard work, rituals; traditions to celebrate student accomplishments, teacher innovation and parental commitment. According to Jones (2009), positive school culture enhances teacher performance and ultimately students' performance will improve. In schools with positive cultures, informal networks of storytellers, heroes and heroines provide a social web of information, support and history. Also in schools with strong cultures, success, joy and humour thrive.

Researchers including Fairman and Clark (1982), Saphier and King (1985), Peterson (2002), and Deal and Peterson (2009) describe the character or nature of positive culture in diverse ways. Fairman and Clark (1982) talk of characteristics like good communication, a focus on set goals, and cohesion among staff, power equalization, innovativeness and effective utilization of resources as evidence of a positive school culture. They also mention autonomy, adaptation, problem solving

ability and morale. Saphier and King (1985) largely agree with Fairman and Clark (1982) and mention additional features as tangible support and the protection of what is important as evidence of a positive school culture.

Taylor and Fratto (2012) state six characteristics that describe a positive school culture in schools.

The characteristics are:

- The level of students' engagement in their personal learning and in the classroom.
- The extent to which principals and teachers collaborate in determining challenges and opportunities.
- The setting of goals to improve the school.
- Action plan through shared vision and strong communication.
- The review of attitudes of all staff members.
- Engagement of openness in giving inputs, accepting changes and trying new things.

A positive school culture therefore, is one where there is a fair share of ideas and vision. There is collaboration among teachers and the principal. Challenges are viewed as opportunities to improve on set goals. Adaptation to change by teachers is a cardinal component of a positive school culture. This adaptation brings on creativity and dynamism in a positive school culture.

□ Negative School Culture

A negative culture however, is an unhealthy or toxic one. It is bad in the sense that it retards teaching and learning. A toxic culture, on the other hand, has characteristics that are opposite to those of positive culture. There is no harmonious relationship among teachers and teachers work in isolation. There are no set goals and teachers don't even expect much from their students. Teachers do not feel appreciated or recognized and they are excluded from decision making in the school. Deal and Peterson (2009) have identified some common characteristics in schools with

toxic culture. The first toxic character they identified is that stakeholders seek self-interests and work painfully. If there is any focus at all, it is misdirected at non-academic work. Teachers seek to have hierarchical level of control. The second character they describe is factionalism. There is division along several lines such as ethnic, racial or even departmental lines. The third character is hostility leading further to lack of consensus and focus. The school gradually gets destroyed. Deal and Peterson (2009) note further that students are seen as burdens and teachers are even happy when students are absent from school and vice-versa.

The lack of collegiality, experimentation, high expectation and appreciation are some of the characters of a negative school culture (Saphier & King, 1985).

Furthermore, researchers state that stakeholders in a negative culture hardly come together and that there are no ceremonies that celebrate successes. Also, in a school with toxic culture, incompetence and apathy exist. Parents show lack of interest and negative stories make rounds in the school and even in the community.

In a negative culture therefore, there is no shared vision or goal. Teachers play their individual roles and also work independently. There is no peer review of teachers' input. Every wrong is blamed on other colleagues or pupils. There is hardly an attempt to bring improvement to the school. From the literature discussions, the researcher summarizes the factors of school culture in Table 2.1 below.

Positive School Culture	Toxic School Culture
Celebrates success	Blames students for lack of progress
Emphasizes accomplishments and collaboration	Discourages collaboration
Fosters commitment to staff and student learning	Breeds hostility among staff

Table: 2.1: A summary of some positive and negative culture in a school.

2.5 School Culture and Education

Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning (Wikipedia. Org, 2015) Pupils come out of schools having been educated one way or the other. Schools can therefore, plan and get their pupils educated along certain philosophies. This is what makes schools different from one another. The philosophy of the schools end in a certain school culture. It is therefore, clear that the education received at a particular school cannot be separated from the culture existent in the school. The culture builds up over time as teachers, pupils and parents face and deal with new challenges (Finnan, 2000 as cited in Hinde, 2014)). Successes and failures in a particular school are shared with successive groups of pupils and teachers who learn from the history. School leaders have the capacity to let even negative stories serve as lessons but if they get caught up in the negative stories, then the stories become its own culture and people accept that as the character of a school. Pupils unfortunately learn bad behaviour including absenteeism, lateness and disrespect for learning from schools with negative culture. In a school where knowledge is not clearly celebrated and rewarded, pupils are not motivated to perform (Deal & Peterson, 2009).

2.6 School Culture and School Performance

A number of authors have stated that there is clearly a correlation between school culture and school performance. Levine and Lezotte (1990) refer to nine characteristics present in effective schools. The characteristics are those that have been mentioned as positive school cultural attributes by other authors. Some of them are good interpersonal relationship, teamwork and

participatory approach in decision making. Similar factors have been identified as leading to effective schools by other authors (Sammons, Hillman & Mortimore, 1995). Schools that have a strong culture were also found to be more effective with regard to their productivity. This is described by Chen (1993) after studying schools in Hong Kong.

Thus a school's culture influences the output of the teachers. This goes on to influence students' learning and also their output. Culture is therefore, a determinant of student performance.

Moreover, the teachers' output in all other areas of school activities, is reflective of the culture of the school. A head teacher who does not involve teachers in management decisions, find himself as the sole manager and thus, is unable to control students. This may lead to student indiscipline.

2.7 School Management

School-based management is the structure and process that allow greater building level decision making related to some or all the areas of instruction, personnel, budget, policy and other matters pertinent to local school building governance; and it is a process that involves a variety of stakeholders in decisions related to the local individual school (Herman, 1991).

Various school management styles have been described in the literature. In the Educational and Urban Society (1984), several authors are cited describing various management styles. First, there is the school leader who is seen as “the director”, “the administrator” and the “facilitator”. The director makes decisions though teachers contribute. The administrator allows room for teachers regarding classroom management but takes decisions on matters affecting the entire school. The facilitator supports teachers. He considers himself as the teachers' colleague. Leithwood and Montgomery (1982) describe two types of leaders: “effective” and “typical” leaders.

The leadership or management of a school has been identified as one of the key factors that affect a school's success (Bush, 2008; Orphanus' Orr, 2013). Thomas (1978) as cited in Educational and Urban Society (1984) notes that the success of a school programme is linked to the type of management style. For example, he found out that "directors" tend to have problems when implementing programmes aimed at providing staff support and developing a climate for the co-existence of several programmes.

According to Cunningham and Gresso (1993) as cited in Smith and Stolp (1995: 75),

"the key to organizational success is cultural building where school leaders give special attention to informal, subtle and symbolic aspect of school life which shape the beliefs and actions of each employee within the system. The leadership task is to create and support the culture necessary to foster an attitude of effectiveness in everything done in the school."

An example is that the operation of schools is linked to time and therefore time management is very important in schools. When teachers are absent, time is lost. Carron and Chau (1996) mention that nearly half the teachers interviewed in a study in China, Guinea, India and Mexico reported absence from school at some point in time. This means that, effective time management should be built into the culture of schools.

2.8 Teaching and Learning Environment

Teaching and learning are casually tightly bound activities which operate together. Teachers' and students' general performance can be influenced by the learning environment. The learning environment includes both the classroom environment and the environment in which the school is situated. Since formal teaching occurs in the classroom, we often limit the teaching and learning

environment to the classroom environment. The classroom environment is the setting in which students' learning takes place. The physical environment, the social system, the atmosphere, and norms and values of the classroom form its environment (Creemers & Rezig, 1996).

Allen and Fraser (2007) who researched into how students and parents perceive factors in the learning environment like teacher support, student cohesiveness, task orientation and involvement came out with findings that parents wanted more than what the students felt was satisfactory. Other studies have shown that the use of learner-centered approaches in the classroom have impact on the personal efficacy of the teacher. UNESCO Institute for Statistics (2012) adds that for learning to be effective, the learning environment must also be safe, healthy, equitable and inclusive.

Therefore, an ideal learning environment should be a place where teachers and learners are free from any dangers, where all teachers and learners are given the same opportunity to perform and where all learners in particular feel included in the learning that goes on. Hence, it is worth evaluating the learning environment from time to time and parents must be included in the evaluation process.

2.8.1 Classroom Organization

Classroom culture is ideally a culture of achievement. This culture is one where learners are inspired to work hard to attain success, a culture in which students are motivated to learn and a culture where students collaborate with their peers to bring the whole class to a higher level of achievement (Unnamed author, 2011). The author further suggests that a culture of achievement is built on six principles and these are that:

- Teachers must maintain high expectations for student behaviour and for their own ability to exert authority in the classroom.

- Teachers must establish clear rules and consequences in their classrooms.
- Teachers must establish classroom routines and procedures.
- Teachers must respond to misbehaviour.
- Teachers must create a classroom community.
- Teachers must value academic work, hard work and team effort.

The literature also abounds with the fact that teachers' effectiveness in the classroom is linked with their behaviour (Irvine, 2002; Nieto, 2003 as cited in Talbert-Johnson, 2006). According to Collier (2005) as cited in Talbert-Johnson (2006), teachers' behaviours in the classroom are driven by their personal beliefs. Among many other ways, Ko, Sammons and Bakkum (2013:34), stipulate sample descriptions of effective classrooms as:

“the organization of the classroom is like a well-oiled machine. Happy, confident children move easily from one activity to the next; The class is controlled by involving children in their learning; teacher and children are absolutely clear as to what should be happening at all times; there is a positive feeling in the classroom with all respecting each other”.

The quality of physical environment and building conditions generally influence teaching and learning and also affect students' academic performance. Several studies have proved that the buildings in which students spend a good deal of their time has great influence on their learning (Earthman, 2004). Schools must create a space such that it will attract students rather than the space being just functional (Bunting, 2004). In further explanation to this point, Higgins et al. (2005) suggest that the fact that shabby school buildings retard students' performance does not mean that students' performance is excellent when facilities are much better off with well-equipped or fancy classrooms, swimming pool, basketball pitch and the likes in all cases. There will be some lapses but may be deceived with its mere beautification.

The effect of physical conditions of teaching spaces such as seating, furnishings, noise and acoustics, spatial density, privacy, climate and thermal control, air quality, windowless classrooms, vandalism and play-yards, light and colour all have influence on students' engagement, attainment, attendance and well-being (Keep, 2002; Earthman, 2004). An environment which is not conducive for teaching and learning has a great effect on the teacher's output in teaching. Some interesting contentions about the physical aspects of learning spaces include:

- Temperatures and Ventilation: The most important individual elements for students' achievement are temperature, heating (for colder climates) and air quality (Earthman, 2004).
- Noise levels: "Chronic noise exposure impairs cognitive functioning with numbers of studies discovering noise related reading problems, deficiencies in pre-reading skills and more general cognitive deficits" (Higgins, 2005:18).
- Colours: These transmitted through the eye is argued to affect the mood, mental clarity and energy levels. Camgöz et al. (2003) suggest that bright colours on any colour background being it cool or warm, attract individuals' attention. Individual choices of colours are not the same. Depending on the age of children, different colours are considered stimulating; most young children prefer bright colours and patterns while adolescents prefer more subdued colours (Engelbrecht, 2003).

This suggests that physical elements in the school environment have evident effects on teachers and learners. Inappropriate temperature control, lighting system, air quality and acoustics are all determinant factors of learners' concentration, mood, well-being, attendance and attainment.

Also, excessive noise making distracts both teachers' and students' attention and other factors such as poor ventilated classrooms do not encourage effective teaching and learning.

2.8.2 Environmental Issues outside the Classroom

According to UNICEF (2009:65), “depending on location and context, the enclosure and boundaries of schools can vary in form and function. The goal is to find a balance where a fence can provide protection to the child from outside elements (such as traffic, animals), can define boundaries to keep children within the school and can also serve to section off an area for gardening and orchards”. UNICEF suggests again that there should be constant supervision of the school and the schoolyard and also that alarm systems can be used to alert students and teachers in case of an emergency.

While the design and structure of a school’s environment have an effect on the perception and choice for learning experience desired by parents and students (Mitchell, 2008), school food can have consequences on students’ health and achievement (Taras, 2005; Hinrichs, 2010).

This implies that, the activities of the environment have impact on pupils’ performance. Hence, it can be said that protecting the students from intruders such as passer-by’s and animals can help them to feel secured. Students who eat healthy food have sound mind for studies. Therefore, the kind of food served to students should be of great concern to both parents and school authorities.

2.9 Effects of School Culture on Teaching and Learning

The culture of a school indeed defines a school; this is because people relate to schools by the tangible culture. People make choices of schools based on what they like about a school and invariably it is the school’s culture that determines these likes and dislikes. A school’s nature can therefore, not be separated from its culture. Aelterman, Engels, Petegen and Verhaeghe (2007) attest that a positive culture will lead to better well-being of teachers whiles Brady (2005) proposes that strong school culture increases students’ academic performance. The teachers’ well-being is

very important for students' learning and achievement. Leithwood, Louis, Anderson and Wahlstrom (2004) consider the teacher's effect as the strongest when one looks at all the factors that influence students' learning. For instance, Inuwah and Yusof (2013) have found out that school culture influences the dropout of students from junior secondary schools in Sokoto, Nigeria. When positive school cultures exist, teacher performances will improve which, in turn, will lead to improved student performances (Jones, 2009). Students will therefore, pursue further education than to become dropouts. The teacher's effect is also influenced by the school's leadership. The head teacher or principal has a huge task in ensuring that a positive culture exists in a school. This means that teacher motivation and dedication to their work should be the end result of a school's culture if it is to enhance teaching and learning.

Concerning students, a sense of belongingness motivates them to come to school and it is due to the kind of support and nurturing they receive from teachers and head teachers. Payne (2003) declares that for students from poor homes primary motivation for success would be in their relationships. This is further supported by Karns (2005) that learning can only take place when teachers have good relationships with students and with one another as well as if the instructional materials for teaching have connection with students' background and prior knowledge. Leithwood, Louis, Anderson and Wahlstrom (2004) consider the teacher's effect as the strongest when one looks at all the factors that influence students' learning. The teacher's effect is also influenced by the school's leadership. The head teacher or principal therefore has a huge task in ensuring that a positive culture exist in a school.

Robinson, Lloyd and Rowe (2008) have come out with some five dimensions that can help to situate teachers in a positive school culture. The first dimension is the establishment of goals and expectations. When school leaders, with the involvement of their teachers, set goals and

expectations for their students and also focus on communicating these goals such that the goals are integrated in the classroom routines, students' performance improve (Bamburg & Andrews, 1991). It is only in a healthy environment that teachers can come together with their leader to set goals and also, it is only a strong culture that will ensure that set goals are integrated into daily classroom routines. It is clear therefore, how a strong and positive school culture results in school effectiveness. Pupils' interest in learning or the lack of it is all shaped by a school's culture.

The third dimension is the planning, coordination and evaluation of teaching and the curriculum. The evaluation of teaching, in particular, is acceptable to teachers when they see themselves as working together towards a common goal. Eaker and Keating (2008) stipulate that when schools passionately adopt the mission of ensuring high achievement for all students, they are driven to pursue different questions and work in different ways.

This implies that to help all students learn, teachers must work collaboratively. Teachers should not work in isolation but rather work in high-performing, collaborative teams. Everyone wins when the school shifts from a culture of isolation to a culture of collaboration. The only way to discover if collaborative efforts have been effective is to focus on results. Fullan (2007) attests that for school culture to contribute to improved student learning, it requires a focus on learning (students and teachers) and a focus on collaboration between all factors of school culture. This suggests that all beliefs, values and norms in a school must be such that they promote teaching and learning.

□ Impact of School Culture on Leadership/Administration

The metanalysis from Robinson et al. (2008) mentions strategic resourcing as a type of leadership practice that influences student outcomes. There was a linkage between the leader's established

goals and the number of teachers hired. In a setting where the head teacher does not hire teachers directly, he should have a strategic way of getting the teachers buy into his vision.

The final two dimensions of effective leadership and hence successful schools are the promotion and participation in teacher development on one hand and then the promotion of order or harmony in the school on the other hand. Bamburg and Andrews (1991) say that when teachers perceive their superiors as being actively involved in teachers' professional development, students' outcomes are better. This is because the teachers give off their best. They recognize that the school supports their private affairs so they reciprocate this support by dedicating themselves to their jobs. They have a peaceful mind in going about their duties. Above all, it is very important that harmony prevails among the teaching staff and also among students and even between parents and the staff of a school. Schools with a positive culture have structures in place to identify and resolve such conflicts so that the school environment remains conducive for teaching and learning.

However, effects of school culture includes assuring instruction aligned to national academic content standard, maintaining continuous improvement in the building, designing instruction for student success, developing partnership with parents and the community and nurturing a culture where everyone feels valued. This suggests that an effective school culture itself can drive leadership to perform. Just as leadership determines school culture, school culture can drive leadership.

□ Impact of School Culture on Students' Health

Child-friendly schools and learning space should embrace protective environment through the provision of school based health, nutrition, water and sanitation services and codes of conduct

against violence. Research shows that children who are well nourished and healthy learn better in schools (UNICEF NYHO, 2007). Healthy eating has a positive effect on the child's growth. Addition to this healthy eating increases the child's concentration and ability to learn well. Pupils' choice of food depend mostly on what is visible and accessible to them. That is the more reason why schools with the culture of providing nutrition will have a positive impact on students' health.

School buildings should not come into contact with hazards such as air pollution and the classrooms and compound should always be tidy and free of waste or harmful materials. In schools with a positive culture, the cohesion among teachers breeds an atmosphere of concern for the success of the school (Fairman & Clark, 1982). Unlike a school where there is apathy among the teaching staff, it is difficult for pupils to sneak out of the school compound into the community where they may face physical dangers.

Moreover, in schools that promote collaborative learning, weaker students are less likely to feel emotionally detached and hence they acquire a better psychological health (Siraj-Blatchford, 2010).

This means that schools must build a culture where children are protected from harm. School leaders must value and seek for hygienic environments. All stakeholders must work to promote an environment that promotes school health since it is directly related to pupils' achievement in schools.

2.10 Assessing School Culture

Character Education Partnership (2010) states that because a positive school culture is central to students' success and holistic school transformation, all schools should be aided to acquire the

tools needed to develop and assess such cultures. Schools must also be held accountable for assessing the quality of their school cultures. To help schools evaluate the quality of school culture and hold them accountable for doing so will require creating a new and rigorous assessment of school culture. If the assessment of school culture is to be influential, it must be profound, complete and reliable. The indicators of school quality must include both student and faculty culture. They must include both moral character and performance character: ethical behaviour and high achievement. Finally, they must include definite, tangible indicators of a curricular and instructional environment that is laborious, challenging and engaging for all students; one that prepares them as intellectuals and 21st century citizens. Hence, the author believes that a tool for the assessment of a school's culture must be simple, yet elaborate. The results from the assessment must also be easy to understand.

2.10.1 Instruments for Assessing Culture

In assessing cultures, especially in organizations being it educational or non-educational, various researches and authors have suggested and adopted an instrument known as the Organizational Culture Assessment Instrument (OCAI).

i. Organizational Culture Assessment Instrument (OCAI)

The Organizational Culture Assessment Instrument is a psychometric tool developed by Cameron and Quinn (2006) as a means for organizations to quantify organizational culture. More essentially, OCAI results offer a means by which organizations can steer organizational change successfully. The instrument is built on Cameron and Quinn's model of Competing Values Framework; and this framework consists of four Competing Values that correspond with four types of organizational culture (OCAI Report, 2010). The four cultural types are the clan, adhocracy, market and hierarchy

types. The clan culture is one where members of an organization share things as happens in an extended family. Adhocracy culture is one where dynamism and creativity is the hallmark. In a market culture, the organization is results-oriented. Finally the hierarchy culture is a formalized and structured place to work. The framework is rooted in substantial research in the field of organizational culture and it is in line with acceptable cultural categorical themes such as the way people think, their values, assumptions and how they process information (Suderman, 2012).

Cameron and Quinn (2006) reveal six key dimensions which formed the basis of their framework on organizational culture. These include:

- dominant cultural characteristics
- organizational leadership
- management of employees
- organizational glue
- strategic emphasis
- criteria for success

These categories yield two key cultural dimensions, each with a competing value. The first dimension is determining if a company's culture is internally or externally focused and the second dimension is whether organizations act with flexibility or with stability. When placed on two axes, these two dimensions form four quadrants, each representing a distinct set of organizational effectiveness indicators. A graphical presentation of the competing values framework can be found in Figure 2.2.



Figure 2.2: A distinct set of organizational effectiveness indicators.

Source: Suderman (2012).

Further research by various authors has seen the adaptation of the OCAI into school and classroom culture. The OCAI has been modified for use in assessing the organizational culture in classrooms known as the Organizational Culture Assessment Instrument for Classrooms (OCAIC). The purpose of OCAI-C is to assess six key dimensions of classroom culture. In completing the instrument, a picture of the fundamental assumptions on which a classroom operates and the attributes that characterize the classroom culture is provided. There are no right or wrong answers in this test since every classroom will most likely be described by a different set of responses. Therefore, one has to be as accurate as possible in responding to the items so that the resulting cultural diagnosis will be as precise as possible (BFK connect. Org 2013).

The Organizational Culture Assessment Instrument (OCAI), which is shown in the tables below consist of six items with each having four options. 100 points are divided among these four alternatives, depending on the extent to which each alternative is similar to a particular classroom. A higher number of points is given to the alternative that is most similar to the selected classroom. Below is a sample of the instrument.

The Organizational Culture Assessment Instrument for Classrooms (OCAI-C) is discussed below:

1. Dominant Characteristics	Now	Preferred
a) My classroom is a student-centered place. Students feel like they belong to a extended family; they seem to share a lot of themselves		
b) My classroom is an innovative, lively, and enthusiastic place. Students are excited and willing to take risks in order to learn.		
c) My classroom is a results-oriented place. The concern is learning. Students are industrious and achievement oriented		
d) My classroom is an orderly and structured place Students feel secure and are willing to follow the rules.		
Total	100	100

Table 2.2: Organizational Culture Assessment Instrument for Classrooms (OCAI-C) indicating dominant characteristics.

Source: BFK connect.Org (2013).

2. Teacher Attention	Now	Preferred
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a) As a teacher, my attention is generally focused on mentoring, facilitating, and supporting students.		
b) As a teacher, my attention is generally focused on engaging students in creative learning.		
c) As a teacher, my attention is generally focused on setting high expectations and establishing a sense of urgency for learning.		
d) As a teacher, my attention is generally focused on managing, organizing and working efficiently.		
Total	100	100

Table 2.3: Organizational Culture Assessment Instrument for Classrooms (OCAI-C) indicating teacher attention.

Source: BFK connect.Org (2013).

3. Classroom Management	Now	Preferred
a) My classroom management style gives rise to student involvement, participation, and collaboration.		
b) My classroom management style gives rise to student autonomy, experimentation and creativity.		
c) My classroom management style gives rise to student determination, industriousness and extra effort.		
d) My classroom management style gives rise to a sense of student security, predictability and stability.		
Total	100	100

Table 2.4: Organizational Culture Assessment Instrument for Classrooms (OCAI-C) indicating classroom management. Source: BFK connect.Org (2013).

4. Classroom Glue	Now	Preferred
a) The glue that holds my classroom together is mutual respect, trust, and loyalty. Students believe in and support one another.		

b) The glue that holds my classroom together is vision, optimism, and hope. The students believe in their ability to improvise and adapt		
c) The glue that holds my classroom together is individual goal accomplishment. Students see that they are achieving goals and believe that they can succeed.		
d) The glue that holds my classroom together is expectations and routines. The students believe that what is supposed to happen will happen.		
Total	100	100

Table 2.5: Organizational culture assessment instrument for classrooms (OCAI-C) indicating classroom glue. *Source: BFK connect.Org (2013).*

5. Strategic Emphasis	Now	Preferred
a) My strategy is to promote collaboration. Learning accelerates because of caring, openness, and mutual trust.		
b) My strategy is to engage students' imagination. Learning is accelerated through relevant experiences, creative engagement, and inspiring discoveries.		
c) My strategy is to promote individual success. Learning is accelerated through stretch targets and personal accountability.		
d) My strategy is to promote sense of personal security, safety, and stability. Learning is accelerated because the work is predictable and unfolds as expected.		
Total	100	100

Table 2.6: Organizational Culture Assessment Instrument for Classrooms (OCAI-C) indicating strategic emphasis. *Source: BFK connect.Org (2013).*

6. Criteria of Success	Now	Preferred
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a) My classroom is successful when we enrich our person-to-person connections. My students leave with the capacity to respect, listen, and learn from peers.		
b) My classroom is successful when we are able to envision and pursue possibilities. My students leave with the capacity to adapt, invent, and originate.		
c) My classroom is successful when we focus on goals and set high expectations for the quality of work. My students leave with the capacity to set goals, persevere, and achieve.		
d) My classroom is successful when we have established clear structures and routines. My students leave with the capacity to self-monitor, follow directions, and be good citizens.		
Total	100	100

Table 2.7: Organizational Culture Assessment Instrument for Classrooms (OCAI-C) indicating criteria of success.

Source: BFK connect.Org (2013).

From the tables above, for example, on item 1, if alternative A is very similar to the selected classroom, alternatives B and C are somewhat similar, and alternative D is hardly similar at all, points of 55 can be given to A, 20 points each to B and C, and 5 points to D. Any combination of points can be given, an assessor just has to be sure that the total equals 100 for each item. It can be noted from the table that the response column on the left is labelled “now”, these responses mean that the rating is for the classroom culture as it is currently. This rating must be completed first. When that is done, one imagines his or her classroom culture as one thinks it should be for students to flourish and exceed expectations. This instrument is completed again but this time

responding to the items as if one's classroom culture has yielded extraordinary success. These responses are written in the "preferred" column.

The responses provided will yield two autonomous ratings of a culture as it currently exists and one as it is desired to be for students to thrive and surpass expectations. When each of the six items has been completed, for both the current culture and the preferred culture, a scoring sheet is used to tally the responses, and then a scoring graphic is used to map the responses (BFK connect. org, 2013).



Scoring Graphic for the OCAI-C

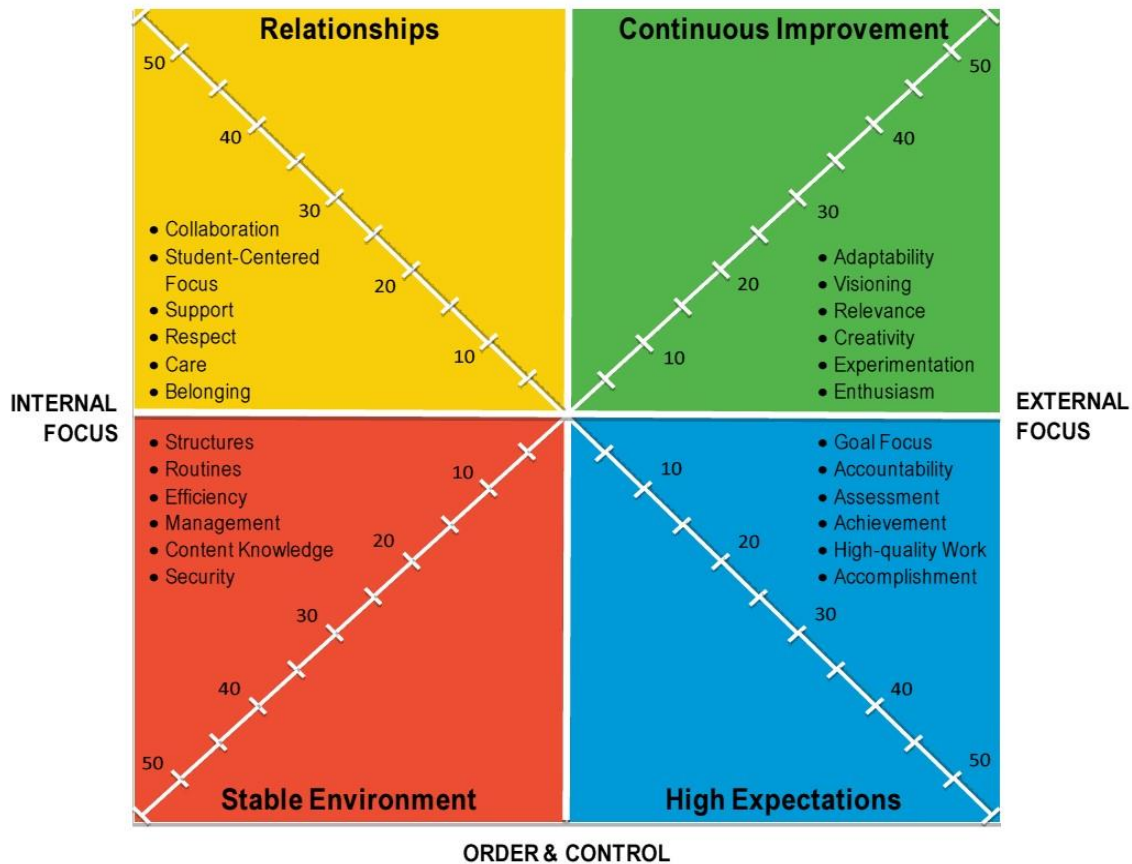


Figure 2.3: A Scoring graphic for Organizational Classroom Assessment Instrument for Classroom (OCAI-C).

Source: BFK connect.Org (2013).

ii. Denison Organizational Culture

Another cultural assessment tool in the literature is the Denison Organizational Culture Survey (DOCS). This tool is designed to assess an organization's strengths and weaknesses as they apply to organizational performance. The survey has 60 items and measure specific aspects of an

organization's culture in four traits. The traits are adaptability, mission, consistency and involvement (Denison, 1990).

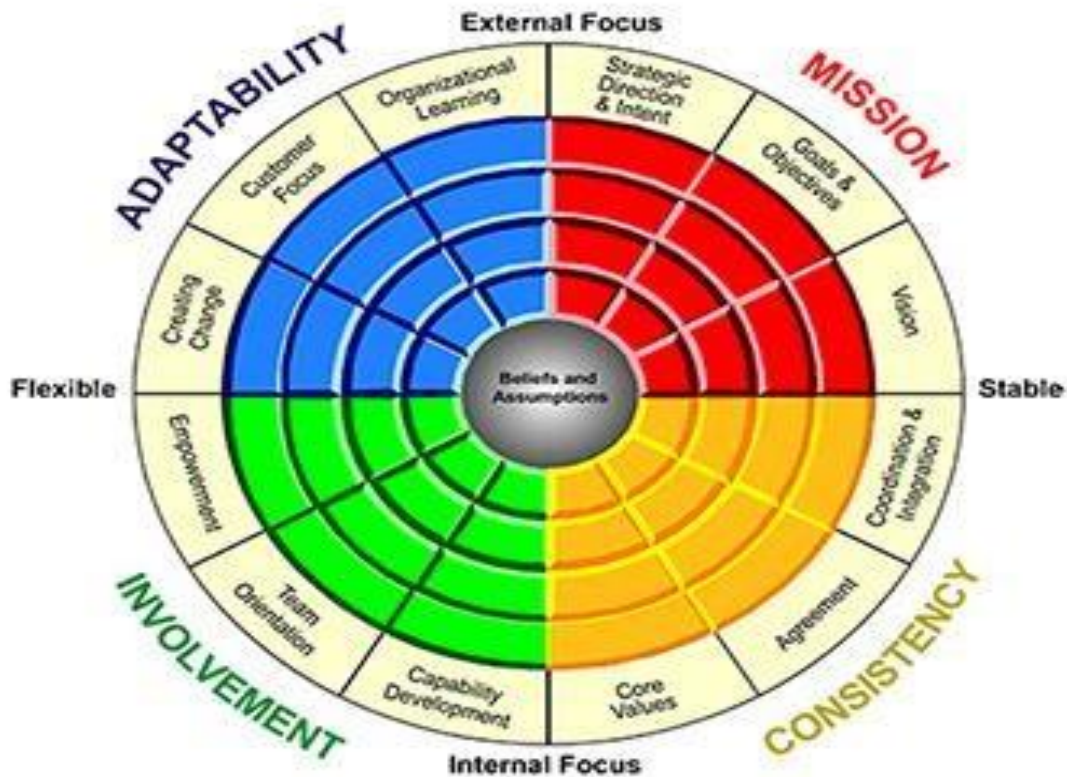


Figure 2.4: An illustration of the Denison Assessment Tool.

□ Comparison Between OCAI-C and DOCS

The researcher finds the OCAI-C tool more suitable than the DOCS because of the simplicity and the user-friendliness of the former. The OCAI-C tool again allows the assessor to state the desired cultural change. The key characteristics of the two tools are that both of them consider four cultural types. The OCAI-C tool is based on the competing values framework while for the

DOCS, organizations are able to benchmark their culture against a global database. The OCAI-C tool measures the current as well as the preferred culture while the DOCS assesses an organization's strengths and weaknesses. Finally, the OCAI-C tool rates six key aspects of organizational culture that have been found to determine success while the DOCS measures specific aspects of culture in twelve management practices.



CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter describes the methods used in collecting the important data for this thesis. It deals with the research design, and methods of collecting data as well as the tools for gathering data. It also outlines the population for the study, sample and sampling as well as the data for analysis.

3.1 Research Design

The qualitative research design was employed for this study. Qualitative studies are known to help answer the questions “how?” and “why?” of something experienced as well as how people form thoughts and act (Keegan, 2009). A qualitative study is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self.

At this level, qualitative research involves an interpretive and naturalistic approach to the world. This means that, “qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2000:3). Shank (2002) also describes a qualitative study as a systematic empirical enquiry into meaning. Qualitative research is characterized by its aims, which relate to understanding some aspects of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis.

According to Osuala (2005), some advantages associated with qualitative research are that it helps researchers to gain insider's view of the field and also generates awareness in terms of history, capability of understanding trends in development in programmes and an approach to enquire the course of occurrences.

Although qualitative research is purposeful, genuine, flexible, less time consuming and offers rich data, some sample sizes are generally too small to allow researchers to generalize the data beyond the samples selected for the particular study. Hence, qualitative researchers mostly use the method as a preliminary step to further investigation rather than the final phase of a project. Moreover, the data collected is often employed to prepare more elaborate qualitative analysis of all the information required for a particular study.

□ Reasons for Adopting the Qualitative Research Method

- i. This research method was appropriate since the study looked into how stakeholders of Patasi M/A Junior High School do the things that they do, how they do them and why. Therefore, the qualitative method provides the researcher deep sight into the daily happenings in the school and their influence on school management, classroom organization and school environment.
- ii. Again, the qualitative research design gave the researcher the opportunity to study by holistically identifying and describing the nature of school culture at Patasi M/A Junior High School as well as solicit the views of the head teacher, teachers, parents and pupils on the impact of the identified factors of the school's culture on the education of its pupils.

- iii. Also, this research served as a powerful guide in ensuring that development of new theory of school culture was built so as to provide improved and scientific school culture practices that will increase Patasi M/A Junior High Schools' success.
- iv. Furthermore, it allowed the researcher to understand and directly and accurately observe the report on the school's culture and their effects on teaching and learning at Patasi M/A Junior High School.

Under the qualitative research, both descriptive and Case Study Methods were employed.

3.1.1 Descriptive Research Method

A descriptive research method, according to Berg (2004), is a method that is set to describe a natural phenomenon that occurs in its natural settings. In other words, it is used to describe the characteristics of a population or phenomenon being studied. Leedy and Ormrod (2005) attest that a descriptive study examines a situation as it is. It is not meant to modify or determine cause-and-effect relationships. It also involves recounting data and characteristics about the population or phenomenon being studied.

An advantage of a descriptive research method is that it enables a wider view of an issue. This is because of the mode of data collection, for example, 'personal accounts'. On the contrary, confidentiality is the primary weakness of descriptive research. Often subjects are not truthful.

For the purpose of this research, the descriptive method was employed since the researcher described specific practices and behaviour as they occurred at Patasi M/A JHS. Under this method, descriptions of the "who" as in the "categories of teachers, pupils and stakeholders"; the "what",

which is “the school practices, norms, values and beliefs among others as they happen and their effects on the education of pupils at Patasi M/A JHS”, the “when” which refers to the “everyday activities that occur in the school”, the “where” as in the Patasi M/A JHS, and the “how” that is the “the occurrences of the factors of school culture and their effects on education of pupils at Patasi M/A JHS.

Additionally, this method helped in critical and detailed analyses of existing School Culture Assessment Tools to help assess Patasi M/A JHS in order to propose strong, positive and healthy culture for the success of the school.

3.1.2 Case Study Research Method

Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more method (Thomas, 2011). This definition showcases the exploratory or explanatory aspect of case studies. There is also the descriptive part of a case study (Yin, 2009). According to Merriam (2001), case study researchers can get vivid data from a variety of sources, so they can submit the complexity of circumstances, investigate changes evolving over time, underline different concerns or notions, suggest possible solutions with pros and cons, and therefore, provide readers with applicability of the learned knowledge. Cohen, Manion and Morrison (2000) mention some advantages of case study which make it exceptionally convenient since data gathered from people’s experiences and practices are considered as strong in reality. Additionally, it permits for generalizations from a particular case to a more general concern.

This method enabled the researcher to acquire in-depth knowledge of the school’s culture and their impact on pupils’ education. That is, the researcher sought to understand in detail the principles

underlying the culture of only Patasi M/A JHS so as to offer appropriate recommendations to ensure a holistic education of all pupils which will help improve the school's performance.

3.2 Population

Population is defined by Yount (2006) as all the persons, objects or events that a researcher considers for a study. The members of a population have at least one characteristic that is common to them. In other words, the members conform to a set of specifications (Polit & Hungler, 1999). In this study, the common characteristic of the members was that they all belonged to Patasi M/A Junior High School. The population for the study comprised the entire pupils, teaching staff, non-teaching staff and the headmistress of the school under study.

Table 3.1 shows the composition of the population for the study.

Number of pupils at Patasi M/A JHS	290
Number of parents/guardians	290
Number of teaching staff at Patasi M/A JHS	18
Number of non-teaching staff at Patasi M/A JHS	10
Headmistress of Patasi M/A JHS	1
Total	609

Therefore the population for the study was $290+290+18+10+1=$ **609**

3.2.1 Target Population

The target population refers to the entire group of individuals or objects to which the researcher is interested in generalizing the conclusions (Asamoah-Gyimah & Duodu, 2007). This means that, the target population for this study refers to the entire members of Patasi M/A JHS as defined above. Thus, the target population was the same as the population for the study which was 609. Thus, the composition of the target population was not different from the population.

3.2.2 Accessible Population

This refers to the population that a researcher can realistically select from the target population (Asamoah-Gyimah & Duodu, 2007). In this study, it was realistic to select any member of the teaching and non-teaching staff. For the parents/guardians, only those who attended a PTA meeting were accessible while pupils in JHS 1A, 2A and 3A formed the accessible population.

Hence, the composition of the accessible population is shown below in Table 3.2.

Number of pupils in JHS 1A, 2A and 3A	130
Number of parents/guardians	38
Number of teaching staff	18
Number of non-teaching staff	10
Headmistress of Patasi JHS	1
Total	197

Therefore, the composition of accessible population was $130+38+18+10+1=197$

3.3 Sample and Sampling

In studying a population, the ideal thing to do is to study each and every member of the population. However, this is impracticable due to constraints of time, effort, money and accessibility. Therefore, a smaller group from the accessible population also known as the sample was selected for the study. Welsh (2006) defines sampling as the process of choosing from a much larger population, a group about which researchers wish to make generalized statements so that the selected group will represent the total population. There is therefore, the need to avoid bias in this selection process. In other words, every member of the population, ideally, should have an equal

chance of being included in the sample. The sample that is chosen must represent the entire population in terms of the characteristics of the individual members.

For the purpose of this study, both simple random and stratified sampling techniques were adopted. Simple random sampling is a subgroup of individuals selected from a population, thus, everyone has an equal chance of being chosen.

Stratified sampling requires the potential samples to be divided into two or more exclusive groups called 'strata' based on categories of interest in the research. It aims at unifying samples with similar characteristics into homogenous subsets before sampling. Every person has an equal chance to be nominated from within a particular stratum to adequately represent. (Wikipedia. org, 2015).

This study stratified the population of Patasi M/A JHS into teaching staff, non-teaching staff, pupils and the headmistress. Fifty percent (50%) of members were then randomly chosen from the strata of pupils, parents, teaching and non-teaching staff as well as the headmistress. This is shown in Table 3.3 below.

Number of pupils (JHS 1A, 2A and 3A)	65
Number of parents/guardians	20
Number of teaching staff	9
Number of non-teaching staff	5
Headmistress of Patasi JHS	1
Total	100

3.4 Data Collection Instruments

In qualitative research, the main data collecting instruments that are used are observations, questionnaires, interviews and document analysis. That is, the afore-mentioned instruments were used for this study.

3.4.1 Observation

According to Klufio (2003), observation includes the visual observation of an activity, situation, or a behaviour. Blaxter, Hughes and Tight (2001) also believe that observation is the process of a researcher looking and keeping his attention on something, writing down what is seen and also studying things of interest very closely including taking photographs of all processes or activities. Klufio (2003) further explains that observation may be by participant observation or non-participant observation. An advantage of observation is that the collected data are accurate, however, it is time consuming (Asamoah-Gyimah & Duodu, 2007)).

In this study, the researcher used observation to note the behaviour and activity of the study participants as well as situations and events in the school. This enabled the researcher to obtain an accurate information. In some situations such as teachers' behaviour, the participant observation method was used as the researcher also teaches in the school. The main method however, was the non-participant method. A checklist was developed to cover areas like the supervision of teachers' lesson notes and time management at Patasi M/A JHS, classroom organization culture such as classroom conditions, pupils' involvement in teaching, teachers' attitude in class and extracurricular activities. Others situations observed through the observation checklists were environmental issues such as the nature of land, maintenance of school compound and activities of food sellers.

□ Designing an Observation Checklist

To make it easy and possible for the researcher to record in detailed all first-hand and thorough happenings at Patasi M/A Junior High School, a less structured checklist to guide data collection through direct observation was designed. The observation checklist had a list of items to be

answered and the final validation to remove all errors were effected after it has been submitted to the thesis supervisor for vetting. Permission was sought from Patasi M/A JHS authorities and copies of the checklist were given to teachers and head teacher that the study was interested in. The researcher made observations on the set dates, days and times that were agreed by all parties involved. These observations were made during the months of February and March, 2014.

3.4.2 Interviews as a Tool for Data Collection

An interview, according to Welsh (2006), can be viewed as an instrument that can be used to collect present data on persons, events, activities, feelings, motivations and concerns.

Interviewing involves asking questions and obtaining answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face and focus group interviewing. It may be mediated by an electronic device such as a telephone and the computer. An in-depth discussion is achieved during interview, which can be advantageous regarding information gathering. On the other hand, there is loss of anonymity and that can affect information flow.

In this study, face-to-face interviews were conducted with the headmistress, teaching and nonteaching staff to gather their beliefs, values and standards regarding Patasi M/A JHS culture and how they impact on the education of pupils. The teaching staff were further interviewed on how teaching and learning is affected by the school's culture. The use of interview gave room for indepth discussions. The interview guide was developed to cover the areas of management culture, classroom organization and the attitude towards the school's environment

□ Designing the Interview Guide

The questions for the interview were simple and straight forward. During the interview the researcher took notes and a tape recorder for recording the interviews for precise data. The informal conversation type of interview was used in order to let participant feel comfortable and secure. The interview was done in English Language for the headmistress and the teachers; and the local dialect ‘Twi’ was used for the non-teaching staff and parents. The interviews were conducted between middle of September to the middle of October, 2014. Apart from the parents who were interviewed at a PTA meeting, the rest were interviewed at a time convenient to them.

3.4.3 Questionnaire

A written questionnaire is a set of questions which has been prepared to obtain specified information (Klufio, 2003). The questions may be asked in a different number of ways, either open-ended or closed. Closed questions may be: quantity, ranking, scale or multiple choice (Blaxter, Hughes & Tight, 2001). Copies of a questionnaire may be interviewer-administered or self-administered. Some advantages of a questionnaire over an interview are that a questionnaire can be administered to a large number of people in a relatively shorter time and also anonymity is guaranteed. A disadvantage of questionnaire compared to interview is that it cannot be guaranteed that the subject is the true respondent of the questionnaire.

The researcher made use of self-administered questionnaire on the pupils. However, the pupils were made to answer the questions in class, without taking the questionnaire home. This was to ensure that they answered the questions themselves. The questionnaire sought pupils’ views on the culture of the school management, classroom organization and the school’s environment. The

copies of the questionnaire were administered separately in the various classrooms and in September 2014.

3.5 Document Analysis

According to Creswell (2005), documents can be used to gather information about schools and other organizations. Sample of participants' records such as school register, cumulative records, and teachers' time book were used. Klufio (2003) has named some advantages and disadvantages of document analysis. He believes that document analysis is inexpensive. That is, it does not depend on the input of the respondents, it can be repeated at intervals to determine trends.

Conversely, some disadvantages are that the records may be inaccessible and that the information may be biased. In this study, some of the documents that were available for analysis were teachers' time reporting book, teachers' lesson notes and pupils' exercise books. Specifically, after identifying them the researcher described and examined to establish the effects that these documents have on the education of pupils in the school. Likewise, some organizational culture assessment instruments or tools were assessed to help recommend suitable culture that can be adopted by Patasi M/A JHS.

3.6 Data Analysis Plan

The qualitative data obtained were transcribed and processed into information that can be described. Where necessary, tables and graphs were drawn to illustrate the data. These graphs and tables showed simple frequencies and percentages.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Overview

This chapter presents the procedure for analyzing data gathered through interview, questionnaire, observation, documented records and assessment on the effects of school culture on education of pupils at Patasi M/A Junior High School.

4.1 Profile of Patasi M/A Junior High School

Patasi M/A JHS is a mixed public school located at the Kumasi Metropolis, specifically, Patasi North, Patasi. The school was an experimental school during the 1970s and with the 1987 educational reform it was renamed Patasi M/A Junior Secondary School. The school relocated from Kumasi Senior High Technical School at Patasi Estate to its present location. Under the 2007 education reform, it was renamed Patasi M/A Junior High School. It offers the regular general academic programme combined with technical and vocational training. The school has an administration block, and an ICT laboratory plus a main staff room and an annex at one of the classroom blocks. The school has three classes for each class thus, A, B and C. It has two blocks with six classrooms each. It has a learner population of 290 comprising 110 males and 180 females. There are 18 teachers, (that is, 12 females and 6 males), one head teacher and two assistance heads who share the same common room with the teachers. There are also 10 nonteaching staff members whose duty is mainly to sell food to pupils and staff in the school. There is no accountant or bursar in the school. Classes begin at 8:00am and ends at 2:05pm. Extra classes then start at 2:05pm and close at 3:05pm. Times schedule for break are 9:45am to

10:10am in the morning and 12:35 to 12:55 in the afternoon. The pupils go for morning assembly twice a week at 7:00am and closing assembly at 3:00pm every day. The school has a serene compound but there is no wall around it therefore, security is minimal. There is a big field within the compound which is bare and graveled as playground. The school also have sporting and Physical Education activities on the field. Patasi M/A JHS has a big farm which is managed by teachers and pupils. There is no resident sickbay but there is a health coordinator who is also a teacher in the school and has in her possession a first aid box which she uses to treat pupils and staff who contract minor ailments whiles in the school.

4.2. Activities Undertaken for Objective One

Objective 1: To identify and describe the factors that constitute the school culture at Patasi M/A Junior High School in the Kumasi Metropolis.

Identifying the factors of the school's culture are based on the following pointers:

- a) School management
- b) Classroom organization
- c) School environment

4.2.1 Findings from Observations, Interviews and Questionnaire Administered on Patasi M/A JHS Management Culture

i. School facilities and their management

- It was realized from the study that the school's facilities include an administration block which accommodates the headmistress, a staff common room and an ICT laboratory. The

school also has a non-functioning library and two blocks of classrooms, that is, three classrooms each for JHS One, Two and Three. The school has washroom facilities which are cleaned by the pupils every day; with a separate washroom for staff. All facilities are managed mainly by the headmistress with assistance from assistant head teachers and teachers.

ii. Rules and regulations

- From the interview with the headmistress and observations made, there are generally documented rules and regulations for the ethical conduct of the headmistress, teachers, pupils and non-teaching staff which are written and provided by Ghana Education Service. Additional instructions come as and when GES believes they are needed in the school.
- Although, the rules and regulations are provided by GES, all the teachers believe that the headmistress and her assistants should be part of setting the rules and regulations that will best suit the conditions of the school at any given time.
- Out of 20 parents/guardians interviewed, 17 or (85%) of them agree with rules and regulations set by GES since they believe they have positive impact on their wards where as the remaining three (15%) think otherwise.

iii. Time management

- The headmistress and all 9 teachers interviewed admit that about 90% of teachers and the headmistress come to school as early as 7:45am to attend morning assembly, immediately after which classes begin in all the classrooms. It was realized that 95% of pupils attend

morning assembly on time, with 5% of pupils being late for school. Again, the headmistress managed time efficiently in the school.

- They said that classes start and end on time to make way for breaks and school activities such as sports and games. Also, food sellers prepare and serve their dishes on time.

iv. Discipline

- The headmistress stipulates that disciplinary measures that are taken against teachers and pupils are all enshrined in the rules and regulations document outlined by GES. For instance, teachers who misconduct themselves are queried or sanctioned depending on the degree of the offence. Pupils who break school rules and regulations are given punishment such as weeding, scrubbing the urinal and signing of bonds. Conversely, the headmistress says teachers and pupils are rewarded for exemplary work done at the classroom and school levels as stipulated in the same document.
- All nine teachers interviewed admonish that the GES prescribes punishment for indiscipline. Examples include pupils standing for a while during teaching and learning sessions. Meanwhile caning is not permitted in the school. Some misbehaviours that attract punishments are lateness, truancy, fighting, fidgeting, making noise and not paying attention in class.
- With regards to punishment for flouting rules and regulations, 45 out of 65 pupils insist that there are discrimination in punishing offenders whiles 20 or (30.8%) stipulate that pupils who break school rules are those who are punished by school authorities.

- Seventeen or (85%) of the 20 parents/guardians interviewed believe that school's disciplinary measures meted out to pupils ensure that they stay in the classroom to learn where as 15% disagree.
- Again, 80% of the food sellers opine that disciplinary measures in the school are effective since 80% of the pupils who buy food respect and see them as mothers.

v. Relationship between headmistress, teachers, pupils and non-teaching staff

- The headmistress stresses that her relationships with all teachers, pupils and non-teaching staff (parents/guardians and food sellers, etc.) are very cordial. She acknowledges that it takes a united front to successfully manage a school to achieve its aim of totally educating its pupils. She adds that “majority of pupils call me mother”.
- From interviews, all nine teachers revealed that they have a cordial relationship with the headmistress. However, 6 making 66.6% out of the 9 teachers say that one of them have unfriendly relationship with the headmistress. They maintain that there are two factions and the headmistress associates herself with one of them.
- From the accounts of pupils, some teachers have hostile relationship with pupils whose parents/guardians are seen as very critical during PTA meetings. Meanwhile, 15 parents/guardians representing 75% suggest that they have good rapport with the headmistress and the teachers with 25% having poor relationship with staff of the school. A parent reiterated that “when we go for PTA meetings, teachers who teach our children do not even interact with some of us”. Majority of the teachers 90% are encouraged and invited to discuss issues under very welcoming and friendly atmosphere.

- On the quality of relations that exist between pupils and headmistress, out of a total of 65 pupils (30 males and 35 females, aged between 12 and 17 years) 44 making 67% of them argue that they have a very good relationship with the head, 20 implying 30.8% mention that their relationship is average while only one maintains relationship with the head is poor.
- Food sellers also opine that they have very good relations with head teachers, teachers and pupils in the school. One of them claims that “since they are sociable, we feel as part of the school” and another makes the assertion that “we are one big family”. We support one another and teachers as well during funerals and social activities like parties, weddings and naming ceremonies, to mention a few.

vi. Extracurricular activities

- Extracurricular activities performed in the school are cultural, drumming and dancing as well as football matches. Debate and quiz competitions are rarely performed in the school.
- Meanwhile, community service was palpably absent from the extracurricular activities listed by the headmistress, teachers and pupils in the school.

vii. School and community involvement

- The school has no relations with philanthropists or the community to assist them in school activities. The headmistress maintains that the school solicits advice and assistance from parents through the Parents’ Teachers Association (PTA) and government. Majority of the community do not have their kids in the school, but rather their house helps.

viii. Supervision and management of the school

- The headmistress as the manager supervises daily all activities performed by teachers and pupils including teaching and learning sessions, attendance and punctuality, discipline, extra-curricular activities, selling and eating, health issues, sports and games as well as enforcing rules and regulations for the smooth running of the school. She again delegates some responsibilities to the teachers at her own discretion.
- Similarly, all teachers comment that the headmistress supervises them during teaching and learning inside and outside the classrooms and she does it twice a week. Seven making (77.7%) out of the 9 teachers wish that the headmistress and her assistants supervise their daily activities whiles the circuit supervisor only oversees their output occasionally. Meanwhile, the remaining two teachers express that only the headmistress should supervise all activities in the school.
- On the issue of management, all the teachers postulate that the headmistress is the main manager who manages and controls all affairs of the school, though, she delegates some of the teachers to conduct morning assembly, supervise the cleaning of the compound and washroom as well as ensure that pupils return to the classroom from break on time. Conversely, 3 or (15%) out of 20 parents wish to participate more in the running of the day-to-day running of the school whereas the others agree to the structure of management of the school.
- The collection of school levies is done by the class teachers and later handed over to the headmistress who lodged all monies at the bank since there is no accountant in the school. The headmistress and one assistant head are the signatories to the account.

ix. School records

i. The headmistress claims that documented records in the school include class registers, textbooks, pupils' exercise books, assessment books, teachers' time book as well as rules and regulations written down; and these items are lodged and supervised by herself and the teachers in-charge of the various classrooms and subjects. She mentions that apart from school fees and other monies that are deposited at the bank, others like books, tools, materials, supplies, teaching and learning materials among others are safely kept at her office. Materials needed by teachers and pupils are recorded and returned (if applicable) to the school. Examples of school records found in the school are explained below:

- **Class register:** This document contains the names of male and female pupils in which the attendance of pupils are marked every day to know the number of days that pupils come to school in a term. Each class has a register and it is marked and kept by the class teacher. All class registers are marked and showed 90% attendance by pupils.
- **Assessment book:** All subjects have continuous assessment books and they contain the names of pupils who learn the particular subject. The names of pupils are grouped into males and females and marks are recorded under the following indicators like class exercise, class test, project work, group work and end of term examination. Fifty percent each have been allotted to continuous assessment and examination. About 99% of the records have been filled while the percentage left is as a result of late submission of works.
- **Pupils' exercise books:** Records proved that enough exercises on all subjects were given to pupils. Ninety percent (90%) of these exercises were marked.

The only problem was that some pupils refused to do their corrections on the exercises that they could not answer and they were left undone. Exercises and notes were done in separate books. This implies that, each subject has an exercise book for exercises and notebook for notes. Words of encouragement were acknowledged to excellent work done by some teachers.

- **Teachers' time book:** There is one foolscap book for all teachers as time book. The book has a column for arrival time and departure time for teachers to sign. As observed in the time book, 90% of the teachers are able to come to school before 8:00am each morning. With regards to their departure from the school, 40% leave by 2:30pm and 60% around 3:30pm.

x. **Performance**

- The headmistress states that all activities that happen in the school including the school's management, classroom organization and management, school's environment, relations, interactions, health and safety all contribute to the total education of the pupils. She argues that if teachers work with passion it will definitely have positive impact on pupils' education, and adds that "pupils' performance in the BECE for the past two years has not been encouraging. Hence, all teachers are tasked to set goals for the Basic Education Certificate Examination (BECE) during a meeting with the PTA every year.
- The nine teachers pronounce that above-mentioned management culture of the school have effects on pupils' academic performance in both internal tests, assignments as well as internal and external examinations. They commend the headmistress on some administrative practices such as frequent supervision and randomly collecting pupils'

exercise books on all subjects to inspect class exercises and assignments given to pupils to do and how they are assessed.

xi. Resources for teaching and learning

- The nine teachers interviewed agree that there are inadequate teaching and learning materials, text books, facilities, logistics, tools and materials in the school, especially, for teaching and learning vocational subjects. It is their belief that the resources must be provided by the PTA and Ghana Education Service.

xii. Health and Safety

- The headmistress testifies that food sellers who wish to sell to pupils and teachers go through scheduled medical screening processes at the hospital; and when cleared of all medical conditions, they are admitted into the school.
- The food sellers admit that every year their blood samples are sent to the laboratory to check if they are infected with any communicable disease before they are given permission to carry on with their work.
- It was realized that the school has a big compound which serves as playground for pupils during break time and since it is bare and graveled, pupils hurt themselves when playing.

4.2.2 Findings from Observations, Interviews and Questionnaire Administered on Patasi M/A JHS Classroom Organization Culture

i. Class control

- Responses from the headmistress show that teachers must be in charge of their own classrooms, hence, there should not be any interferences but they should be allowed to control their classrooms.

□

All the teachers accept that although pupils must be encouraged to ask questions, the teacher must moderate classroom activities. As one teacher puts in “nobody can misbehave in my class. I am able to instil discipline in them”

- Seven out of the 9 teachers, representing 77.7% state that strategically arranging the seating of the pupils is part of the ways of ensuring class control. It was also observed that generally, the teachers gain control of their classrooms by involving the entire pupils in lessons.
- A majority of the pupils (81.5%) agree that their teachers are regular in the classrooms, 73.8% say they involve them in the teaching and learning sessions.

ii. Teaching and learning

- The headmistress inspects the teachers’ lesson notes religiously and supervises teachers in the classroom to find out what they are teaching and how they are teaching. The headmistress’ supervision of the teachers is visible enough, even to the pupils as 52.3% of the pupils said that she comes to their classrooms at least four times a week. Five percent of them added that her frequent supervision is helpful but 31 or (47.7%) of them express that they become too frightened when she is in their classrooms.
- All the teachers cherished the involvement of every pupil during lessons and observations made show that the teachers make attempts to get to every pupil during teaching. They did this by passing questions round, from row to row and also randomly calling on pupils to

□

answer questions. Moreover, the teachers often use the local language (Twi) to explain issues when pupils find it difficult to understand what is being taught.

Moreover, all the teachers do not have confidence in the academic capabilities of the pupils, citing poor foundation from the primary level. The pupils' own description of their learning behaviour as shown from the questionnaire administered to them are that, 24.6% often ask or answer questions, 69.2% rarely ask or answer questions and 6.2% never ask or answer questions in class.

- All nine teachers interviewed agree to the fact that all pupils present themselves for learning in the classroom. Four implying (44.4%) of them say that they check for empty seats to find out who absented him or herself from class.
- All 65 pupils view class tests, class assignments and terminal examinations as a method of assessing their learning. However, 23.1% of them do not know that oral questioning in the classroom during teaching is part of assessing their learning.
- Occasionally some teachers rewarded pupils who performed well through encouraging comments in their exercise books and also asking for the class to clap for them.

iii. Physical condition of classroom

- On the issue of physical conditions in the classrooms, the headmistress expresses “I know that the teachers and pupils need no distractions in class. They should feel comfortable so that they can engage themselves well in the teaching and learning activities”.
- The teachers admit that the classrooms are not conducive for teaching and learning. Data from pupils shows that 14 representing (21.5%) think illumination of classroom condition

□

is good whereas 44 (67.7%) agree it is bad and the remaining 7 or (10.8%) are indifferent. Further, 49 (75.4%) mention that classroom temperature and ventilation is poor for teaching and learning.

It was observed that the classrooms are poorly ventilated because there are only one sided windows.

- Other observations revealed that the classrooms serve as accounts office for the collection of school fees by some teachers before, during and after teaching sessions. Pupils who are owing school fees do not feel comfortable in the classroom, thus, they sometimes sneak out of the classroom since they do not want their names to be mentioned.

The graph below shows pupils responses to some physical condition in their classrooms

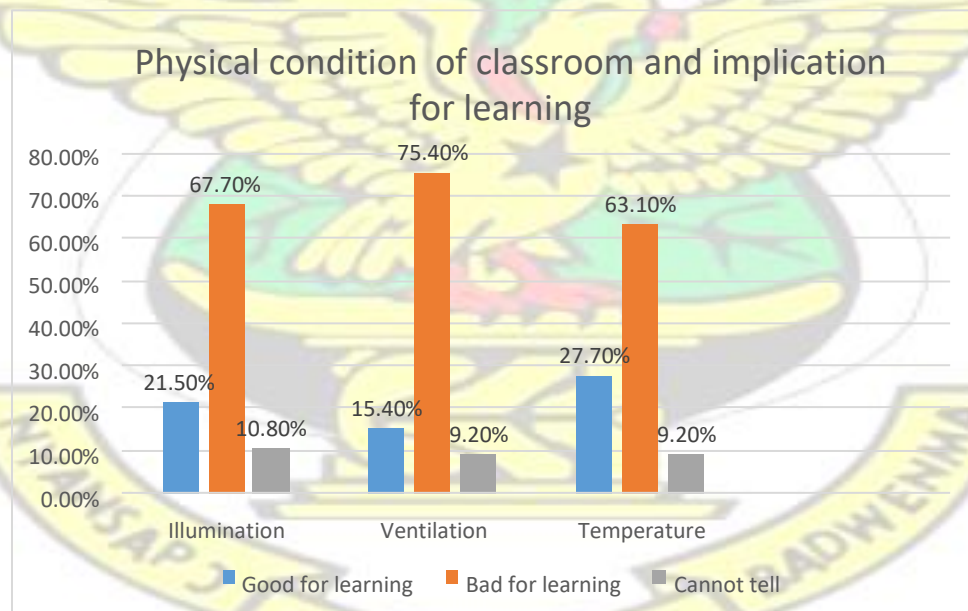


Figure 4.1: Pupils responses on the physical conditions of the classrooms.

□

KNUST





Plate 4.1: A classroom showing conditions of poor ventilation and lighting during teaching and learning session.

4.2.3 Findings from Observations, Interviews and Questionnaire Administered on Patasi M/A JHS School Environment Culture

i. School compound

- With regards to the nature of the school compound, the headmistress, all the teachers and 56 (86.1%) of the pupils acknowledge that the environment is not attractive for teaching and learning. There are no pavement on the compound, some parts of the compound is eroded and also there are a few flowers to beautify the place. Two or (10%) parents out of twenty allude to the fact that they see nothing wrong with the environment since government

schools are usually in this manner. The maintenance of the compound is done daily by the pupils under the supervision of their prefects and teachers on duty.

ii. Trespassing

- The headmistress, teachers and pupils all attest to the fact that the school compound is often trespassed by all manner of people. The researcher confirms this through observation. Some trespassers even use the toilet facilities meant for pupils. Since trespassing is common in the school, some pupils occasionally sneak out of the school during school hours. There is no fence or wall around the school. Fifty-six of the pupils representing 86.1% were of the view that trespassing by people distract their attention from teaching and learning sessions in the classrooms. However, the 9 which form the minority see nothing wrong with the trespasser. Eighteen or 90% of parents/guardians out of the twenty (100%) and five non- teaching staff are not happy about the open access of the school's compound to the community. The latter complain that the unaccredited food vendors from outside the school have easy access to sell unwholesome food to pupils and teachers which will pose as health and safety threat.

The following plates illustrate the environmental conditions at Patasi M/A JHS.



Plate 4.2: The entrance showing sign post with name and motto of the school which is covered with trees.



Plate 4.3: A section of the school's compound.



Plate 4.4: Intruder in the school compound.



Plate 4.5: Intruder selling groundnuts to pupils.



Plate 4.6: The nature of the school's canteen where food sellers sell food to pupils and teachers.



Plate 4.7: Pupils eating at the school's canteen. *Source:*

Author's Field Coverage

4.3 Activities Undertaken for Objective Two

Objective 2: To examine the effects of each factor of Patasi M/A Junior High School's culture on the education of its pupils.

4.3.1 Analysis of Effects of the School's Management Culture on the Education of Pupils

The practices which formed the tangible management culture of the school are described in this section. Management of Patasi M/A JHS is the ultimate responsibility of the Ministry of Education, specifically, the Ghana Education Service, although, the head teacher mostly runs the day-to-day affairs of the school and assisted by the assistant head teachers and teachers. The ministry derives its status and functions from Civil Service Law, PNDCL 327 of 1993 and its implementing agency Ghana Education Service. (moe.gov.gh, undated), The head teachers and teachers at Patasi M/A JHS agree that this management policy instituted by the government is impacting to a large extent

negatively on the education of pupils since the rules and regulations are set by them and given to the school, therefore, head teachers have no right to alter them under any circumstances. They maintain that these rules are formulated for all basic schools in Ghana, hence, they do not consider the culture of the school which is different from other basic schools in Ghana. Again, they argue that some management decisions taken by the headmistress in consultation with teachers which help the school are reversed by GES and this action discourages them from performing. This is because the headmistress who is fifty seven years of age have had experience with basic school education for thirty (30) years of which two years was served as headmistress and twenty eight years as a classroom teacher. This has led to the culture whereby teachers would not initiate managerial issues outside of the classroom. At the core of the management culture of Patasi M/A JHS is the assumption that GES rules are known by the teachers. This culture is deeply buried from the surface as in the onion analogy (Starrat, 1993). This intangible culture of disinterest in initiating actions among teachers negatively affect the education of pupils as Starrat (1993) explains that the core, though intangible, is what shapes our convictions, beliefs and attitudes towards most things. Most of them would rather concentrate on their main duties of teaching only. Instead, they are of the view that if government wishes to oversee the management of the school, then district level involvement must rather be encouraged since it is closer to the school. Adei (2014) adds that to achieve quality and successful outcome from basic schools, operative decentralization of GES and encouraging schools to learn the principles of management, supervision, discipline and effective instructional delivery systems from the private sector will bring innovation and creativity to school management. For instance, some teachers reveal that they only implement what the head of school assigns them since they are powerless and seen as

unintelligent and this retards innovation and creativity among them. This contravenes Fairman and Clark (1982) view that for a positive school culture “innovativeness” and “power equalization” are important. After all, rules regulate adverse attitudes and behaviours of learners and instructors that are likely to interrupt academic activities, cause damage to humans and school properties.

With regards to discipline which Boakye (2006) defines as the submission to rules and instructions and exhibit visibly mark respect for authority and instituted laws of a society. From the findings, it can be said that because discipline in schools creates conducive atmosphere for teaching and learning, management of Patasi M/A JHS instils appropriate disciplines to both teachers and pupils since lack of discipline pose negative impact on the total education of pupils. Teachers in this school have positive approach in instilling discipline in pupils since they respect them and take them as their children. This is buttressed by 85% of the 20 parents/guardians and 80% of food sellers who articulate that discipline in the school is very effective since pupils respect their elders, behave well and attend school regularly, hence, reduction in trauncy during school hours in the school. Meanwhile, some of the pupils are of the view that punishment meted out to pupils for flouting the same rules and regulations are sometimes discriminatory. This nonuniformity of the application of rules can also lead to pupils growing up to disrespect rules, hence, have an adverse effect on their education.

According to Salifu and Agbenyega (2012: 5), “the impact of school discipline is not possible to easily quantify. There is widespread acceptance of the fact that indiscipline in the school setting usually affects teaching and learning”. For example, teachers spend instructional time to correct pupils who misbehave during teaching and learning sessions and this shortens the delivery time.

Respondents in Salifu and Agbenyaga (2012:13) study commented that

“indiscipline embarrass schools ... made schools ungovernable... made my school ineffective and inefficient ... made parents lose interest in the school... slowed the pace of academic work... brought about poor academic results... and breeds conflict between the school and its community... leads to indecent behaviour in my school... made the schools unattractive to donors and sponsors... affected the morale of my students... made administrators target for students’ brutality... and rendered fruitless the efforts of administrations in developing schools“.

On the issue of the availability and use of the school’s facilities and resources, the findings indicate that there are classrooms, offices, staff common rooms, library, teaching and learning aids as well as ICT laboratory. Observations confirm that these facilities are not adequate, spacious, well ventilated since the classrooms have one sided windows and non-functioning library as well as insufficient TLMS for teaching and learning. With the existence of a poor resourced ICT laboratory, Adei (2014) stipulates that a significant element to achieve academic success of public basic schools is the development of ICT where teachers and students are trained to become computer literate and to make ICT the core of learning. Also, various aids known as instructional materials may be employed to help a teacher to effectively deliver a subject or lesson to the understanding of all learners (Chamunorwa, 2010).

Furthermore, the buildings in the school are not aesthetically pleasing and the paintings faded. Due to the nature of the classrooms, when electricity goes off most of the pupils find it difficult to see the writings on the chalkboard and in their textbooks. Also when the sun is high, the rooms become hot and this affects teaching and learning and both teachers and pupils complain so much. The

factors of decaying physical structures and environmental conditions like peeling paints from buildings, non-functioning toilets, poor lighting and ventilation, among others can adversely affect the learning, health as well as the morale of teaching, non-teaching staff and learners in a school (Archived Information, 2000). Facilities and material resources like buildings, furniture, textbooks, recreational facilities and stationery, equipment and instructional materials are important to effective education and also positively influence academic performance (MOE 1994). Again, Adedeji and Owoeye (2002) specify that the physical presence of acceptable school building, furniture as well as material resources and instructional facilities plays a very crucial role in any educational endeavor, thereby, imperative for the achievement of all educational objectives. Therefore, the unavailability of some facilities and inadequate resources plus their lack of management and use at Patasi M/A JHS offer negative effects on the education of its pupils.

On the other hand, in terms of relationship that exist between the headmistress, teachers, pupils and non-teaching staff of the school, observations made suggest that there is cohesion among them, thus, creating an enabling atmosphere for teaching and learning which impacts positively on the education of pupils. Teaching and non-teaching staff are all welcome to discuss issues concerning all activities such as attendance, punctuality, health and safety, teaching and learning and other matters in the school to ensure that teaching and learning is effective. Teachers establishing cordial relationship with their learners create very friendly and positive environment in the classroom, therefore, supportive spaces are built to improve effective teaching and learning to achieve total education of learners in a school (Gallagher, 2015).

However, with the cordial relationships that have been established in the school, teachers and pupils' success are not much celebrated at managerial, district or national levels. This creates a lot of discomfort and non-recognition of the teachers and pupils alike. Bruseker (2004) argues that

good teachers through their efforts and creativity provides knowledgeable and productive citizens to societies to take up leadership roles in future. Therefore, it is obvious that the absence of this culture creates a negative impact on teachers at Patasi M/A JHS since they are not encouraged to do more.

In the case of time management, it can be deduced from the findings that general time mindfulness is respected at Patasi M/A JHS. This is greatly due to the headmistress value for time. For instance, all teaching sessions start on time. Again, pupils are disciplined, punctual and prepared for classes in most of the lessons observed. It is a common saying in the school that ‘time lost cannot be regained’ as buttressed by Carron and Chau (1996) who indicate that when teachers are absent time is lost. It was observed severally that pupils will pull out their books for the next class few minutes to the end of an on-going lesson. The desire of teachers to avoid clashes with authorities from the GES in particular makes them come to school and perform extra duties on time. It shows clearly that time management have positive effects on the pupils, though, there were instances like where few teachers and pupils are always late to staff meetings and school respectively.

Another area of interest to the headmistress and the school in general is good record keeping. Documents such as class assessment records, class registers, pupils’ exercise books with the exception of sometimes, teachers’ lesson notes and class registers have been rigorously filled. Hence, there can only be meaningful attempt at improving a situation when there is clear documentation of the present situation. The culture of documentation is thus, very strong at Patasi M/A JHS.

On the issue of supervision, since supervisors come under attack for low staff performance, Mills (1997) affirms this by stating that supervision has straight influence on staff performance.

Therefore, the headmistress' administration work does not end in her office but she moves from class to class to check the presence of both teachers and pupils and to maintain quiet atmosphere when teaching and learning is going on. The headmistress supervises teachers output by vetting their lesson notes, test and examination questions, terminal reports as well as teaching and learning activities in and outside the classroom. She as well supervises pupils by ensuring that they take learning serious. Corrective measures are taken to right mistakes and mishappenings.

One of the teachers expresses her opinion that "I don't have any external supervisors. It is only during promotions that external supervisors from Ghana Education Service supervise us. I do not really see that as supervision." From the above discussions, supervision by the headmistress played a very strong culture, hence, it has positive impact of educational activities and outcomes of the school.

Last but not the least, the school has a big farm which is managed by teachers and pupils. Meanwhile, some community members and passers-by use the school farm as a place of convenience and rubbish dump since the school is not walled. It is not enough for only one security person to cater for the farm. The supervision by teachers and weeding and other activities by pupils have a negative toll on especially, pupils' education as they are exhausted from these extra activities.

□ Management of Pupils' Learning by Parents/Guardians

Parents/guardians attitude towards their wards education may also have positive or negative effect (Hassrick & Schneider, 2009). Concerning inspection of pupils' books at home (class assignments

and homework) to inform themselves on how their children/wards are progressing, they do not show much interest. They do not inspect pupils work regularly. This may be because most guardians are not biologically related to the children or they dropped out of school or are illiterates themselves.

The needs of the pupils have great impact on pupils' education. Majority of the parent/guardians have financial difficulties with respect to the welfare of the children at school. Inability to buy adequate food can affect the concentration of pupils in the classroom. It is well known that school food can have consequences on student health and achievement (Taras, 2005; Hinrichs, 2010).

4.3.2 Analysis of Effects of the School's Classroom Culture on the Education of Pupils

From the 9 teachers (5 females and 4 males) interviewed with ages and experience ranging from 25 to 50 years and 4 years to 8 years respectively are all professional teachers with first degrees from accredited universities in the country. At the core of the classroom culture is the belief of the teachers that majority of the pupils are not academically good. This is likely based on the teachers' experiences since the least experienced teacher has taught in the school for four years. The pattern of non-performing pupils can easily lead the teachers to assume that majority of pupils who attend the school are not academically good. As suggested by Starrat (1993), this can influence everything that the teachers do in the classroom. It is refreshing however, that the teachers believe all pupils should be given the opportunity to ask questions during and after teaching sessions. This shows that at least there is a homogenous positive value system among the teachers so far as pupils' education is concerned. It can be said that no pupil is discouraged from participating during teaching and learning sessions. Rather, some of them confess they do not ask questions in class while the majority rarely do so. This may be due to the reason that pupils lack confidence and are

therefore, shy to speak in public because they might make mistakes to expose themselves as not intelligent. In this case, since pupils attest to the fact that teachers make an effort to involve them to interact verbally in class, they can do more to encourage and increase pupils' participation and interaction in the teaching of all subjects. Heick (2014) asserts that some characteristics of a highly effective learning environment are in the questions learners ask and that questions are valued over answers. On the contrary, pupils pay much attention and participated fully during 'Twi' lessons but little and almost no participation during the teaching of French. This may be due to the fact that teachers are not adopting the most appropriate teaching strategies, TLMs among others to arouse and sustain pupils' interest and participation in class.

Additionally, the collection of school fees in the classrooms by some teachers do not allow some of the pupils to feel comfortable in class. It is obvious that pupils who go through this embarrassment will not have a sound mind for teaching, hence, they lose concentration and do not actively participate during teaching and learning activities. They equally feel inferior in the face of their teachers and colleagues since they are sometimes hooted at by their colleagues. This makes attending school on subsequent days difficult for some of them and this affects school enrollment. Meanwhile, these pupils should not be deprived of education for the inability of their parents/wards to pay school fees due to varied reasons including poverty as Ferguson, Bovaird and Mueller (2007) propound that poverty has negative effect on learners' behaviour, retention, and performance; and some even suffer psychiatric disorders, chronic physical health problems as well as social and academic disfunctioning in school.

At present, a critical look at pupils' exercise books shows that teachers commend pupils when they perform well. The effect of this is reflected in the pupils' output in ensuing class assignments. Deal

(1998) suggests that in a school with a positive culture, the teachers commit themselves to teaching. This attribute is seen at Patasi M/A JHS where teachers regularly attend class. This behaviour is expected of all teachers, who also accept and expect the headmistress to supervise them in that regard. It is therefore, not surprising that the teachers comport themselves regarding classroom attendance and teaching. This makes the culture of attending class by teachers very strong, therefore, behaviour is enforced and not suggested.

Physical conditions such as seating, furnishing, noise and acoustics, spatial density, privacy, climate and thermal control, air quality, windowless classrooms, vandalism, poor ventilation, lighting, play-yards, light and paintings in the classrooms do influence both teachers and pupils (Keep, 2002; Earthman, 2004). The pupils are very active in class during the morning sections as the atmosphere is cool during that time of the day, but in the afternoon they seem lazy and tired due to the warm weather condition. Their participation in lessons in the afternoons is not as active as that of the mornings. Some pupils would get out of their chairs and either kneel or stand to write their notes. It was very common to find teachers and pupils sweating during afternoon classes. The teachers say that GES has little concern for the improvement of the classrooms and since the school is not resourced, they are left to the mercy of the weather. The headmistress mentions that “I know that the teachers and pupils need no distractions in class. They should feel comfortable so that they can engage themselves well in the teaching and learning activities”.

Further, from the teachers’ perspective, the culture of their relationship with the pupils is heterogeneous. On the part of the pupils, most teachers showed good relationship in class. Overall the culture is positive since the majority of pupils are happy with the relationship.

Besides the subject based teaching and learning that educates the pupils, extracurricular activities are also important. It appears however, that they are not a key part of the school's activities. Although, it is said that they exist, it appears sports is the main activity although some 29% of pupils think that even that is not often done. Debates and quizzes are rare and even rarer is drumming and other activities. It can be said that school authorities see extracurricular activities as not academic. Teachers and pupils regard games and sports as playful activities which provides fun. Pupils do not absent themselves from school when they are going to have interclasses competition. More so after training, they always remain in their sporting gear and do not want to change to their uniforms. Majority of them believe that quizzes influence education more than sports. Moreover, in identifying assessment tools for their education, extracurricular activities do not count as much as class tests and terminal examinations. This may be reflecting an intangible cultural belief system that education is all about academics. This however, is not the vision of GES since its vision is on the acquisition of knowledge and skills, discovery of aptitudes and potentials, desire for self-improvement, appreciation of the use of hand and the mind and the understanding of the environment and its sustainability. In addition the vision is to have the desire for long life learning and acquire technical and vocational skills at the JHS level (Ghana Education Service, 2012).

Nonetheless, assessment of all pupils in the school are based on class tests, assignments, oral questioning, terminal examinations and extracurricular activities. The modes of assessment in the school include class tests, assignments and terminal examinations and they are the most prominent form of assessment used with oral questioning and extracurricular activities being the least used. It can be said that, though teachers in the school use the best form of assessment which embraces formative assessment (class tests and assignments) and summative assessment (end of term

examinations), assessing pupils on especially, extracurricular activities will also help encourage pupils to be athletic and healthy. They have as well not considered the fact that at the JHS level of education, to ensure that pupil develop and sustain interest, concentrate and participate in the teaching and learning in all subjects teachers must adopt strategies that are playful and will not make them bored in class (Annor, 1997).

Table 4.1 summarizes classroom organizational culture demonstrable by teachers at Patasi M/A JHS.

Culture	Pupils who answered (Yes)	Pupils who answered (No)	Pupils who answered Sometimes	Total
Regular attendance	53 (81.5%)	12 (18.5%)	0	65 (100%)
Involving Pupils	48 (73.8%)	8 (12.3%)	9 (13.9%)	65 (100%)
Punishing Wrong Behaviour	64 (98.5%)	1 (1.5%)	0	65 (100%)
Show good relationship	36 (55.4%)	16 (24.6%)	13 (20%)	65 (100%)

Source: Author's field data, 2015.

4.3.3 Analysis of Effects of the School's Environmental Conditions on the Education of

Pupils

According to Sergiovanni (1991) there exists the perspective level of culture which he describes as the shared rules and norms to which people respond, the commonness that exists among solutions or similar problems, how people describe the situations they face, and what the

boundaries of acceptable and unacceptable behaviours are. The common situation that is cited by every teacher and also the headmistress is the lack of a fence wall for the school. The uniform belief is that safety is very necessary for teaching and learning. Also, trespassing on the school's compound disturbs both teachers' and pupils' concentration in class. Every teacher shows great concern for this lapse in the school. Their view is that all teachers should question people who attempt to pass through the school compound. However, there is no motivation for them to address this problem as much as they are worried about it. A few of the teachers always questioned trespassers while others look unconcerned. This has the potential of making it look as if it is normal for outsiders to walk through the school compound. Intruders sometimes use the school's wash room facilities and since pupils spend time cleaning the washrooms delivery time is greatly affected; as they engage in unnecessary and tedious work. Another problem that results from the lack of a fence wall is that it makes it difficult to control and also check the activities of pupils. Some pupils occasionally left the compound during school hours without teaching staff noticing and this not only pose danger to them but it stifles teaching and learning.

The teachers and headmistress who face the day to day difficulties that result from the lack of a fence wall, cannot do much since they do not have the financial strength. Not much money is left for them to manage the school, thus, they feel powerless and this adds to their core belief that the school's management is really not under their control.

The activities of the non-teaching staff, specifically, food sellers is another key activity on the school's compound. These staffs' attitude towards their place of work is positive in that they value the place as a learning institution. In other words, they have a shared sense of what is important (Kaplan, 2013). Generally, their work does not conflict with school rules and routines because they also consider themselves as part of the institution. They normally put up good behaviour in

the school, with some minor exceptions, therefore, they do not negatively influence pupils' behaviour. Most of the pupils patronize and eat food prepared by these food sellers at the school's canteen but analysis shows that majority of the pupils are not satisfied with the hygienic conditions at the canteen since some sections are bushy, hence, they compromise their health and this creates an adverse impact on the education of pupils. The headmistress asserts that each of the food sellers has been certified by the District Health Inspectorate yet they all failed to show their certificates. This shows a great danger as far as the wholesome and hygienic nature of foods that they sell are concerned. Observations made show that some of the pupils are not attracted to attend school because of the food sold at the canteen. Again, though sellers clean and scrubs the tables and chairs, one can still notice dirt and unpleasant scenes at the canteen. Therefore, some pupils sneak out of the school compound to search for food. Some vendors who get patronized by these pupils outside the compound may feel empowered to intrude the school to conduct business. According to UNICEF NYHO (2007), schools that are considered child-friendly welcomes protective environmental conditions of good health, nutrition, water and sanitation services and codes of conduct against violence. It again says that learners perform excellently when they are well nourished and healthy. In other words, healthy eating has a positive influence on the learners' growth and education.

4.4 Activities Undertaken for Objective Three

Objective 3: To evaluate the school culture at Patasi M/A JHS using a standard cultural assessment tool to propose a positive culture appropriate for the education of its pupils.

4.4.1 The Assessment of Patasi M/A JHS Culture Using the Organizational Culture

Assessment Instrument (OCAI) Tool

The tables below (4.2 to 4.7) show the extent to which the school culture of Patasi M/A JHS conforms to the clan (A), adhocracy (B), market (C) and hierarchy (D) types in six different dimensions.

Dominant Characteristics	Now	Preferred
The school is like an extended family. Teachers share a lot	10	25
Creativity allowed. Teachers take risks	20	25
Result-oriented school. Main concern is achievement	30	30
Formal rules govern teachers' actions	40	20
Total	100	100

Table 4.2: This expresses the dominant characteristics of a school.

School Leadership	Now	Preferred
Leaders seen as mentors	30	20
Leaders seen as wanting innovation from the led	10	30
Leaders seen as wanting results	20	30
Leaders happy when school runs smoothly	40	20
Total	100	100

Table 4.3: This indicates the culture of school leadership

Management of Staff and Pupils	Now	Preferred
Team management	50	40
Risk taking, innovative and free management style	5	10
Competitiveness, high demands and achievement expected	15	20
Conformity to rules expected by management	30	30

Total	100	100
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Table 4.4: This shows the Management of Staff and Pupils

What binds school together	Now	Preferred
School bound by loyalty and mutual trust	35	25
Bound by innovation and creativity	10	25
Bound by emphasis on achievement	20	25
Bound by formal rules and practices	35	25
Total	100	100

Table 4.5: This shows the factors that bind a school together.

Strategic Emphasis	Now	Preferred
Teacher development is emphasized	5	25
Creation of new challenges emphasized	15	30
Pupil achievement is emphasized	30	20
Smooth operations emphasized	50	25
Total	100	100

Table 4.6: This illustrates factors that constitute strategic emphasis in a school.

Criteria for success	Now	Preferred
Teacher development, teamwork and concern for people	30	25
Creation of new ideas and activities	20	25
Gaining new pupils into the school	10	25

Dependable staff and pupils	40	25
Total	100	100

Table 4.7: This specifies the factors that make the criteria for success in a school.

Finally, Table 4.8 below shows the overall assessment results obtained in the six dimensions in Tables 4.2 to 4.7. To obtain the average for each cultural type, all values under the particular culture type are added and divided by six.

Culture Type	Now (%)	Preferred (%)
Clan	26.67	26.67
Adhocracy	13.33	24.17
Market	20.83	25.00
Hierarchy	39.17	24.17
Total	100	100

Table 4.8: This illustrates the average of the four culture types in the school.

Figure 4.2 is a graphical representation of the overall culture of Patasi M/A JHS based on the OCAI tool.

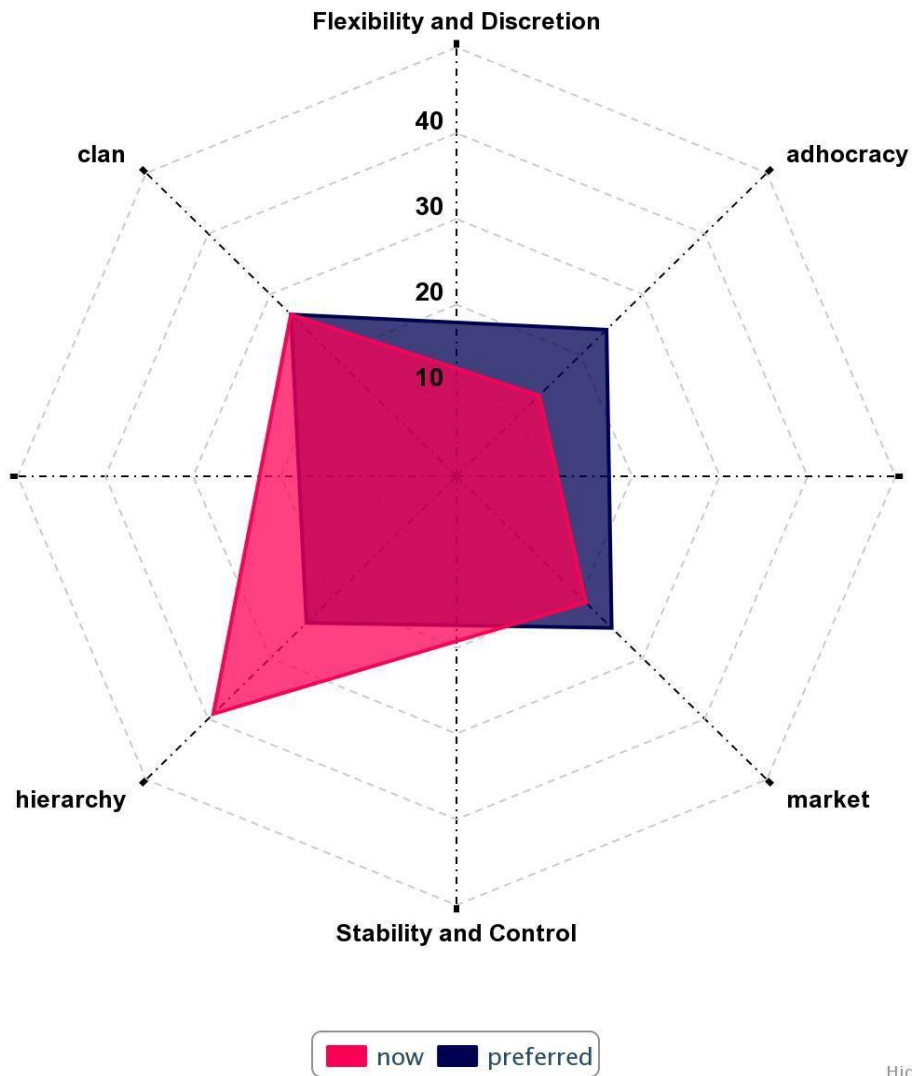


Figure 4.2 was obtained by sending the results of the OCAI assessment of Patasi M/A JHS to www.ocai-online.com/products/ocai-one for analysis. From Table 4.8, the dominant culture operating at the school is the hierarchy type which amounts to 39.17% from a total of 100%.

Figure 4.2 illustrates the fact that the school's culture is skewed towards the hierarchy type. It also shows clearly that the preferred culture will be to have less of hierarchy and more of adhocracy and market cultures, while maintaining the level of clan culture. We thus see a fairly balanced mix

of all four cultural types without an obvious skew in the direction of any cultural type. The current culture at Patasi M/A JHS is therefore more of the hierarchy type than any other. The preferred culture is more balanced between the four cultural types but with more tendency towards the clan type.

Just like any organization, Patasi JHS school culture is a mixture of four types of culture according to the OCAI tool (Cameron & Quinn, 2006). These are the clan, adhocracy, market and hierarchy cultures. Currently the dominant character of Patasi JHS culture is assessed to be of the hierarchy type. What is obvious is that the actions of teachers are driven by formal rules. Teachers are seen doing what they ought to do. They admitted that because of the interference from the GES authorities they have a lot of inertia in doing more than they were employed to do. Deal and Peterson (2009) mention that an attribute of a toxic culture is teachers working painfully. Teachers do not feel empowered to try new ideas. It will be useful if the teachers' actions are driven more by the desire to see the pupils succeed academically. A culture that promotes creative ways of engaging pupils in their learning, coupled with a culture that encourages sharing of ideas among teachers is what is "preferred" by the researcher according to the OCAI tool. This also conforms to positive culture as spelt by Taylor and Fratto (2012) since this will enhance the quality of education in school.

Regarding school leadership, it appears that the focus is ensuring that the school is running smoothly. Duty roster is drawn for teachers to ensure that morning assembly is done and the school compound is cleaned. The headmistress ensures that teachers do not absent themselves from their teaching responsibilities in and outside the classroom. Not much is done to address the challenges of the school like trespassing of the school compound and the uncomfortable classroom physical conditions. These challenges though worrying do not disrupt the smooth running of the school and

so the leadership accommodates them. Leadership should be focused on seeking innovative methods to solve these challenges so as to promote school effectiveness. Attention should be drawn from the leadership as mentors to the subordinates as innovators. The team management approach in Patasi JHS is commendable and must be maintained. However, there should be more innovativeness and competitiveness concerning pupils' achievements.

Teachers must be encouraged to use management styles in class that promote pupil achievement. These management strategies may include the maintenance of high expectations for pupils' behaviour and for their own ability to exert authority in the classroom. Teachers must also establish clear rules and consequences in their classrooms. They must establish classroom routines and procedures, respond to misbehavior and create a classroom community. Above all teachers must value academic work, hard work and team effort (Unnamed author, 2011).

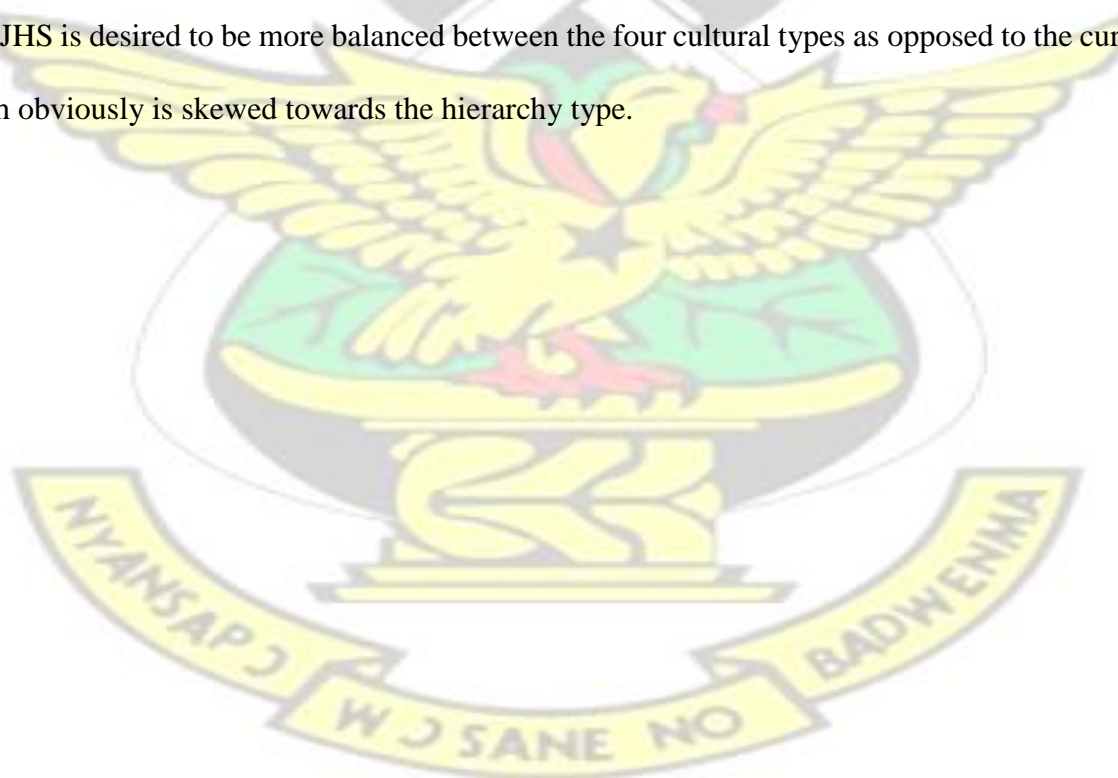
The factors that bind members of Patasi M/A JHS together are more of formal rules and also loyalty and mutual trust. It will be desirable to boost other factors as innovativeness and the quest for pupils' success as other factors that bind members together. Since the membership of a school is dynamic one cannot rely on loyalty and mutual trust all the time although that is also very important in binding members together. It is therefore, desirable if all the four cultural types have an equal weight in contributing to the binding factor in the school.

Strategically, it is desirable that Patasi JHS moves away from ensuring a smooth running of the school to the creation of new challenges. The quest for improvement is best served when there are challenges. Furthermore, routinely doing something risks losing the significance of doing that thing.

The success of a school must definitely have something to do with the success of the pupils. This may be because a school is able to have its teachers improve on their professional carriers or that

a school has dependable teachers or that there is the creation of new ideas for improvement. However, the afore-mentioned activities could happen without necessarily achieving pupil success. It is therefore, desirable that the school shifts from hanging their success around the teacher to success in all aspects of the four cultural types.

In summary, the application of the OCAI tool on the school shows that, the current culture is skewed towards the hierarchy type (See Fig. 4.2). This is followed by the clan culture, then market and finally, a small contribution from the adhocracy type. It is preferred that Patasi M/A JHS shifts from the hierarchy culture and embrace more of market and adhocracy cultures. It appears that the level of clan culture practiced at the school is just acceptable although there needs to be some adjustments within the six dimensions of the clan culture itself. In conclusion, the culture of Patasi M/A JHS is desired to be more balanced between the four cultural types as opposed to the current, which obviously is skewed towards the hierarchy type.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter provides the summary, conclusions and recommendations of the study based on the major findings.

5.1 Summary of the Study

The study was determined to find out the culture at Patasi M/A JHS and its implication on the education of its pupils. The objectives of the study were to establish the types of culture that exist at Patasi M/A JHS and describe the factors of school culture accurately as well as assess their effects on pupils' education. Additionally, an assessment tool known as OCAI-C was used to measure the existing culture as well as recommend a positive culture that will help to achieve total education of pupils in the school. The research employed the qualitative research methods with observations, interview, questionnaire and document analysis as the tools for gathering data.

□ Main Findings

The study identified that the government of Ghana, that is the GES, prescribes rules and regulations to the school. The headmistress leads in the management of the day to day activities of the school through an all- inclusive approach. However, interference from the Ghana Education Service discourage teachers from playing managerial roles. A majority of parents and guardians did not play their unique role of managing their wards' education at home.

Teachers were punctual in class. They did not believe in the academic abilities of the pupils but were open to the pupils. However the pupils hardly contributed actively. Moreover, the classroom environmental conditions like poor lighting system and ventilation discouraged teaching and learning processes that are carried out in the classrooms.

Trespassing of the school compound is largely uncontrolled. There are non-teaching staff who are accredited to sell food on the school compound and the pupils largely patronize them although a few sneak out to buy food and others buy from non-authorized food vendors who have not been screened to sell food.

The cohesiveness among teachers, their dedication to classroom duties, the setting of goals together as well as the good time management practice in the school have a positive effect on the pupils' education. On the other hand, the perception of the teachers regarding the attitude of the GES on their (the teachers') managerial role, the unfavorable classroom physical conditions, the teachers' perception of the pupils' academic capabilities, trespassing of the school's compound and the minimal involvement of parents/guardians in the learning of their wards have a negative effect on the pupils' education.

A standard assessment (OCAI) of the school culture shows that the dominant culture operating in the school is the hierarchy culture. This means that, at Patasi M/A JHS, rules and regulations dictate all actions, therefore, it is the culture that overrides the other cultures.

5.2 Conclusions

Although this research was conducted in only one basic school in the Kumasi, it paints the picture of factors of school culture and implication of the education of JHS pupils especially, in the public basic schools.

The study concludes that the following cultural factors which are managerial culture, classroom organizational culture and the environmental culture are present at the basic level of education that are under the Government of Ghana, particularly, Ghana Education Service.

The Government of Ghana, precisely, Ghana Education Service dictates how the school must be managed, giving little or no room for the head of school and teachers input. This stifles the school from achieving its motto which is ‘Sua Fa Sum’ which literary means ‘learn and (or) to serve’ as well its objective of providing holistic education to pupils to progress to the next level of education in Ghana.

The top management at Patasi M/A JHS practices all-inclusive approach and this helps in creating cohesion among head teachers, teachers, pupils and non-teaching staff in the school. Parents and guardians neglect the duties to ensure that their children or wards attain effective teaching and learning in the school, so as to provide appropriate solutions to the challenges that confronts them.

The major challenge of trespassing the school compound is condoned in the school although all stakeholders abhor it.

The researcher’s assessment of the school’s culture shows that leadership is happy when the school runs smoothly. The dominant characteristic is that formal procedures such as rules and regulations govern the teachers’ actions. However, management is characterized by teamwork and participation. This implies that the school is held together by mutual trust. The strategic emphasis on the smooth operation of the school and the success of the school depends on having dependable teachers, non-teaching staff and even pupils.

5.3 Recommendations

Based on the findings of the study, some recommendations are made to the Ghana Education Service or Government, Heads of schools, teachers and for future research.

The management of the GES will be able to achieve their stated goals of education by helping the schools to improve upon the learning environment of schools especially at Patasi M/A J.H.S. in the following ways:

- The Ghana Education Service should accommodate some level of encouragement and acceptance of inputs and innovation from the headmistress and teachers on the rules and regulations that should govern the school since it possess factors of school culture that is peculiar to Patasi M/A Junior High School.
- The Government of Ghana and Ghana Education Service should invest in infrastructural resources such as classrooms, functioning libraries and ICT laboratories among others and instructional materials like adequate and appropriate teaching and learning materials, textbooks and books in order to revive pupils interest in learning by engaging them in hands-on activities to make difficult subjects easy to teach, learn and understand so as to increase the quality of education of the pupils of Patasi M/A Junior High School and Ghana as a whole.
- The Government of Ghana and Ghana Education Service should institute accurate and timely supervisions by resourcing education officials who are supervisors to frequently monitor all activities in the school to help eliminate ineffectiveness which affects teaching and learning.
- Government of Ghana and Ghana Education Service should organize regular “in-service training” for both heads of schools and teachers to assist to develop their knowledge and skills in teaching as well as managerial skills to help improve upon the core mandate of teaching effectively to ensure effective learning in the school. All these can be achieved when heads of schools and teachers are encouraged to give positive input on matters

concerning the public basic schools. Hence, the school's leadership should give room for innovativeness and be expectant of pupils' achievement.

- Teachers should act for the sake of pupils' achievement not for following rules. The team approach to management is commendable and should improve in the school. Therefore, pupils' achievement should bind the school together rather than mutual trust.
- All challenges, including the trespassing of the school and poor classroom conditions should be dealt with while new challenges are created strategically so as to stay focused on achieving good results. The school's success should be based on pupils' achievements, hence, clear celebration of successes of pupils and teachers must be established in the schools.
- It is again recommended that the operating culture be changed from the obviously skewed hierarchy type to encompass more of the market and adhocracy culture types, while maintaining the level of clan culture. In other words the cultural focus should shift from too much formalities to more innovation and a more focus on achieving results so far as pupils' education is concerned.

Future Research

It is suggested that future research should explore the "Impact of school culture on teaching and learning: Public versus Private Schools.

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APPENDIX A

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

DEPARTMENT OF GENERAL ARTS STUDIES

Interview Guide for Teachers

The researcher is carrying on a study in connection with the research on the subject: School Culture and its Implication on the Education of Pupils: A Case of Patasi M/A Junior High School in Kumasi Metropolis. The project is solely an academic usage and your responses would be granted the necessary confidentiality.

Interview Guide for Teachers

1. Gender.....
2. Educational level.....
3. Total number of years teaching.....
4. Subject(s) taught.....
5. Number of classes taught.....
6. Number of pupils in each class (class size).....

School Management

7. As teachers do you have any supervisors in the school?
8. How do you expect your supervisors to handle you?
9. Are you a class teacher or a subject teacher?

10. Apart from teaching do you feel like a leader in the school?
11. What other role do you perform in the school, administrator, surrogate parent, or a counsellor?
12. How is time managed in your school?
13. Are teachers welfare addressed?
14. Do you have set down goals to improve the school?
15. Is there any collaboration between teachers and the headmistress in determining challenges and opportunities?
16. Is there any cordial relationship between the teacher, headmistress and the pupils?
17. How do you expect the school to be managed?
18. What is your view about academic performance of pupils in the school? *E.g. Are they teachable?*

Classroom Organization

19. What language do you use to teach?
20. Do you ask questions during teaching?
21. Is teacher presence in class enough to control the class?
22. What is your view on routinely checking the presence of every pupil between every lesson?
23. What is your view of teacher determination of sitting positions of pupils?
24. How important is teacher-pupil interaction?
25. Do you reward pupils who behave or perform well in class?
26. What mode of punishment do you give to pupils who misbehave in your class?
27. What is your view on extracurricular activities?

School Environment

28. Is the school building and compound conducive for learning?
29. Does the building and compound has any effect on the pupils and teachers?
30. How is the compound maintained? (safety, wall or fence, security)
31. What are the issues that affect your teaching? Referring to issues of a. School management b. classroom management c. school environment

Please can you give any recommendations or suggestions to enhance education of pupils at Patasi JHS?



APPENDIX B

Interview Guide for Headmistress

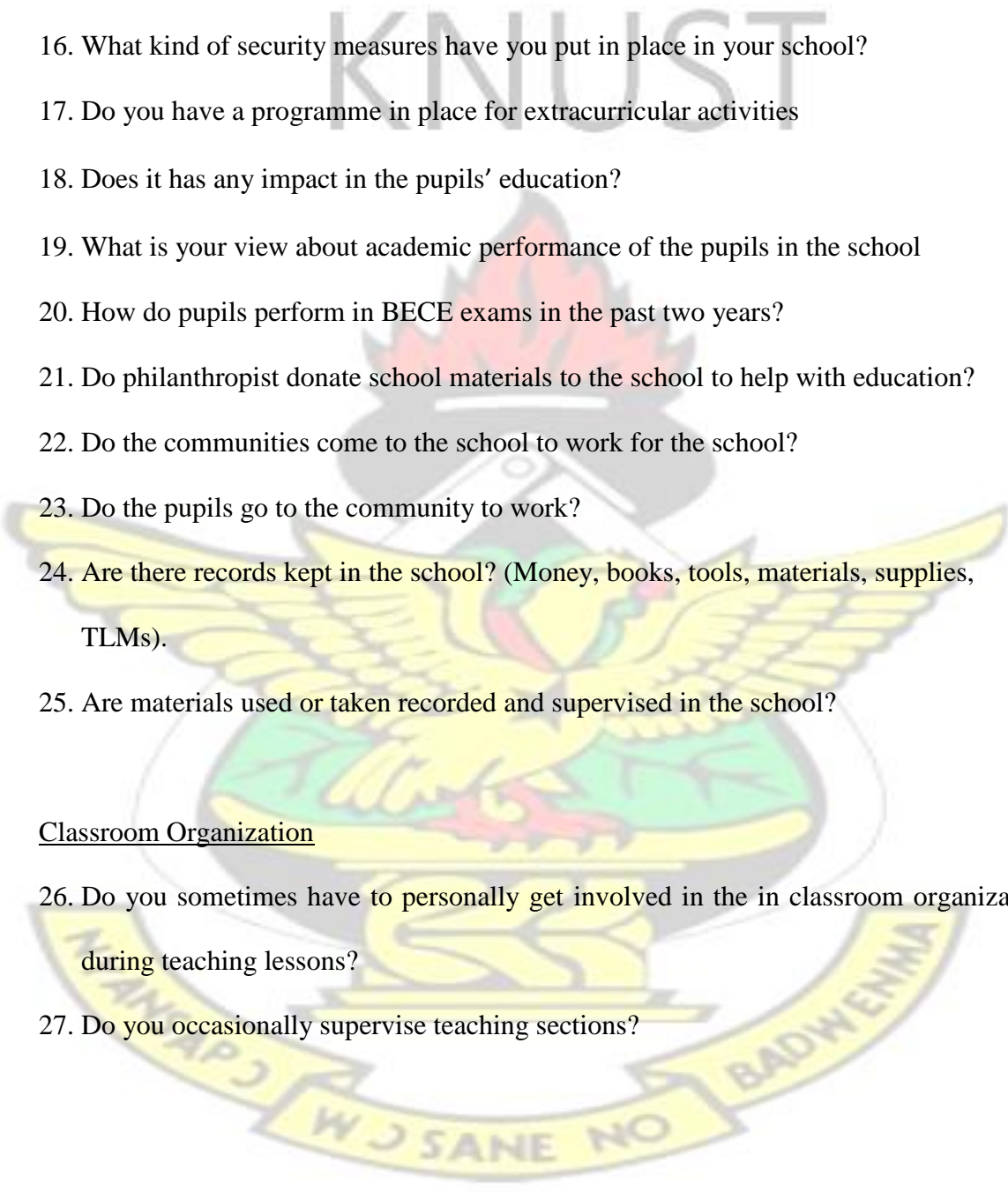
Kwame Nkrumah University of Science and Technology

Department of General Arts Studies

1. Gender.....
2. Educational level.....
3. Total number of years in headship.....

School Management

1. Who manages the school?
2. Are the duties of the headmistress clearly outlined in the school?
3. Does the school have clearly stated rules and regulations and corresponding sanctions.
4. Do you have disciplinary measures in place or drafted?
5. Does your school have a clearly stated vision?
6. What do you expect the school to achieve?
7. Do you have any set target so far as pupils academic performance is concern
8. Do the teachers and pupils relate well with you?
9. Do teachers comply with your instructions?
10. Do they cope with your instructions so far as administration work is concern? *Example*
the time they come to school, seeing to the general cleaning of the school, lesson notes
preparation
11. Are the teachers punctual to class as expected of them?
12. Are teachers who come late or absent themselves sanctioned?

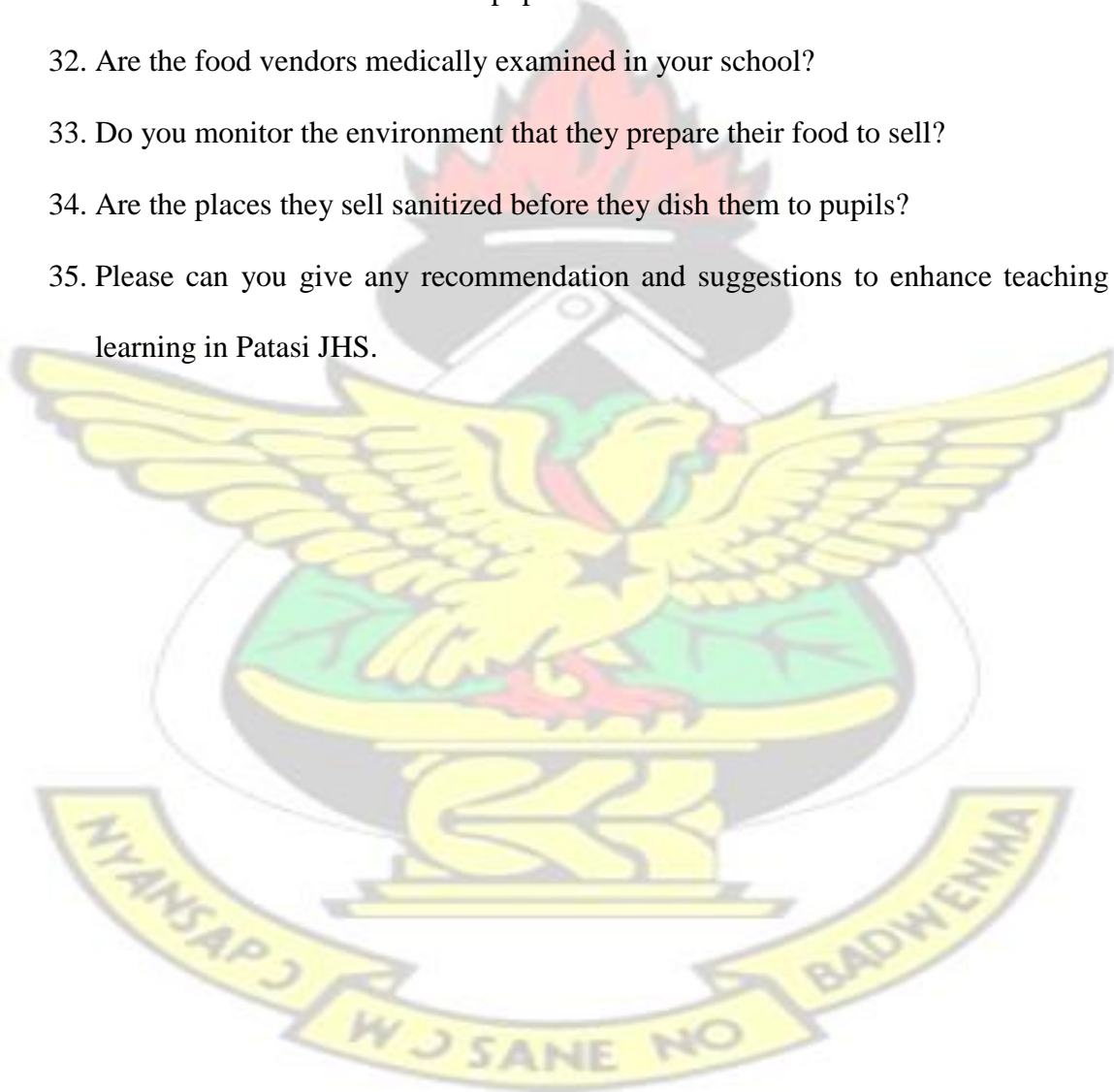
- 
13. What kind of discipline do you instill in the pupils?
 14. Do you sanction pupils who break school rules and regulations?
 15. Do you punish them according to set rules and regulations in the school?
 16. What kind of security measures have you put in place in your school?
 17. Do you have a programme in place for extracurricular activities
 18. Does it has any impact in the pupils' education?
 19. What is your view about academic performance of the pupils in the school
 20. How do pupils perform in BECE exams in the past two years?
 21. Do philanthropist donate school materials to the school to help with education?
 22. Do the communities come to the school to work for the school?
 23. Do the pupils go to the community to work?
 24. Are there records kept in the school? (Money, books, tools, materials, supplies, TLMs).
 25. Are materials used or taken recorded and supervised in the school?

Classroom Organization

26. Do you sometimes have to personally get involved in the in classroom organization during teaching lessons?
27. Do you occasionally supervise teaching sections?

School Environment

28. Does the compound have any effect on teaching and learning? (the nature of school building, no fence around the school, community trespassing the compound, the classroom organization
29. Does the school canteen serve good food to the pupils?
30. Please how do you supervise the activities that goes on at the canteen?
31. Do outside vendors sell food to pupils?
32. Are the food vendors medically examined in your school?
33. Do you monitor the environment that they prepare their food to sell?
34. Are the places they sell sanitized before they dish them to pupils?
35. Please can you give any recommendation and suggestions to enhance teaching and learning in Patasi JHS.



APPENDIX C

Interview Guide for Non-teaching staff (canteen staff& parents)

PARENTS

1. Gender.....
2. Age.....
3. Occupation.....
4. Relation..... (My own child, adopted child, house help)
5. Please where do you stay?
6. How many children do you have in Patasi M/A JHS?
7. Do you attend PTA meetings in Patasi M/A JHS?
8. How often do you visit the school to check on your wards education?
9. Do you normally ask your child the daily activities that occurred in the School?
10. Do you inspect the homework given to your Child by his/her teacher?
11. Do you help your Child to solve his/her homework?
12. Do you request for your Childs terminal report?
13. Do you relate well with your Childs' teachers and headmistress?
14. Are you able to meet all your Childs' needs so far as his/her education is concerned?
15. How much do you ensure that your child is fed at school?
16. What is your view on the school environment? (The building, classrooms compound)
17. Do you like the way the school is managed?
18. Do you like the overall performance of pupils in Patasi M/A JHS?
19. Are you happy to have your ward in Patasi M/A JHS? Why?

CANTEEN STAFF

1. Please how old are you?

2. For how long have you been working here?
3. Who admitted you in the school?
4. What food do you sell in the school?
5. Do you have health certificate that allows you to sell in the school?
6. Do you do whatever you like or you work under instruction from the school authorities?
7. Who supervise your work the head or teachers?
8. How many times are you supposed to sell food to the pupils?
9. Do you go by the required time given to you by the school authorities to sell food to the pupils?
10. Do you serve the pupils on time?
11. How do you relate with the headmistress, teachers and pupils in the school?
12. Is there any assistance from the school authorities apart from the land you work on?
13. What kind of behaviour do you exhibit to the pupils in the school?
14. Do you sell leftover food or you manage to have all the food finished every day?
15. Are you comfortable with the environment you are working in?
16. If yes what makes it comfortable? And if no why?
17. Do you allow food venders who are not part of your staff to sell in the school?
18. What do you do to them when they come to sell food to the pupils?

APPENDIX D

QUESTIONNAIRE FOR PUPILS

The researcher is carrying on a study in connection with the research on the subject: *The Effects of school culture on the education of pupils at Patasi Junior High School in Kumasi metropolis.*

The project is solely on academic usage and your responses would be granted the necessary confidentiality. Thank You.

Instructions: Please tick ☐ as appropriate, but provide answers where needed.

QUESTIONNAIRE FOR PUPILS BACKGROUND DATA

1. Sex: Male ☐ Female ☐
2. Age: I am.....years old
3. Which form are you? (a) ☐ Form 1(b) ☐ Form 2(c) ☐ Form 3
4. Whom do you stay with? Parents ☐ Guardians ☐
5. Do you stay at Patasi? Yes ☐ No ☐
6. Are you able to come to school on time? Yes ☐ No ☐
7. How do you come to school? (a) By foot (b) by bus (c) private vehicle (d) bicycle /motorcycle

Management of pupils

8. When you come to school who do you meet first?
(a) ☐ Headmistress
(b) ☐ Teachers
9. Do you see your headmistress often in school? Yes ☐ No ☐
10. How does the headmistress relate to you? Very well ☐ well ☐ Bad ☐ Very bad ☐
11. How many times do you go for assembly within a week?
(a) Once ☐ (b) Twice ☐ (c) Thrice ☐ (d) At least Four times ☐
12. Who conducts the assembly?
(a) Teacher only ☐ (b) Headmistress only ☐ (c) Both teacher and headmistress ☐ (d) None of them ☐
13. How often does the headmistress visit your classroom within a week?
(a) Once ☐ (b) Twice ☐ (c) Thrice ☐ (d) At least four times ☐

14. Does the headmistress come to meet teachers teaching you all the time?

Yes [] No [] Sometimes []

15. Does the headmistress punish pupils who come to school late? Yes [] No []

16. Who control(s) the school?

(a) Teachers [] (b) Headmistress [] (c) Both teachers and headmistress [] (d) None of them []

Classroom Organization

17. Do all teachers attend classes regularly? Yes [] No [] Sometimes []

18. Do you feel that all teachers prepare well before they come to classroom to teach? Yes [] No [] Sometimes []

19. Do teachers relate well to you when they come to classroom to teach? Yes [] No []

20. Do you feel comfortable when teachers come to class to teach?

(a) Always [] (b) Sometimes [] (c) Hardly []

21. Do teachers facilitate by allowing pupils to participate in the classroom teaching? Yes [] No [] Sometimes []

22. Do teachers allow pupils to participate by asking questions or answer questions during teaching?

23. How often do you ask or answer questions in classroom activities? (Do you contribute?)

(a) Very often [] (b) Scarcely [] (c) Not often [] (d) Not at all

24. Do pupil disturb whiles teaching is going on? Yes [] No []

25. If yes what does the teacher do to those who disturb?

(a) Nothing is done to them [] (b) They are punished []

26. Do you understand what you are being taught by teachers? Yes [] No []

27. Do teachers use teaching and learning materials in their teaching?

Yes [] No []

28. Which of the following do teachers use to teach?

(a) Textbooks [] (b) Magazine pictures [] (c) Maps [] (d) Charts, Graphs and diagrams [] (e) Television and computer programmes (f) Drawings on cardboards [] (g) Cassette tapes and music []

29. In how many subject(s) are the materials you mentioned used for teaching?

(a) 1-3 [] (b) 4-6 [] (c) 7-9 []

30. How often are you assessed?

(a) Everyday [] (b) At least once a week [] (c) Once a term []

31. What do the teachers use to assess you?

(a) Class-test [] (b) Assignment [] (c) Orally [] (d) End of term exams [] (e) Other (specify).....

32. Does your classroom organization has any effect on your education? (Example; classroom arrangement, the colour, lighting system, chairs and tables, chalkboard.)

Yes [] No []

33. Does the colour of your classroom affect your learning? Yes [] No []

34. Is your classroom bright for learning? Yes [] No [] Sometimes []

35. Is the classroom rearranged for different subjects to be taught all the time?

Yes [] No [] Sometimes []

36. Do you feel part of the school? (*Do you see yourself as a member of the school?*) Yes [] No []

37. Do you have extracurricular activities in the school? (Example; sporting activity, games, debate etc.) Yes [] No []

38. Does the extracurricular activities has any effect on your education? Yes [] No []

School Environment

39. Are your school structures (buildings, trees, lawns, and compound) conducive for teaching and learning? Yes [] No []

40. Is your school compound attractive to you? Yes [] No []

41. Do people or animals pass through your school? Yes [] No []

42. If yes do people or animal who trespass your school compound distract you whiles teaching and learning is going on? Yes [] No []

43. Does the nature of your school building have any effect on your learning?

Yes [] No []

44. Do you bring food from home to eat at school or you buy food from the school canteen?(a)

School canteen [] (b) Home food []

45. How many times are you allow to go out and eat?

(a) Once [] (b) Twice [] (c) Thrice [] (d) Unlimited []

46. Do the food sellers sell hygienic food at the school? Yes [] No []



The Assessment of Patasi M/A JHS Culture using the Organization Culture Assessment Instrument (OCAI) tool.

DOMINANT CHARACTERISTICS	NOW	PREFERRED
A. The school is like an extended family. Teachers share a lot of information and features		
B. The school allows creativity among teachers. Teachers take risks.		
C. The school is result-oriented. Main concern is for pupils to achieve.		
D. Formal procedures govern teachers' actions		
Total	100	100
SCHOOL LEADERSHIP	NOW	PREFERRED
A. The headmistress/leaders are seen as mentors		
B. The headmistress/leaders are seen as wanting their subordinates to be innovative		
C. The headmistress/leaders are seen as wanting results		
D. The headmistress/leaders are happy when the school runs smoothly		
Total	100	100
HOW TEACHERS, NON-TEACHING STAFF AND PUPILS ARE MANAGED	NOW	PREFERRED

A. The management is characterized by teamwork and participation		
B. Management is characterized by individual risk taking, freedom and innovativeness		
C. Management is characterized by competitiveness, high demands and achievement		
D. Management is characterized by security of employment and conformity to rules		
Total	100	100
WHAT BINDS THE SCHOOL TOGETHER	NOW	PREFERRED
A. The school is held together by loyalty and mutual trust		
B. The School is held together by commitment to innovation and creativity		
C. The school is held together by emphasis on achievement		
D. The school is held together by formal rules and practices		
Total	100	100
STRATEGIC EMPHASIS	NOW	PREFERRED

A. Teachers' development is emphasized		
B. Creation of new challenges is emphasized		
C. Pupil achievement is emphasized		
D. Smooth operation of the school is emphasized		
Total	100	100
CRITERIA FOR SUCCESS	NOW	PREFERRED
A. Success is defined by teacher development, teamwork or concern for people		
B. Success is defined by creation of new ideas and activities		
C. Success is defined by gaining new pupils into the school		
D. Success is defined by having dependable teachers, non-teaching staff and even pupils		
Total	100	100

APPENDIX F

OBSERVATION CHECK LIST

SCHOOL MANAGEMENT:

The headmistress' role;

1. Her daily activities in the school.
2. How she manages the affairs of the school
3. Her relationship with students and teachers
4. How she monitors the teachers so far as teaching and learning is concern
5. Her response and reactions to incidents and events that occur in the school

The teachers' role:

1. How they respond to duties
 2. Teachers arriving late at school for managerial duties
 3. Teachers absenteeism regarding managerial duties
 4. Teachers' enthusiasm in school management
- ☐ Do they keenly help manage the pupils' activities; do they participate in discussions on management?

CLASSROOM ORGANISATION

The teachers' role:

1. Are the teachers enthusiastic? Do they teach with enthusiasm?
2. Teachers preparation towards teaching
3. Topics and content treated are they from syllabus?
4. Reference books used are they from GES or teachers own books or combination of the two

5. Tools of instruction (question & answer), does the teacher pose (ask), Pause (wait a while), pounce (direct to a pupil)?
6. Make the child try to comprehend
7. Teach the child to concentrate
8. How the teacher interact with students
9. Class control
10. Intimidation or verbal abuse of students as a sign of punishment
11. Are the set down objectives achieved at the end of the lesson?

Students' role:

1. Classroom participation thus how they respond to teaching and learning
2. Classroom disturbance
3. Cheating
4. Profanity/swearing/vandalism
5. Theft
6. Intimidation or verbal abuse of other students
7. Intimidation or verbal abuse of teachers or staff

SCHOOL ENVIRONMENT

1. What goes on within the environment
2. Community trespassing the compound and stakeholders reaction towards this issue
3. Classroom environment; is it conducive for teaching and learning?
4. Do the canteen women serve the pupils at the right time (break/class times)?
5. Other food sellers trespassing the school compound?
6. Pupils leaving school compound to buy food?