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CHAPTER 5
SUMMARY, MAJOR FINDINGS, CONCLUSIONS, SUGGESTIONS, AND
RECOMMENDATIONS FOR FURTHER STUDY

5.1 SUMMARY

One of the most important duties of school is to inculcate the young people of today to become good citizens in the future, which mean that they must be knowledgeable and capable and able to develop the nation. In order to achieve this goal, the school effectiveness must be emphasized. It was found from the present study that the most important factor related the school effectiveness is the school culture. School culture influence the school effectiveness in many aspects i.e. professional leadership, shared vision and goals, learning environment, concentration on teaching and learning, professional teaching, high expectations, positive reinforcement, monitoring progress, student rights and responsibilities, and home-school relations. It can be said that the school culture is essential to a school's success or school effectiveness. School culture has direct impact on resilience building and social, emotional and academic outcomes. School culture can greatly affect the outcome of education system. If education continues to ignore the importance of school culture, the opportunity for innovative school reform will be missed.

In the present study, the school culture is identified to ten components i.e. school purpose, empowerment, decision-making, sense of community, trust, quality, recognition, caring, integrity, and diversity. School culture is designed to be the independent variable which effects on the level of the school effectiveness. This research was to study find out the level of the school effectiveness and the school culture of secondary schools in Thailand and the relationship between the school effectiveness and the school culture. The present research was conducted under the problem:

"A Study of Relationship between School Effectiveness and School Culture of Secondary Schools in Thailand"

Objectives of the study

There are four objectives in the study as follow:

(1) To study the level of school culture of secondary schools
(2) To study the level of school effectiveness of secondary schools
(3) To compare the mean scores of school effectiveness rated by secondary school teachers belonging to different groups of school culture i.e. high, moderate, and low
(4) To study the relationship between the school effectiveness and the school culture of secondary school.

Variables of the study
Two variables are there in the study as follow:

(1) **Independent variables**: There are four variables in the study as follow:

   (1.1) School culture of secondary schools which divided into three levels i.e. high, moderate, and low

   (1.2) Size of school which divided into three sizes i.e. (a) Large (number of students more than 1500), (b) Medium (number of students between 500-1500), and (c) Small (number of students less than 500)

   (1.3) Type of school which divided of two types i.e. state school and private school

   (1.4) Area of school which divided of two areas i.e. urban school and rural school

(2) **Dependent variables**
The school effectiveness of secondary school is the dependent variable of the study.

Definition of the important terms
(1) School effectiveness: School effectiveness is defined as the school accomplishes its objectives. This can be regarded as a distinct characteristic of an effective school. The effective school is the school in which students’ progress further than might be expected. School effectiveness can be judged on academic results or academic outcomes, usually measured by test or examination results. In the present study, school effectiveness is the effectiveness of secondary schools in the Central part of Thailand. There are ten factors indicate the school effectiveness: (Sammons, et al, 1995)¹

   (1.1) Professional leadership: This is refers to three characteristics of administrator and teachers which have frequently been found to be associated with successful leadership i.e.
(a) firm and purposeful (strength of purpose), (b) participate approach (involving other staff in decision-making), and (c) leading professional (professional authority in the processes of teaching and learning).

(1.2) Shared vision and goals: This refers to practices of the school when staff build consensus on the aims and values of the school through the consistent, effective communication, share goals and collaborative ways of working and of decision-making. Five factors are indicated the shared vision and goals: (a) Unity of purpose, (b) consistency of practice, collegiality and collaboration, learning organization, and staff development.

(1.3) Learning environment: This refers to the orderly atmosphere and the attractive working environment.

(1.4) Concentration on teaching and learning: this refers to the school's concentration on the actual process of learning and on achievement. It is clearly vital for schools and teachers to focus on the quality as well as the quantity of teaching and learning which takes place. Three factors which associate with concentration on teaching and learning are maximization of learning time, academic emphasis, and focus on achievement.

(1.5) Professional teaching: This is refers to the quality of teachers to perform their full potential in teaching. The outstanding factor that emerges the professional teaching is the efficient organization, clarity of purpose, structured lessons, and adaptive practice.

(1.6) High expectations: This refers to the positive expectations of students' academic achievement and students' well being. Teachers can set the high standard of expectations under the three factors i.e. high expectations all round, clear communication of expectations, and providing intellectual challenge.

(1.7) Positive reinforcement: This refers to rewards and positive incentives which associate with the better outcomes. Two factors related the positive reinforcement are clear and fair discipline and feedback.

(1.8) Monitoring progress: This refers to well-established mechanisms for monitoring the performance and progress of students, classes, the school as a whole, and improvement programmes. These procedures may be formal or informal, but either way they contribute to a focus on teaching and learning and often play a part in raising expectations and in positive reinforcement. It can be said that this is included the monitoring students' performance and
school performance.

(1.9) Student rights and responsibilities: This refers to the gains in effectiveness when the self-esteem of students is raised. The students have an active role in the life when they are given a share of responsibility for their own learning. Three factors related the student right and responsibilities: (a) raising students’ self-esteem, (b) positions responsibility, and (c) positive relations with students.

(1.10) Home-school relations: This is refers to the supportive relations and co-operation between home and schools for the school effectiveness. Parental involvement and positive relations with community are the two aspects related the home-school relations.

(2) School culture: School culture is the behavioral pattern and regulation of the personnel in each school, which is to be in the same trend. This stipulated through the belief and the values of the particular school members, and would reflect the school culture. School culture can be defined as the historical transmitted patterns of values, beliefs, norm, rituals, ceremonies, myths, and traditions which build up or inherited overtime within the school, as a procedure for school members to work together. It has been relayed from one generation to new generation in the school as an acceptable practice which shape and maintain strong idea, emotion, feeling, action and perception of students, teachers, administrators, parents and communities. In the present study, school culture is the culture of secondary schools in the Central part of Thailand. There are ten components of the school culture: (Sergiovanni, 1988)

(2.1) School purposes: This refers to the purpose of secondary school which conduces to the policy stipulation, the operational procedure, and the appropriate operation of the rules and regulations. It is the goals or the criterion standard and the induction for the school staff to work effectively.

(2.2) Empowerment: This refers to the way the administrator empowers the decisive authority to the personnel for an execution such as giving a chance for the school staff to partake in the administration, creating a sense of attachment and community. This would enhance the working actuation for the staff to accomplish the school’s purpose together.

(2.3) Decision making: This refers to the rational process in speculating, analyzing, and selecting an option for the execution. The decision making can be done prudently through the process of activities, for the efficiency of the organizational operation such as: (a) The
intellectual activity, which stresses on the compilation of information and statistics to be used in the decision making. (b) The designing activity is the analysis of information to find a means for the operation, and (c) This is an activity pertaining to the suitable option for the execution.

(2.4) Sense of community: This refers to is a feeling that members have of belonging or of sharing a sense of personal relatedness, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together. It is a sense of mattering, of making a difference to a group and of the group mattering to its members.

(2.5) Trust: This refers to an atmosphere of trustworthiness which occurs through the school personnel. The administrator trust the teachers in their decision making, and in their operation, with a belief that man can develop for well performed. The indicators of trustworthiness atmosphere are reliance, warmness, acceptance each other’s values, collaboration, consensus among staff, and open mind.

(2.6) Quality: This refers to the quality and standard operation of the teacher; including the reliance on the teachers’ proficiency and the students’ ability. This also includes the realization in the high expectation in the high standard of school quality and the development of staff for deep mastery of subject matter.

(2.7) Recognition: This refers to an opportunity rendered by the school in recognizing the teachers’ acceptable ideas, recognition in the accomplishment and the task of the teachers and the students, both outside and within the school. This also includes the egoism, such as the need to be praised, the need to control others, the used of orders and influence over others, the need to be independence, the need to be free from all coercion, the need to have self-confidence, the need to be successful, the need to overcome all obstacles, and the need to become what one wanted to be.

(2.8) Caring: This refers to the school’s attention for the well being and the operation of the teachers, and supports them in the progression of their function. The caring which is given to each other will create a sense of attachment and devotion for the school accomplishment.
(2.9) Integrity: This refers to a quality of a person’s character in wholeness as a human being. It is a guideline, a benchmark, a point to reference or a goal that is use to make decisions that rely on truth, honesty, soundness, completeness, sincerity, and honour.

(2.10) Diversity: This refers to the commitment of recognizing and appreciating the variety of characteristics that make individuals unique such as the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. In the school, diversity of the personnel such as students, teachers, administrator is the school’s priority in the different philosophy, beliefs, personality. This includes the different ways of teaching of each teacher, and the flexibility in the learning-teaching, taking in mind the difference of the students.

Research questions

There 11 research questions in the study as follow:

(1) What is the level of school culture of secondary schools in total score and in different components?

(2) What is the level of school effectiveness of secondary schools in total score and in different factors?

(3) Is there the significant difference between mean scores of school effectiveness rated by secondary school teachers belonging to different groups of school culture i.e. high, moderate, and low?

(4) Is there the significant relationship between the school effectiveness and the school culture of secondary schools (total group of sample)?

(5) Is there the significant relationship between the school effectiveness and the school culture of large secondary schools?

(6) Is there the significant relationship between the school effectiveness and the school culture of medium secondary schools?

(7) Is there the significant relationship between the school effectiveness and the school culture of small secondary schools?

(8) Is there the significant relationship between the school effectiveness and the school culture of state secondary schools?

(9) Is there the significant relationship between the school effectiveness and the
school culture of private secondary schools?

(10) Is there the significant relationship between the school effectiveness and the school culture of urban secondary schools?

(11) Is there the significant relationship between the school effectiveness and the school culture of rural secondary schools?

**Hypotheses of the study**

There are 9 hypotheses in the study as follow:

(1) There will be no significant difference between scores of school effectiveness rated by total group of sample of secondary school teachers belonging to different groups of school culture i.e. high, moderate, and low.

(2) There will be no significant relationship between the school effectiveness and the school culture of secondary schools (total group of sample).

(3) There will be no significant relationship between the school effectiveness and the school culture of large secondary schools.

(4) There will be no significant relationship between the school effectiveness and the school culture of medium secondary schools.

(5) There will be no significant relationship between the school effectiveness and the school culture of small secondary schools.

(6) There will be no significant relationship between the school effectiveness and the school culture of state secondary schools.

(7) There will be no significant relationship between the school effectiveness and the school culture of private secondary schools.

(8) There will be no significant relationship between the school effectiveness and the school culture of urban secondary schools.

(9) There will be no significant relationship between the school effectiveness and the school culture of rural secondary schools.

**Importance of the study**

Educational quality is the key to success for a nation especially Thailand. School is the place where all activities of social development take place. This is an organization which
culture is very important factors for the successful working. The culture of the school reflects the local culture in many ways (Rossman, Corbet and Firestone, 1988; Welch, 1989). It promotes a school purpose, sense of pride, sense of responsibilities, and involves everyone in enhancing the quality of school life and organizational health. (Muhammad Arshad, 2003)

The researcher attempts to determine the relationship between the school culture and school effectiveness. Several studies show that the school culture is associated with the school effectiveness. Results indicate that school culture influence the school effectiveness in many aspects i.e. students’ achievement, teachers’ performance, effective teaching & learning, school climate, and home-school relationship. The effective school is one in which students’ progress further than might be expected from consideration of its intake. An effective school thus adds extra value to its students’ outcomes in comparison with other schools. By contrast, in an ineffective school students make less progress than expected. The school effectiveness is directly linked to the school culture, especially in the recent times when global reforms in education and innovation. It is needed to consider how to make the school more effective and raise quality and standards of achievement. Educational planners and policy makers have to concentrate on the improvement of the school effectiveness using the help of the school culture. Therefore, to increase the degree of school effectiveness, it means that to increase the production of the desire results or outcome. It is clear that the school culture plays an important role as the heart of school effectiveness. The school culture should be examined for more improvement which leads to the improvement of school effectiveness.

The present study was designed to provide guideline for improving the school effectiveness which will effect from the school culture. The school administrators, teachers, government and policy makers can use the results of the present study for providing the better level of school cultures for the school effectiveness i.e. (a) Abilities to improve the school effectiveness (quantity and quality of school’s outcomes), (b) Abilities to maintain the school culture, and (c) Stabilities to reach the goal attainment of school effectiveness.

Research design

According to the objectives, the present study was mainly interested in finding out the level of the school effectiveness and the school culture and the relationship between the school effectiveness and the school culture. To fulfill the objectives of the study, the researcher
decided to make use of descriptive research (survey method) which was considered appropriate method of obtaining specific information about the research situation.

**Tools and characteristics of the tool**

The researcher desired to make use of the tool in form of the Likert scale. This scale was to measure the secondary school teachers' agreement about the school effectiveness and the school culture. Each scale was constructed by the researcher and consisted of 60 statements. Each statement has five levels of agreement i.e. "strongly agree" or "agree" or "uncertain" or "disagree" or "strongly disagree". The teachers can mark the level of agreement according to their opinions.

The Item-Test Correlation \( r_{xy} \) was applied for establishment of validity of the scale. The scale which measures the school effectiveness consisted of ten factors i.e. professional leadership, shared vision and goals, learning environment, concentration on teaching and learning, professional teaching, high expectations, positive reinforcement, monitoring progress, student rights and responsibilities, and home-school relations indicated the validity index \( r_{xy} \) value) between 0.61 - 0.83 which was at excellence level. The scale which measures the school culture consisted of ten factors i.e. school purpose, empowerment, decision-making, sense of community, trust, quality, recognition, caring, integrity, and diversity indicated the validity index \( r_{xy} \) value) between 0.62 - 0.84 which was at excellence level.

\[ t - test \] was used to establish the discrimination index of the scales. It was found that the statement in the scale which measures the school effectiveness and the scale which measures obtained the \( t - value \) greater than 1.75 which given statements differentiated between upper group and lower group.

Test-retest method (Pearson Product Moment Co-efficient Correlation: \( r_{xy} \)) was used to establish the reliability of the scale. The scale which measures the school effectiveness and the scale which measures the school culture were found the correlation efficient \( r_{xy} = 0.90 \).

**Population and Sample of the study**

The population of the present study was the secondary school teachers who teach in secondary school in Thailand. 1586 secondary school teachers were selected by stratified
random sampling method to be the sample of the study using the size of sample suggested by Krejcie, R.V. & D.W. Morgan. 297 secondary school teachers were belonged to large secondary schools whereas 748 and 541 teachers were belonged to medium and small secondary schools. 1,012 secondary school teachers were belonged to state secondary schools whereas 574 teachers were belonged to private secondary schools. There are 877 teachers belonging to urban secondary schools whereas 709 teachers belonging to rural secondary schools.

**Technique of analysis of data**

The data collected by the tool was analyzed according to the hypothesis.

1. In order to determine the level of level of the school effectiveness and the school culture in total score and in different factors/components, mean (\( \bar{X} \)) and standard deviation (S.D.) was calculated.

2. The analysis of variance (ANOVA) was used to test the significance of difference between mean scores of the school effectiveness rated by secondary school teachers belonging to different groups of level of the school culture i.e. high, moderate, and low.

3. The Studentized Range Statistics Test (q) was used just to get the general idea about the difference between mean score of school effectiveness rated by secondary school teachers belonging to different groups of level of the school culture i.e. high, moderate, and low.

4. Pearson Product Moment Correlation Co-efficient (\( r_{xy} \)) was used to test the significant relationship between the scores of the school effectiveness and the school culture rated by secondary school teachers.

**5.2 MAJOR FINDINGS**

The findings of the present study are as follow:

1. The school effectiveness of secondary schools in total score and in different factors was at moderate level. There are ten factors included in the school effectiveness i.e. professional leadership, shared vision and goals, learning environment, concentration on teaching and learning, professional teaching, high expectations, positive reinforcement, monitoring progress, student rights and responsibilities, and home-school relations. The factors of “High Expectation” obtained the highest mean scores of the school effectiveness which was
at high level whereas the factor of “Home-School Relations” obtained the lowest mean score which was at moderate level.

Seven factors of the school effectiveness (i.e. professional leadership, learning environment, concentration on teaching and learning, professional teaching, monitoring progress, student rights and responsibilities, and home-school relations) obtained the mean scores at moderate level whereas the other three factors of the school effectiveness (i.e. shared vision and goals, high expectations, and positive reinforcement) obtained the mean scores at high level.

(2) The total mean score of the school effectiveness rated by secondary school teachers belonging to large school was at high level whereas the total mean score of the school effectiveness rated by secondary school teachers belonging to medium and small school were at moderate level.

(3) The total mean score of the school effectiveness rated by state secondary school teachers was at high level whereas the total mean score of the school effectiveness rated by private secondary school teachers was at moderate level.

(4) The total mean score of the school effectiveness rated by urban secondary school teachers was at high level whereas the total mean score of the school effectiveness rated by rural secondary school teachers was at moderate level.

(5) The mean score of the school culture of secondary schools rated by secondary school teachers was at moderate level. The school culture consisted of ten components i.e. school purpose, empowerment, decision-making, sense of community, trust, quality, recognition, caring, integrity, and diversity. The components of “School purpose” obtained the highest mean scores of the school culture which was at high level whereas the component of “Caring” obtained the lowest mean score which was at moderate level.

Seven components of the school culture (i.e. school purpose, decision-making, sense of community, trust, caring, integrity, and diversity) obtained the mean scores at moderate level whereas the other three components of the school culture (i.e. empowerment, quality, and recognition) obtained the mean scores at high level.

(6) The total mean score of the school culture rated by secondary school teachers belonging to large school was at high level whereas the total mean score of the school culture
rated by secondary school teachers belonging to medium and small school were at moderate level.

(7) The total mean score of the school culture rated by state secondary school teachers was at high level whereas the total mean score of the school culture rated by private secondary school teachers was at moderate level.

(8) The total mean score of the school culture rated by urban secondary school teachers was at high level whereas the total mean score of the school culture rated by rural secondary school teachers was at moderate level.

(9) There was the significant difference between mean scores of school effectiveness rated by secondary school teachers belonging to different groups of school culture i.e. high, moderate, and low. It was further found that the secondary school teachers belonging to high groups of level of the school culture obtained greater mean score on the school effectiveness than the secondary school teachers belonging to moderate and low groups of level of the school culture. The secondary school teachers belonging to moderate group of level of the school culture obtained greater mean score on the school effectiveness than the secondary school teachers belonging to low groups of level of the school culture.

(10) There was the significant relationship between the school effectiveness and the school culture of secondary schools (total group of sample).

(11) There was the significant relationship between the school effectiveness and the school culture of large secondary schools.

(12) There was the significant relationship between the school effectiveness and the school culture of medium secondary schools.

(13) There was the significant relationship between the school effectiveness and the school culture of small secondary schools.

(14) There was the significant relationship between the school effectiveness and the school culture of state secondary schools.

(15) There was the significant relationship between the school effectiveness and the school culture of private secondary schools.

(16) There was the significant relationship between the school effectiveness and the school culture of urban secondary schools.
(17) There was the significant relationship between the school effectiveness and the school culture of rural secondary schools.

5.3 CONCLUSIONS

From the results of the present study, it can be concluded that:

(1) The school effectiveness of secondary schools was at moderate level. The school effectiveness of secondary school in the factors of professional leadership, learning environment, concentration on teaching and learning, professional teaching, monitoring progress, student rights and responsibilities, and home-school relations were found at moderate level whereas the school effectiveness of secondary school in the factors of shared vision and goals, high expectations, and positive reinforcement were found at high level.

The mean score of school effectiveness of secondary schools in total score rated by secondary school teachers belonging to large school was at high level whereas the mean scores of school effectiveness of secondary schools in total score rated by secondary school teachers belonging to medium and small school were at moderate level.

The mean score of school effectiveness of secondary schools in total score rated by state secondary school teachers was at high level whereas the mean scores of school effectiveness of secondary schools in total score rated by private secondary school teachers was at moderate level.

The mean score of school effectiveness of secondary schools in total score rated by urban secondary school teachers was at high level whereas the mean scores of school effectiveness of secondary schools in total score rated by rural secondary school teachers was at moderate level.

(2) The school culture of secondary schools was at moderate level. The school culture of secondary school in the components of school purpose, decision-making, sense of community, trust, caring, integrity, and diversity were found at moderate level whereas the school culture of secondary school in the components of empowerment, quality, and recognition were found at high level.

The mean score of school culture of secondary schools in total score rated by secondary school teachers belonging to large school was at high level whereas the mean
scores of school culture of secondary schools in total score rated by secondary school teachers belonging to medium and small school were at moderate level.

The mean score of school culture of secondary schools in total score rated by state secondary school teachers was at high level where as the mean scores of school culture of secondary schools in total score rated by private secondary school teachers was at moderate level.

The mean score of school culture of secondary schools in total score rated by urban secondary school teachers was at high level where as the mean scores of school culture of secondary schools in total score rated by rural secondary school teachers was at moderate level.

(3) There was the significant difference between mean scores of the school effectiveness rated by secondary school teachers belonging to different groups of level of the school culture i.e. high, moderate, and low. It can be said that the school culture does effect on the mean scores of the school effectiveness of secondary schools.

(4) The school culture and the school effectiveness indicated highly positive relationship. The sign of the correlation coefficient shows that if the school culture increases, the school effectiveness of secondary school also increases. On the other hand, if the school culture decreases, the school effectiveness of secondary school also decreases.

5.4 SUGGESTIONS

In the situation of education today, schools have faced the challenge to improve the educational quality. The national's aims are required all schools and students to be proficient in state standards, thus, school effectiveness is now necessary to be identified.

School effectiveness is defined as the school accomplishes its objectives. This can be regarded as a distinct characteristic of an effective school. The effective school is the school in which students' progress further than might be expected. School effectiveness can be judged on academic results or academic outcomes, usually measured by test or examination results.

For increasing the school effectiveness, Purkey, S. C. and Smith, M.S. (1995)\(^6\) suggest that the school leader should emphasize in development of the policy of the school.
culture to enhance the effectiveness. The following are the essential elements for increasing the school culture:

1. Foster collaboration and create a positive culture with high expectation.

2. Creating and sustaining a positive school culture under the six elements:
   (a) collaborative leadership, (b) teacher collaboration, (c) professional development,
   (d) collegial support, (e) unity of purpose, and (f) learning partnership in the schools.

3. Focus on learning and promote the ongoing professional development/life-long-learning of school members and the development of organizational capacity.

4. Students are comfortable talking with teachers about academic and personal issues.

5. Verbal and written reflection shared among members.

6. Ensure that planning for improvement is seen as the norm, encourage reflective practice and institutional self-evaluation.

7. Maintain and emphasis on fostering students’ progress and promoting other important affective and social behavioural educational outcomes and recognize that the two are complementary.

8. Monitor equity in outcomes for different student groups and focus on reducing the achievement gap, with greater attention to the benefits of early intervention.

9. Focus on staff reflection, group’s shared beliefs, customs, and create clear policies and expectations through discussion about what was considered as desirable school relationship and appropriate behaviour. Setting in place consistent, immediate and fair consequences for both appropriate and inappropriate behaviour should be emphasized.

10. Diversity recognized and celebrates successful practice.

11. Use both research and inspection evidence to promote improvement.

12. Encourage the participation of teachers in decision making can increase the integration of schools.

13. Involve teachers in the process of school planning and policies.

14. Involve parents in the school planning and decision-making i.e. (a) bring parents and community into school, (b) use multiple sources of communication, (c) develop
respect with deep sensitivity and appreciation, (d) build trust, (e) provide recognition, and establish a strong brand which conveys the core values of the school.

Wyatt (1996)\(^7\) states that the most important factor related to school effectiveness is the school culture. School culture influences the school effectiveness in many aspects i.e. professional leadership, shared vision and goals, learning environment, concentration on teaching and learning, professional teaching, high expectations, positive reinforcement, monitoring progress, student rights and responsibilities, and home-school relations. It follows that highly school effectiveness must depend up on the higher level of school culture. So, school culture is essential to a school's success.

Wangner (2006)\(^8\) explains that school effectiveness never will improve until the school culture is improved. Schools that have improved have put the emphasis on culture and the school culture can have a marked impact on students' performance and students' outcomes. It is needed for school to make school culture "strong" with actions, traditions, symbols, ceremonies, and rituals. Schools should have a generally "positive" culture that is focused on student achievement and success. Effective schools should make sure that even the smallest aspects of daily life align with the core ideology and envisioned future.

Creating and sustaining a positive school culture is vital to realize the academic goals of nations. Fullan (2000)\(^9\) suggested that successful schools have cultures that encourage teachers working collaboratively. As teachers collaborate, they develop stronger instructional strategies, and these strategies ultimately enhance student achievement. Fullan and Hargreaves (1996)\(^10\) stated that the culture of the school was the key to successful school improvement. A school's culture is one of the most difficult to describe and yet one of the most important elements in its success or failure in educating its students. Culture can most nearly be described as the sum of all perceptions and emotions attached to the school, both good and bad, held by students, faculty, administrators, parents, and the community at large. Some schools are seen as better or worse than they are, some have "reputations," some are suffocating while others nurturing. Every school is perceived as different and every school has its own culture.
If the school leader wants to create a school culture, then the suggestions should be as follow: (Garry, R., 2008)  

1. Establish super-ordinate goals.
2. Help each school member understand that everyone is bi-cultural. That is, each person belongs to his or her own culture as well as the school culture.
3. Ensure that all phases of curriculum activities help students to understand the role of culture, to understand other cultures and most important, give them the tools to interact and communicate successfully with people from other cultures, different religions, genders and sexual persuasions.
4. Encourage the development of a strong school identity. Ensure that sub-groups support the goals of the school culture and that membership in all groups is open to all.
5. Encourage students to work, play, study and create in groups.
6. Establish physical, social and organizational practices that encourage both formal and serendipitous communication among all members of the school members.
7. Emphasize win/win, personal best, and person against nature competition.
8. Avoid person-to-person, group-to-person, and group-to-group competition.
9. Focus on using the group’s creativity to produce additional scarce resources. Include in one’s definition of scarce resources such intangibles as the degree to which staff members, teachers and students feel safe, valued, productive and creative.
10. Ensure that leaders and influential members of the culture understand the way that asymmetric power and resources can negatively impact members of the culture and work to mitigate that impact.
11. Create and support explicit rules governing behaviour.
12. Make the implicit rules of behaviour explicit.
13. Create symbols, ceremonies, events, special days, and ways of behaving that support the super-ordinate goals.
14. Measure the degree to which the organization is meeting its cultural goals.
15. Establish leadership and procedures to implement and monitor the new culture.

16. Create the school climate on five basic aspects i.e. physical environment that is welcoming and conducive to learning, social environment that promotes communication and interaction, affective environment that promotes a sense of belonging and self-esteem, academic environment that promotes learning and self-fulfillment, and welcoming environment to all students, parents and communities.

17. Focus on professional development and staff reflection, and sharing of professional practice.

18. Foster effective communication with staff, students, parents, and communities. This can be done through the expression of the clearly ideas i.e. written and oral form, listens and responds.

19. Encourage positive interpersonal relationships, characterized by an atmosphere of trust, openness, collaboration, fairness, integrity, effective problem solving, decision-making participation, and leadership opportunities.

West & Hopkins (1996)\textsuperscript{12}, Mortimore (1998)\textsuperscript{13}, and McGilchrist, et al. (2004)\textsuperscript{14} suggested “five doors” for school improvement, which are seen to open a “passageway” into promoting a positive school culture. The five doors are:

1. Collegiality: The development of cohesive and professional relationships between staff (and community) to create a culture that embraces broad vision directed at improvement as well as day-to-day operations.

2. Research: Acquainting staff with the findings of research into teaching methods, which can be used to define local problems and identify solutions.

3. Site-specific information: Encourage staff to collect and analyze data about their students, schools and the effects of change efforts.

4. Curriculum initiatives: Introducing change within or across subject areas.

5. Instructional initiatives: Staff development in teaching skills and strategies, for example generic teaching skills, repertoires of teaching methods, specific approaches or styles.
The Centre for Improving School Culture (2010)\textsuperscript{15} suggest three major indicators of a healthy school culture as follow:

1. Collaboration is characterized as the degree to which people work together, share information and instructional strategies, and are encouraged to have constructive discussions and debates.

2. Collegiality is about a sense of belonging, emotional support, and inclusion as a valued member of the organization.

3. Efficacy tends to focus on how stakeholders’ view themselves. Do they feel as if they have control of their destinies or do they view themselves as helpless victims of "the system?" Do they respect research-supported evidence about good teaching or are they rigidly attached to the status quo?

Wagner, C. & Phillips, G. (2003)\textsuperscript{16} illustrate that there are distinct signs of a positive school culture. They include:

1. Staff stability and common school goals
2. Curricular and instructional components are well defined
3. Open and honest communication is encouraged, and staff members demonstrate humor and trust
4. Stakeholders are recognized in school-wide celebrations
5. Staff members are recognized as well in those celebrations
6. School leaders and district leaders provide tangible support

Wagner, C. & Phillips, G. (2003)\textsuperscript{17} suggest that positive school cultures can be developed through assessment, analysis, improving and strengthening a school's identity, and then monitoring progress. Surveys can serve as an excellent benchmarking tool for schools to evaluate current school culture. Some schools assess the school culture as often as four times a year. Research can significantly impact a school's future based on data received and information learned. A triage survey, which all staff members complete 17 questions about school culture, and, based on that, administrators can determine the current condition and decide whether the culture needs to be monitored or maintained, or whether it needs intensive care. (Triage is a medical term that refers to a quick assessment of a situation to determine
which areas need help first.) The process of triage survey also includes a survey for school personnel, but with different questions from the triage survey; observations, interviews with staff members; and then an analysis of the data. Evaluators are looking for major trends and important rituals and traditions that determine the uniqueness of the school culture. They also look for opportunities for positive growth and make suggestions for improvements.

Deal (1985)\textsuperscript{18} emphasizes that the goals for school leaders should be concentrates on the development and maintenance of the strong cultures. Schools with strong cultures will have effective leadership with exceptional student performance. He identified eight attributes of effective schools with strong cultures:

1. Shared values and a consensus on “how we get things done around here.”
2. The principal as a hero or heroine who embodies core values.
3. Distinctive rituals that embody widely shared beliefs.
4. School members as situational heroes or heroines.
5. Rituals of acculturation and cultural renewal.
6. Significant rituals to celebrate and transform core values.
7. Balance between innovation and tradition and between autonomy and control.
8. Widespread participation in cultural rituals.

Phillips and Wagner (2003)\textsuperscript{19} suggest that schools have unique cultures; the link is consistently made to demonstrate the impact of culture on the direct influences of both student achievement and job satisfaction. In Phillips and Wagner’s 2003 publication, an extensive model is provided to assess culture. Plans of action should also be established to address areas of culture needing improvement. There are thirteen possible characteristics identified by Phillips and Wagner for cultural improvement in schools – collegiality (the way adults treat each other;) efficacy (the feeling of ownership or capacity to influence decisions;) high expectations (excellence is acknowledged; improvement is celebrated;) experimentation and entrepreneurship (new ideas abound and inventions occurs;) trust and confidence (participants believe in the leaders and each other;) tangible support (efforts at improvement are substantive
with abundant resources made available by all; appreciation and recognition improvement (people feel special and act special; humor (caring is expressed through “kidding;”) shared decision-making by all participants (anyone affected by a decision is involved in making and implementing the decision;) protect what is important (participant keep the vision and avoid trivial tasks;) traditions (celebrations;) open and honest communication (information flows throughout the organization in formal and informal channels;) and metaphors and stories (evidence of behavior being communicated and influenced by internal imagery).

Monitoring, assessing, and improving school culture is one of the roles of school leaders must assume pertinent to school improvement. School leader has to “set high expectations” for teaching and learning which requires the leader to engage in many facilitative roles in the context of the environment of the school. The manner in which the leader facilitates the environment will be dependent on the leader’s use of leadership perspectives and skills and traits discussed throughout the paper. The leadership perspectives emphasize the role of the leader as “key” to school improvement; there is one perspective that challenges the assumption that one individual has to “make the change happen.” The distributive leadership model embraces the notion of leadership by teams, groups, and organizational factors as contributing factors to effectiveness in organizations. Therefore, multiple individuals are involved in the completion of leadership tasks. Proponents of distributed leadership suggest that this perspective is essential in schools because schools are so complex, and the tasks are so broad that many individuals must participate in accomplishing tasks (Hoy & Miskel, 2008).

Bossert and Colleagues (1982) suggested that culture is a technical force of effective leadership. Culture directly impacts students and teachers behaviour. The link to culture in the varying models of leadership obviously validates the importance of culture in school; particularly the link of culture to school effectiveness. The multiple perspectives of the skills and traits required for effective school also validates the importance of leaders to develop and maintain relationships with staff members. The developing and maintaining of the positive relationships with staff is a critical component of developing and nurturing positivisms in cultures in schools. When there are cultures that are more positive, teacher performances will
be better which will ultimately lead to improved student performances. Culture is the distinctive identity of schools and it is definitely a critical component of school effectiveness.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

For further studies, the research should be studies under the following problems:

(1) There should be a study of developing of a more positive school culture for the school improvement.

(2) There should be a study of positive school culture and the student achievement.

(3) There should be a study of the roles of school administrators in shaping the school culture for effective schools.

(4) There should be a study of impact of school culture, school effectiveness, and school improvement on the students' achievement and teachers' performance.

(5) There should be a study of the influence of leadership style on the school effectiveness.

(6) There should be a study of students' perception on school culture and the school effectiveness.

(7) There should be an investigation of factors affecting on the school culture and school effectiveness.

(8) There should be an investigation of the obstacles of building and sustaining a positive school culture and the effect on the school effectiveness.

(9) There should be an investigation of a new model of school culture for the school in a changing world.

(10) There should be an investigation about the developing framework for school self-evaluation to improve the school culture and school effectiveness.

(11) There should be an experimental study about the best practice of effective school in maintaining the positive school culture.

(12) There should be a project reviewing the intersection of school culture, leadership, professional development, and environment for the school effectiveness.
References


10. Ibid.

11. Ibid.


