# CHAPTER 2
THEORETICAL ORIENTATION AND REVIEW OF RELATED LITERATURE

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CHAPTER 2
THEORETICAL ORIENTATION AND REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION
From the start of the 21st Century, the schools of several nations faced many challenges and a fast process of change. Thai education challenges of the 21st Century force the schools to deal with school effectiveness. In this situation, effective school improvement is played an important role on the agenda of Thai educational policies. School effectiveness is strongly focusing to find out the beliefs, attitude, values, norm, and make coordination among them for the increasing of efficiency, productivity, and performance. The pattern of beliefs, attitude, values, and norm of the schools can be called the school culture. From this point, it is accepted the school culture plays a very important roles on the school effectiveness. The more a school pays attention for the school culture, the more effectiveness of the school will be occurred.

For understanding about research literature, the present chapter has summed up the scopes of documents and researches regarding the school effectiveness and school culture as follow:

2.2 THEORETICAL ORIENTATION RELATED TO SCHOOL EFFECTIVENESS

2.2.1 Definition of effectiveness
There are various definition of effectiveness from different perspectives. For Example, in organization, effectiveness refers to an organization accomplishing its specific objectives Beare, Caldwell & Millikan. (1989)¹ Effectiveness is the extent to which objectives are met or an activity fulfils its intended purpose or function. (Erlendsson, 2002)² In economic, definition of effectiveness is described as the extent to which the desired level of output is achieved. It is the degree to which an organization manages to control internal organizational and environmental conditions, in order to provide the outputs expected by external constituencies. (Scheerens, Glas, & Thomas, 2003)³.

Effectiveness can be regarded as the extent to which a set of goals is achieved and is a reflection of something being done well in an organization or by an individual.
Whereas a company, for example, can measure its effectiveness by reference to the profit or loss it makes. (Australian Government, 2004)\(^4\)

According to UNESCO (2007)\(^5\), effectiveness is an output of specific review/analyses that measure (the quality of) the achievement of a specific goal or the degree to which an organization can be expected to achieve specific requirements.

Effectiveness can be defined as the degree to which objectives are achieved and the extent to which targeted problems are resolved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing." (Business Dictionary.com. 2010)\(^6\)

From the definition mentioned above, it can be concluded that effectiveness can be defined as the degree to which a set of goals or objectives are achieved on the specific requirements.

2.2.2 Definition of school effectiveness

The definition of school effectiveness is very complex. In its simplest form, concern for school effectiveness includes the students’ achievement, quality of curricula and instruction offered to students. If the students are to achieve levels of productivity, citizenship, and personal comfort, it is the effectiveness of schools.

Cheng, K. M. & Wong, K. (1996)\(^7\) presented a technical definition of effectiveness as school outputs limited to those in schools or just after schooling (e.g., learning behavior, skills obtained, attitude change, etc.

Harris, Bennet and Preedy (1997)\(^8\) mentioned that school effectiveness could indicate how well the school is managed by the school leader and how well parents and the community are involved.

Morley and Rassool (1999)\(^9\) attempt to highlight the fact that school effectiveness is based on three distinct discourses, namely, leadership, management and organization. Organization of the school often has a predestined structure prescribed by the education authorities. The effectiveness of the school could be imposed by the government by the
design of evaluation tools such as checklists and inspection, which may not necessarily enhance effectiveness, but seek to determine learner attainment.

Sammons, P. (1999)\textsuperscript{10} defines the school effectiveness as the student-achievement or the school which makes the student progress and meet the important goal of education. Thus, school effectiveness is strongly emphasizing on academic goals and employment life chances.

Teddlie and Reynolds (2000)\textsuperscript{11} argue that an effective school is a school that can achieve or exceed its prior set goals. Effective schools are those that successfully progress the learning and personal development of all of their students and can be judged merely academic performance.

School effectiveness refers to the school accomplishes its objectives. This can be regarded as a distinct characteristic of an effective school. In this regard, Bennet, Crawford and Cartwright (2003)\textsuperscript{12} define an effective school as 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.

Muhammad Arshad. (2003)\textsuperscript{13} explains that school effectiveness can be defined as the degree to which a school realizes its goals such as productive of school climate and culture, student’s learning skills, appropriate monitoring of student progress, staff development, outstanding leadership, salient parent involvement, effective instructional arrangement and implementation, and high operationalize expectations.

Australian Government. (2004)\textsuperscript{14} describes that the effectiveness of an organization like a school could be gauged from the level of satisfaction of the people associated with it, or by a measure of the operation of its internal processes and procedures – for example, communication within the school, or between the school and parents. In terms of outcomes, an effective school is one in which students are able to achieve, in a wide range of endeavours, at a level consistent with their potential. An effective school can lessen the impact that a student’s background may have on their level of achievement.
A further concept of school effectiveness is to consider the degree to which schools can add value to the achievement of the students over and above the progress or improvement that might be expected given the characteristics of the intake of the student body. The most effective schools are those where student outcomes exceed expectations. More recently, the notion of ‘value added research’ has come into focus. This involves comparing school performance after taking into consideration contextual factors in a school, such as the socioeconomic status of the students.

Campbell, et al. (2004) \(^{15}\) differentiate between school effectiveness and teacher effectiveness: school effectiveness refers to the impact that school-level factors, such as leadership, school climate, and school policies, have on students’ performance, whereas teacher effectiveness refers to the impact that classroom factors, such as teaching methods, teacher expectations, classroom organizations, and the use of classroom resources, have on students’ performance.

Waner, A.I. (2005) \(^{16}\) illustrates that school effectiveness is the effectiveness of school which achieve or exceed its academic goals. A rather different view is that schools are effective if their students’ performance at a higher than average level than an average school. Therefore, school effectiveness is the ability of a school to achieve or exceed its goals. The goals set should be reflective of students’ academic ability.

From the definition mentioned above, it can be concluded that school effectiveness is the degrees to which the schools are successful in accomplishing their goals/ objectives/expectations or fulfilling their administrative, students’ achievement, instructional arrangement and implementation, personal development, and parents-community relations.

### 2.2.3 Factors related school effectiveness

Rutter et al. (1979) \(^{17}\) identified eight main factors related the school effectiveness as follow:

1. School ethos;
2. Effective classroom management;
3. High teacher expectations;
4. Teachers as positive role models;
(5) Positive feedback and treatment of students;
(6) Good working conditions for staff and students;
(7) Students given responsibility;
(8) Shared staff-student activities.

Department of Education and Science (1988) suggests twelve factors related to the school effectiveness as follows:

1. Good leadership by senior and middle managers;
2. Clear aims and objectives that were translated into classroom practice;
3. An emphasis on high academic standards;
4. A relevant but orderly and firm classroom atmosphere;
5. Positive relationships with students, encouraging them to express their views;
6. A well-planned curriculum;
7. Concern for students' overall well-being, with effective pastoral systems;
8. Well-qualified staff who possessed effective subject and pedagogical knowledge;
9. Suitable and stimulating physical environments;
10. Effectively deployed resources;
10. Positive relationships with the community;
12. The capability to identify and solve problems and to manage change and development.

Weindling (1989) identifies twelve key factors of school effectiveness as follows:

1. An emphasis on learning;
2. The learning environment;
3. Purposeful teaching;
4. High expectations;
5. Shared vision and goals;
6. Professional leadership;
7. Monitoring progress;
8. Home-school relations;
(9) Students’ rights and responsibilities;
(10) Positive reinforcement;
(11) Staff development;
(12) Outside support.

Smith and Tomlinson (1990)\textsuperscript{20} suggested four key factors related school effectiveness:
(1) Effective leadership and management by senior and middle managers;
(2) Teacher involvement in decision-making;
(3) Climate of respect between all participants;
(4) Positive feedback to and treatment of students.

In an important short paper in 1991, the Institute of Public Policy Research
(Brighouse and Tomlinson, 1991)\textsuperscript{21} suggested seven key factors related the school
effectiveness:
(1) Leadership at all levels: strong, purposeful, adoption of more than one style.
(2) Management and organization: clear, simple, flatter structures.
(3) Collective self-review: involving all staff and leading to developing new practices.
(4) Staff development: systematic and involving collective and individual needs.
(5) Environment/building/uplifting ethos: visually and aurally positive,
promoting positive behaviour, high expectations.
(6) Teaching and learning: creative debate amongst teachers and curricula and pedagogy.
(7) Parental involvement: parents as partners in education.

McGaw, et al. (1992)\textsuperscript{22} reported the following six factors of school effectiveness:
(1) Positive relationship with learning;
(2) Development of a positive self-concept;
(3) Sense of self-discipline and self-worth;
(4) Students’ living skills – becoming a productive and confident member of the adult world;
(5) The development of appropriate value systems;
(6) The preparation of the student for the next stage of learning.

Sammons, et al. (1995) identify eleven factors of effective schools:

1. Professional leadership (firm purposeful, participative approach, leading professional);
2. Shared vision and goals (unity of purpose, consistency of practice, collegiality and collaboration);
3. A learning environment (an orderly atmosphere and attractive working environment);
4. Concentration on teaching and learning (maximization of learning time, academic emphasis, focus on achievement);
5. Purposeful of teaching (efficient organization, clarity of purpose, structured lessons, adaptive practice);
6. High expectations (high expectation all round, clear communication of expectations, providing intellectual challenge);
7. Positive reinforcement (clear and fair discipline, feedback);
8. Monitoring progress (monitoring students’ performance, evaluating school performance);
9. Student rights and responsibilities (raise students’ self-esteem and positions of responsibility);
10. Home-school relations (parental involvement);
11. A learning organization (school-based staff development).

Reynolds (1995) summarizes much research as indicating seven major factors in creating school effectiveness:

1. The nature of the leadership by the school administrator (setting the mission, involving staff).
2. Academic push or academic press: high expectations of what students can achieve, creating large amounts of learning time (including homework) and entering large numbers for public examinations.
(3) Parental involvement (parents as partners in and supporters of education).
(4) Student involvement (in learning and other aspects of the school).
(5) Organizational control of students (reinforced by cohesion and consistency in the school together with collective ownership of practices and effective communication).
(6) Organizational consistency across lessons in the same subjects, different subjects in the same years and across years.
(7) Organizational constancy (limited staff turnover).

Hopkins, et al. (1995) suggest four factors related the school effectiveness:
(1) Enquiry and reflection by staff (embracing needs assessment, support structures, setting priorities);
(2) Collaborative planning (in the context of shared visions; involvement of several partners; developing and utilizing mechanisms for collaborative planning; action planning and development planning);
(3) Staff development (involving support for new initiatives);
(4) Involvement of students (at all stages of the process of development).

Tim Wyatt (1996) identifies five factors related to the school effectiveness:
(1) Strong leadership at the building level
(2) Best practice teaching
(3) An organizational climate that support good work by teachers
(4) Curriculum that fosters an instructional emphasis or an academic press
(5) A student progress measurement system that is geared more to the next lesson’s teaching than the next grade promotion

Together with these factors, he also identifies four aspects that he believes are the real legacy of the effective school movement:
(1) The educability of learners. At the heart of the effective schools movement is an attack on the prevailing notion of the distribution of achievement according to a normal curve. There is a clear demonstration that all students can learn.
(2) A focus on outcomes. For a variety of reasons, educators have tended to
avoid serious inspection of the educational process. Effective schools advocates, however, argued persuasively that rigorous assessments of schooling were needed and that one could judge the quality of education only by examining student outcomes. Equally important, they defined success not only in absolute terms, but as the value added to what students bring to the educational setting.

(3) Taking responsibility for students. The third major contribution of the effective schools movement is an attack on the practice of blaming the victim for the shortcomings of the school itself.

(4) Attention to consistency throughout the school. One of the most powerful and enduring lessons from all the research on effective schools is that the better schools are more tightly linked structurally, symbolically and culturally than the less effective ones. They operate more as an organic whole and less as a loose collection of sub-systems. An overarching sense of consistency and coordination is a key element that cuts across the effectiveness correlates and permeates the better schools.

Reynolds, et al. (1996) identified the following factors as critical to the school effectiveness:

(1) Purposeful leadership by the school administrators;
(2) The involvement of the deputy school administrators;
(3) Involvement of teachers;
(4) Consistency amongst teachers;
(5) Structured teaching sessions;
(6) Intellectually challenging teaching;
(7) A work-centred environment;
(8) Limited focus in teaching sessions and the reduction to three or four at most in the number of activities/curriculum areas taking place simultaneously in classrooms;
(9) Maximum communication between teachers and students;
(10) Increased whole class interactive teaching;
(11) Parental involvement;
(12) Record keeping;
Fiedler, F.E. (1997)\textsuperscript{28} stated that the school effectiveness originates from effectiveness in working by the leader jointly together with situation of group at that moment. The school effectiveness can be specified to the ability in attaining target or objective. Estimation on effectiveness of the school is classified into two aspects: (1) Group’s effectiveness, (2) Leader’s effectiveness.

**Group’s effectiveness**

Fiedler, F.E. (1997)\textsuperscript{29} state that group’s effectiveness means ability of administrator and staff member in working together in order to attain the school’s target. This also includes how a person behaves in performing the work as well as working atmosphere in the group beneficial to attaining the target.

Anthony, T. Pescosolido. (2003)\textsuperscript{30} state that group effectiveness is related to group efficacy. Group efficacy is an emerging construct that has great potential for small group performance. Group efficacy has a beneficial effect on group dynamics and overall group effectiveness.

Hackman’s (1990)\textsuperscript{31} definition of group effectiveness is proposed to three dimensions of group effectiveness:

1. Productive output—the degree to which the group’s output meets the standards of those that receive or use it;
2. Capability to work interdependently—the degree to which the group’s members are able to work together in the future; and
3. Growth and well-being of members—the degree to which the experience of being in the group enhanced the individual members through their own personal learning or development.

According to this three dimensions, Group Effectiveness skills contribute to higher productivity and product quality as people work together to reach common goals. Many staff member, however, lack the skills necessary to work in teams because they have not been taught to do so in the past. The use of teams in the workplace is a recent phenomenon tied to increased emphasis on high performance work groups. Teamwork requires good interpersonal and negotiation skills. As our workforce becomes more diverse, workers at all
levels must be able to relate to people who are different from them in language, culture, lifestyle, etc. Good interpersonal skills, the ability to diffuse conflicts, and appreciation for diversity will be necessary to function effectively in the workplace of the future.

According to Johnson & Johnson (2009), groups are defined as two or more people joined together for a common purpose to achieve a goal and influence each other. Groups are interdependent “in the sense that an event which affects one member is likely to affect all”. Most groups are structured by a set of roles and norms. These roles define what part members of the group will play along with acceptable behavior of each role. Norms are a set of rules that are established through common beliefs and shared values that control the behavior of the group by defining what is acceptable or unacceptable behavior based on the situation. Effective groups work together to achieve individual goals and team goals, and foster two-way communication between the leader and team members. The team only succeeds when everyone succeeds and resolves conflict in a constructive manner. Working together in this setting promotes teamwork and a happy work environment. It also encourages people to be individuals and fosters innovation.

Johnson & Johnson (2009) have stated that in order for an effective group to succeed “the group must achieve its’ goals, maintain good working relationships among members, and adapt to changing conditions in the surrounding organization” to include internal and external influences.

Group Effectiveness, according to Johnson & Johnson (2009), a group can be defined as two or more humans that interact with one another, accept expectations and obligations as members of the group, and share a common identity.

A definition of the term group should strike a balance between being sufficiently broad to include most social aggregates that are true groups and being sufficiently narrow to exclude most social aggregates that are not true groups. The following formal definition meets these criteria: A group is (a) two or more individuals (b) who influence each other (c) through social interaction.

A group of people share a range of qualities and characteristics which signifies it from other groups. One facet of the group’s entity is its emotional characteristics. Just as individuals have moods, emotions and dispositional affects, Groups possess similar attributes.
which influence aspects such as cohesiveness, performance and group members. These aspects, in their turn, also influence the group’s emotional state.

Effective leaders develop effective groups. It is paramount for leaders to establish democracy and open communication within a group. Groups can be effective or non-effective, they can operate as a democracy or a hierarchy. Depending on the type of group and activities performed there are different levels of commitment and participation. Groups provide something to each individual. Many functions an effective group performs successfully, would be much more difficult if attempted alone. Effective leadership is key to a group’s success. Leaders must provide to each individual to encourage participation and to create group commitment. It is important for leaders to make effective, goal oriented decisions that represent the group. Groups may also provide its members with more support and commitment than other groups.

Schermerhorn, Hunt & Osborne (2003) state that groups can evolve into high performing, extremely effective, useful tools in any organization if developed and managed correctly. Demographic characteristics and cultural diversity can impact the behaviour of groups in positive and some negative ways. Diversity may impede the initial progress of a group; however, the long range benefit to creating high performing teams is great. An effective group is one that achieves high levels of task performance, member satisfaction, and team viability. A group is two or more people working together to achieve common goals. Members of a group are usually dependent on each other and have regular interactions in order to reach a goal. They actively work together as a unit in order to fulfill a purpose. Organizations rely on groups to accomplish specific tasks. It can be said that group effectiveness is essential for competing school effectiveness.

**Leader’s effectiveness**

Argyris (1976) has give another definition that it means the leader is able to find a guideline in working to satisfy the subordinates and at the same time is looking for guideline to bring the working unit to work so as to achieve the specified target also.

Morphet and others (1967), they have given another definition that ability of leader who has the duty to encourage his subordinates to work for the working unit voluntarily.
Steers (1978) has given definition that leader’s effectiveness is such leader used his ability in making selection, in administration and in using resources to attain specified objectives.

Fiedler, F.E. (1997) defines “leader’s effectiveness” that the ability of leader in using knowledge and experience in administering the work in order to persuade his staff member to perform the work as targeted. It can be said that effectiveness of leader ought to consider about production of organization, firmness, and adhesion of group as well as ability in persuading the staff member to perform work until meeting the target set.

Fiedler’s contingency theory of leadership effectiveness was based on studies of a wide range of group effectiveness, and concentrated on the relationship between leadership and organizational performance. This is one of the earliest situation-contingent leadership theories given by Fiedler. According to him, if an organization attempts to achieve group effectiveness through leadership, then there is a need to assess the leader according to an underlying trait, assess the situation faced by the leader, and construct a proper match between the two.

In order to assess the attitudes of the leader, Fiedler developed the ‘least preferred co-worker’ (LPC) scale in which the leaders are asked about the person with whom they least like to work. The scale is a questionnaire consisting of 16 items used to reflect a leader’s underlying disposition toward others. The items in the LPC scale are pleasant / unpleasant, friendly / unfriendly, rejecting / accepting, unenthusiastic / enthusiastic, tense / relaxed, cold / warm, helpful / frustrating, cooperative / uncooperative, supportive / hostile, quarrelsome / harmonious, efficient / inefficient, gloomy / cheerful, distant / close, boring / interesting, self-assured / hesitant, open / guarded. Each item in the scale is given a single ranking of between one and eight points, with eight points indicating the most favorable rating.

Fiedler states that leaders with high LPC scores are relationship-oriented and the ones with low scores are task-oriented. The high LPC score leaders derived most satisfaction from interpersonal relationships and therefore evaluate their least preferred co-workers in fairly favorable terms. These leaders think about the task accomplishment only after the relationship need is well satisfied. On the other hand, the low LPC score leaders derived
satisfaction from performance of the task and attainment of objectives and only after tasks
have been accomplished, these leaders work on establishing good social and interpersonal
relationships.

According to Fiedler, a leader’s behavior is dependent upon the favorability of
the leadership situation. Three factors work together to determine how favorable a situation is
to a leader. These are:

- Leader-member relations - The degree to which the leader is trusted
  and liked by the group members, and the willingness of the group members to follow the
  leader’s guidance.
- Task structure - The degree to which the group’s task has been
described as structured or unstructured, has been clearly defined and the extent to which it
can be carried out by detailed instructions.
- Position power - The power of the leader by virtue of the organizational
  position and the degree to which the leader can exercise authority on group members in
  order to comply with and accept his direction and leadership.

Cynthia, Daniel, and Morgan (1998) state that factors affecting the school
effectiveness are administrative functioning, leadership behaviour, morale, level of trust,
school culture, school climate, parent involvement, community support, teacher’s efficacy,
loyalty, and satisfaction of teachers.

effectiveness as follow:

(1) Strong leadership at the building level;
(2) Best practice teaching;
(3) An organizational climate that supports good work by teachers;
(4) Curriculum that fosters an ‘instructional emphasis’ or an ‘academic
press’
(5) A Student progress measurement system that is geared more to the next
lesson’s teaching than the next grade promotion.’

David, J. Kirk and Terry, L. Jones (2004) stipulate seven factors related to
school effectiveness as follow:

(1) A clear school missions: Effective school needs effective leaders to communicate the school’s mission and vision. By persistently reinforcing the school’s mission, the school leader creates a shared sense of purpose and establishes a set of common core values among the school members. Therefore, in effective schools, there should be a clearly articulated school mission by sharing an understanding to instructional goals, priorities, assessment procedures, and accountability. To be effective in this role a school leaders should create a common vision and build effective terms to implement that vision. Having common core values and a shared sense of school missions can help all members of school accomplish the school goals.

(2) High expectations for success: An effective school should be the climate of high expectation in which the school members believes and demonstrates that all students can obtain mastery of the school essential curriculum. The effective school should emphasize on teacher excellence, collaborations, and mentoring, so that school become a places where everyone is recognized as a valuable contributor with unique strengths and impressive potential to learn, grow, and improve.

(3) Instructional leadership: Effective school needs effective leaders to act as an instructional leader and effectively manage the instructional programme. School leader and teachers should work together to ensure the expectations for students’ achievement. Lezotte, L. (1991) suggests certain critical elements need to be in place for a school’s leadership to be effective to create an environment where properly supported, students can learn and teachers can teach. He lists these elements as: effective administrative leadership, positive expectations, strong integrated curriculum, shared decision making, and campus wide responsibilities for teaching success. These elements included the ideas that school leaders need to create a professional environment in which teachers can thrive in and contribute to the overall school goals and environment.

(4) Opportunity to learn and student time on task: Knowing what to teach and providing adequate time to teach are essential for effective instruction. Teachers and school leaders must balance of increasing curricular demands with limited instructional time. In the
effective school, teacher should allocate a significant amount of classroom time to instruction in the essential curricular areas.

(5) A safe and orderly environment: In effective schools, there should be an orderly, purposeful, safe environment and free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

(6) Positive home-school relations: In effective school, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its missions.

(7) Frequent monitoring of student progress: In effective school, student progress over the essential objectives are measured and monitored frequently, and the results of these assessments are used to improve the individual student behaviours and performance, as well as to improve the curriculum as a whole.


(1) Strong and effective leadership: The strong and effective school leadership has a profound influence on student achievement and is second in this regard only to classroom teaching. Such leadership involves firm and purposeful behaviour that “puts children first” and is based on a strong belief in the capabilities of students and teachers. It also involves sharing leadership responsibilities and exhibiting instructional leadership by maintaining high visibility, actively supervising instruction, protecting instructional time and providing a supportive work environment. In addition, effective leaders monitor staff performance, recruit talented staff and promote professional development in their schools.

(2) Sustained focus on instruction and learning: A pervasive focus on instruction and learning is also central to school effectiveness, according to the research. Effective schools focus on academics by ensuring high curriculum coverage that offers rich learning opportunities for students, and they maximize learning time at both the school and classroom levels. Such schools also focus on the mastery of key learning skills and create blocks of time for literacy and mathematics.

(3) Safe and positive school climate and culture: The establishing a school climate characterized by shared goals, safety and a positive student culture supports school effectiveness. Creating a shared vision and a collaborative learning community and
maintaining an orderly environment in which learning can take place lead to effectiveness. The positive reinforcement is an important contributor to the development of positive student attitudes toward school and school staff.

(4) High expectations for all students and staff: The importance of setting high and appropriate expectations for both students and school staff is related to the school effectiveness. In the case of students, these include expectations for both achievement and behaviour, which should be clearly communicated to students and parents. Where staff is concerned, these include expectations for participation in professional development, time management, prioritizing academic achievement and monitoring student work and achievement.

(5) Effective use of student achievement data: The effective use of data at both the school and classroom levels is contributing to school effectiveness. This use includes rigorous, regular monitoring of student progress in order to provide both differentiated learning experiences and appropriate support to meet the needs of students. In effective schools, staff members have access to both outcome and process data, and these are used to evaluate whether or not school goals are being achieved. When data are being used effectively, both student- and school-level decisions are grounded in analysis.

(6) Teaching practice: The variety of teaching practices correlate with effective schools. These practices include maximizing the use of class time, preparing lessons in advance that provide for different student needs, communicating clearly with students about the purpose of lessons and what the students are to do and working with manageable curriculum units. Effective schools also provide a balanced, relevant and stimulating curriculum that is shaped and presented to match students’ needs, and set high standards for teaching.

(7) Productive parent involvement: Effective schools engage parents in activities that offer the greatest impact on student achievement, such as becoming involved in their children’s school work. Other useful approaches to involving parents include an “open door” school policy, parent assistance in the classroom and on field trips, and the mutual sharing of student progress information with parents.
(8) Building staff skills: School effectiveness is strongly correlated with the provision of high quality on-site staff development. Practical professional development opportunities closely synchronized with school-development priorities, and collaborative learning communities that take shared responsibility for student outcomes are key.

Frederick, Judith M. (2008) identifies four factors related to high achieving schools which include:

1. Strong administrative leadership, particularly in the area of curriculum and instruction;
2. An orderly, safe environment conducive to learning;
3. A pervasive and broadly understood instructional focus emphasizing a commitment to basic skills;
4. Teacher behaviors that convey the expectation that all students must obtain at least minimum mastery; and must obtain at least minimum mastery; and student achievement as the basis of programme evaluation.

Mohan Gopal Lyer (2008) identifies five factors related to school effectiveness. They are:

1. Effective teaching and learning;
2. Principals’ leadership skills;
3. Student self-discipline;
4. Good behaviour among students;
5. Greater cooperation between principal and teacher and among teachers

David, Miller Sadker and Karen, R. Zittleman (2010) attempted to determine the factors create successful schools and found five factors of effective schools as follow:

1. Strong leadership: School leadership style should emphasize on collaborative and actively seeking faculty participation. School leader should allow staff to participate in decision making and gives them the opportunity to try new things, even the right to fail. He realized that the teacher had learned a great deal and experience from leader. He said that students make significant achievement gains in schools in which the school leadership as follow:
• Articulate a clear school mission
• Are a visible presence in classrooms and hallways
• Hold high expectations for teachers and students
• Spend a major portion of the day working with teachers to improve instruction
• Are actively involved in diagnosing instructional problems
• Create a positive school climate

(2) Clear school mission: A day in the life of a school leader can be spent trying to keep small incidents from becoming major crises. In effective schools, good leaders somehow find time to develop a vision of what that school should be and to share that vision with all members of the educational community. Successful leaders can articulate a specific school mission, and they stress innovation and improvement. In contrast, less effective leaders are vague about their goals and focus on maintaining the status quo. It is essential that the leader share his or her vision, so that teachers understand the school’s goals and all work together for achievement. In less effective schools, teachers lack a common understanding of the school’s mission, and they function as individuals charting their own separate courses.

(3) A safe and orderly climate: Certainly before students can learn or teachers can teach, schools must be safe. An unsafe school is, by definition, ineffective. Despite the attention-grabbing headlines and the disturbing incidents of student shootings, schools today are safer than they have been in years. Safe schools focus on academic achievement, the school mission, involving families and communities in school activities, and creating an environment where teachers, students and staff are treated with respect.

(4) Monitoring student progress: Students should have a clear sense of how they were doing in their studies: they kept progress charts in their notebooks. Teachers also should clear about individual student progress. Effective schools should carefully monitor and assess student progress in a variety of ways:
• Norm-referenced tests compare individual students with others in a nationwide norm group.
• Objective-referenced tests measure whether a student has mastered a
designated body of knowledge (e.g., state assessment tests used to determine who has "mastered" the material).

Teacher-made tests are an important measure of student progress. Some teachers ask students to track their own progress in reaching course objectives as a way of helping them assume more responsibility for their own learning. Homework is another strategy to monitor students.

(5) High expectations: In effective schools, teachers hold high expectations that students can learn, and they translate these expectations into teaching behaviors. They set objectives, work toward mastery of those objectives, spend more time on instruction, and actively monitor student progress. They are convinced that students can succeed. When teachers hold low expectations for certain students, their treatment of these students often differs in unconscious and subtle ways. Typically, they offer such students fewer opportunities to respond, less praise, less challenging work, and fewer nonverbal signs (eye contact, smiles, positive regard).

From the literatures mentioned above, the factors related the effective schools are concerned to five categories:

(a) Teachers and teaching
(b) Curriculum
(c) Management
(d) Students
(e) Communities

Each category of factors related the school effectiveness is divided into sub-categories which are illustrated below:
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Drawing together the several factors of school effectiveness, the present researcher confines to study under the basic assumption of Sammons, et al, and modified into ten common core factors related the effective schools. It is shown as follow:

(1) Professional leadership

Gray (1990) has argued that the professional leadership is one of the key factors of school effectiveness. He draws attention to the fact that no evidence of effective schools with weak leadership. Therefore, professional leadership is necessary to initiate and maintain school improvement. Different styles of professional leaders play their style of management, their relationship to the vision, values and goals of the school, and their approach to change can be associated with school effectiveness. Bossert, et al, (1982) concluded three characteristics which have frequently been found to be associated with successful leadership: (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).

(a) Firm and purposeful (Strength of purpose): Sammons, et al, (1994c) state that effective leadership is usually firm and purposeful. He also suggests that in effective schools, school leaders should place a great emphasis on school purpose and point to the importance of consensus in the school’s management team.

(b) A participative approach (involving other staff in decision-making): A second feature of effective school leaders is the sharing of leadership responsibilities with other members of the management team and the involvement more generally of teachers in decision-making. Mortimore, et al, (1988a) mentioned that the involvement of the school staff in management and curriculum planning, and consultation with teachers about spending and other policy decisions, as all being correlates of school effectiveness. They also suggest that effective leadership requires clarity, avoidance of autocratic ways of working, careful judgement of when to make an autonomous decision, and recognition of the efficacy of the leadership role at different levels of the school. Such leadership is also important for the development and maintenance of a common school mission and a climate of shared goals.

(c) The leading professional (professional authority in the processes of teaching and learning): An effective school leader is not simply the most senior administrator, but is in some sense a leading professional. This implies involvement in and knowledge about what
goes on in the classroom, including the curriculum, teaching strategies and the monitoring of student progress (Rutter, et al, 1979). In practice this requires the provision of a variety of forms of support to teachers, including both encouragement and practical assistance.

In conclusion, Professional leadership 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).

(2) Shared vision and goals

It was found from researches that schools are more effective when staff build consensus on the aims and values of the school, and where they put this into practice through consistent and collaborative ways of working and of decision-making. (Sammons, et al: 1995) Lee, Biyk & Smith's (1993) review of literature concerning the organization of effective secondary schools points to the importance of a sense of community that "Such elements of community as cooperative work, effective communication, and shared goals have been identified as crucial for all types of successful organizations, not only schools."

(a) Unity of purpose: Most studies of effective organizations emphasize the importance of shared vision in uplifting aspirations and fostering a common purpose. This is particularly important in schools which are challenged to work towards a number of difficult and often conflicting goals, often under enormous external pressure (Purkey & Smith, 1983). The school effectiveness research and evaluations of school improvement programmes show that consensus on the values and goals of the school are associated with improved educational outcomes. (Trisman, et al, 1976; Rutter et al,1979)

Rutter, et al, (1979) stressed that the atmosphere of a school "will be greatly influenced by the degree to which it functions as a coherent whole" and they found that a school-wide set of values was conducive to both good morale and effective teaching. Similarly, Edmonds (1979) emphasized the importance of school-wide policies and agreement amongst teachers in their aims. Unity of purpose, particularly when it is in combination with a positive attitude towards learning and towards the students, is a powerful mechanism for effective schooling. Cohen (1983) has also highlighted the need for clear,
public and agreed instructional goals.

(b) Consistency of practice: Sammons, et al. (1995) suggest that consensus amongst staff is the extent to which teachers follow a consistent approach to their work and adhere to common and agreed approaches to matters such as assessment, and the enforcement of rules and policies regarding rewards and sanctions. Mortimore, et al, (1991) found that in schools where teachers adopt a consistent approach to the use of school curriculum guidelines there was a positive impact on the progress of students. Rutter, et al, (1979) focused in particular on consistent approaches to discipline, and demonstrated that students are more likely to maintain principles and guidelines of behaviour when they understand the standards of discipline to be based on "general expectations set by the school" rather than the whim of the individual teacher. Sammons, et al, (1995) also pointed to the importance of teachers acting as positive role models for the student, in their relationships with students and other staff and in their attitude to the school.

(c) Collegiality and collaboration: Collegiality and collaboration are important conditions for unity of purpose. Rutter, et al, (1979) found that student success was greater in schools with a decision-making process in which all teachers felt that their views were represented and seriously considered. Mortimore, et al, (1991) also drew attention to the importance of teacher involvement in decision-making and the development of school guidelines creating a sense of 'ownership'. However, such involvement represents only one aspect of collegiality. To some extent, the contribution to achievement comes through a strong sense of community among staff and students, fostered through reciprocal relationships of support and respect. It also comes through staff sharing ideas, observing each other and giving feedback, learning from each other, and working together to improve the teaching programme.

(d) Learning organization: Effective schools should emphasize the goals on learning organizations. School members should continue to be learners, keeping up to date with their subjects and with advances in understanding about effective practice. The need for schools to become 'learning organizations' is increasingly important given the pace of societal and educational change. (Hopkins, Ainscow & West, 1994)
(e) **Staff development:** Mortimore, et al, (1988a)\(^67\) found that in-service training courses had a positive effect on students’ outcomes. Staff development in effective schools is generally at the school site, is focused on providing assistance to improve classroom teaching and the instructional programme. (Hallinger & Murphy, 1985)\(^68\)

In conclusion, Shared vision and goals 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.

(3) **Learning environment**

The ethos of a school is partly determined by the vision, the values and the goals of the staff, and the way that they work together. It is also determined by the climate in which the students work: the learning environment. The particular features of this appear to be an orderly atmosphere and an attractive working environment.

(a) **An orderly atmosphere:** Successful schools are more likely to be calm rather than chaotic places. Many studies have stressed the importance of maintaining a task-oriented, orderly climate in schools. Mortimore, et al, (1988a)\(^69\) pointed to the encouragement of self-control amongst students as a source of a positive ethos in the classroom, and the disadvantages of high levels of student noise and movement for student concentration. Schwietzer (1984)\(^70\) concluded that an orderly atmosphere aimed at the stimulation of learning was related to students’ academic achievement. The most effective way of encouraging order and purpose amongst students is through reinforcement of good practice of learning and behaviour.

(b) **An attractive working environment:** School effectiveness research suggests that the physical environment of a school can also have an effect on both the attitudes and achievement of students. Rutter, et al, (1979)\(^71\) found that keeping a school in a good state of repair and maintenance resulted in higher standards of academic attainment and behaviour, and other studies have shown similar effects. Mortimore, et al, (1988a)\(^72\) have also pointed to the importance of creating a pleasant physical environment, including the display of children's work. Therefore, attractive and stimulating working conditions, suitable/stimulating
physical environment, classroom atmosphere, effective developed resources, and appropriate working conditions tend to improve morale and encourage the learning environment.

In conclusion, learning environment refers to the orderly atmosphere and the attractive working environment.

(4) Concentration on teaching and learning

The primary purposes of schools concern teaching and learning. Cohen (1983) noted that school effectiveness is clearly dependent upon effective classroom teaching. A number of studies have shown correlations between focus on teaching and learning and school and teacher effectiveness. In some cases this focus has been defined by quantifying teachers’ and students’ use of time, and in others it has been defined in terms of other measures of 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.

(a) Maximization of learning time: Some studies have examined the use of time in schools, and a number of measures of learning time have been shown to have positive correlations with student outcomes and behaviour. Collectively, they point to the need for teachers to manage the transition of activities actively and efficiently. Each of these factors has been seen to have a positive relationship with school effectiveness. Levine & Lezotte, 1990 have also demonstrated a clear impact of the maximization of learning time on effectiveness. It can be concluded that academic learning time and time on task remain powerful predictors of achievement.

(b) Academic emphasis: Bennett, et al, (1994) point that an important factor influencing academic emphasis concerns teachers’ subject knowledge. They have clearly demonstrated that, adequate knowledge was seen as a necessary prerequisite for effective teaching and learning. Sammons, et al, (1994c) report that the ineffective schools had experienced high staff turnover and severe staff shortages in specialist subjects which were seen to have acted as barriers to effectiveness.

(c) Focus on achievement: So while a focus on teaching and learning is at the heart of an effective school. There are four aspects to be relevant to the focusing of
achievement: institutionalized time spent on learning (length of school day/week/year), amount of homework, effective learning time within institutional constraints, and learning time for different subjects. Whilst this typology may not entirely capture the essence of "focus on teaching and learning", it provides a useful framework for pinning down measurable factors that indicate important practical manifestations of this focus.

In conclusion, concentration on teaching and learning 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.

(5) Purposeful teaching

The quality of teaching is at the heart of effective schooling. High quality teachers do not always perform to their full potential, and teaching styles and strategies are important factors related to student progress. In effective schools, the outstanding factor that emerges is what we call purposeful teaching. This has a number of elements: efficient organization, clarity of purpose, structured lessons and adaptive practice.

(a) Efficient organization: Evertson, et al, (1980) found that the importance of teachers being well-organized and absolutely clear about their objectives. He also states that positive effects on achievement when teachers felt "efficacy and an internal locus of control", and where they organized their classrooms and planned proactively on a daily basis. Rutter, et al, (1979) drew attention to the beneficial effects of preparing the lesson in advance and spend more time organizing a lesson. Levine & Lezotte (1990) stressed that the importance of appropriate pacing of lessons will make sure that their original objectives are achieved.

(b) Clarity of purpose: Brophy & Good (1986) highlight that the importance of students always being aware of the purpose of the content of lessons. In summary, the effective learning occurs where teachers clearly explain the objectives of the lesson at the outset, and refer to these throughout the lesson to maintain focus. These objectives should be related to previous study and to things of personal relevance of the students. Brophy & Good (1986) also state that the information of the lesson should be structured such that it begins with an overview and transitions are signaled. The main ideas of the lesson should be
reviewed at the end.

(c) Well plan curriculum and structured lessons: Rosenshine & Stevens (1981) highlighted the importance of well plan and structured teaching in promoting students’ progress. They drew particular attention to effective questioning techniques where questions are structured so as to focus students’ attention on the key elements of the lessons. Stallings (1975) pointed to improvements in student outcomes through systematic teaching methods with open-ended questions, student answers, followed by teacher feedback.

Galton & Simon (1980), Mortimore, et al, (1988a) noted that positive effects on progress through teachers spending more time asking questions and on work-related communication in their study of junior education. They also found positive outcomes to be associated with efficient organization of classroom work with plenty for students to do, a limited focus to sessions, and a well-defined framework within which a degree of student independence and responsibility for managing their own work could be encouraged.

Joyce & Showers (1988) conclude that the more effective teachers:

• Teach the classroom as a whole
• Present information or skills clearly and animatedly
• Keep the teaching sessions task-oriented
• Are non-evaluative and keep instruction relaxed
• Have high expectations for achievement (give more homework, pace lessons faster, create alertness)
• Relate comfortably to the students, with the consequence that they have fewer behaviour problems.

Scheerens (1992) in his analysis of the effective schools research highlights "structured teaching" as one of three factors which have been convincingly demonstrated to promote effectiveness. His definition of structured teaching is slightly different from other researchers but it is worth looking at some of the examples of what he means by it:

• Making clear what has to be learnt;
• Splitting teaching material into manageable units for the students and offering these in a well-considered sequence;
• Much exercise material in which students make use of 'hunches' and
prompts;

- Regularly testing for progress with immediate feedback of the results

(d) Adaptive practice for best practice teaching: School effectiveness research conducted by Sizemore, et al. (1983)\textsuperscript{87} shows a number of factors to be consistently correlated with better outcomes, it also shows that application of mandated curriculum materials and teaching procedures does not often bring out gains in achievement. Student progress is enhanced when teachers are sensitive to differences in the learning styles of students and, where feasible, identify and use appropriate strategies. In many cases this requires flexibility on the part of the teachers in modifying and adapting their teaching styles.

In conclusion, purposeful teaching refers to the quality of teachers to perform their full potential in teaching. The outstanding factor that emerges the purposeful teaching is the efficient organization, clarity of purpose, structured lessons, and adaptive practice.

(6) High expectations

Positive expectations of student achievement is one of the most important characteristics of effective schools (United States Department of Education, 1987)\textsuperscript{88}. If teachers set high standards for their students, let them know that they are expected to meet them, and provide intellectually challenging lessons to correspond to these expectations, and then the impact on achievement can be considerable. In particular, low expectations of certain kinds of student have been identified as an important factor in the under-achievement of students in disadvantaged urban schools (OFSTED, 1993)\textsuperscript{89}.

(a) High expectation all rounds: A number of studies have shown strong relationship between high expectations and effective learning (Sammons, et at, 1995)\textsuperscript{90}. High expectations have also been described as a "crucial characteristic of virtually all unusually effective schools described in case studies" (Levine & Lezotte, 1990)\textsuperscript{91}. The important point as far as teachers are concerned is that low expectations go hand in hand with a sense of lack of control over students’ difficulties and a passive approach to teaching. High expectations correspond to a more active role for teachers in helping students to learn (Mortimore, 1994)\textsuperscript{92} and a strong sense of efficacy (Armor et al, 1976)\textsuperscript{93}.

(b) Clear communication of expectations: Expectations do not act directly on student performance, but through the attitude of the teacher being communicated to students
and the consequent effect on their self-esteem (Bandura, 1992). Wilson & Corcoran (1988) state that raising expectations is an incremental process and demonstrated success plays a critical role. Reinforcing this success through praise is a key opportunity for communicating high expectations.

(c) **Providing intellectual challenge:** Schools have high expectations of their students are to provide intellectually challenging lessons for all students in all classes. This approach has been shown by several studies to be associated with greater effectiveness. These expectations were not just influenced by academic considerations but also by the extent to which a child or a class was "a pleasure to teach". The result was that different levels of expectations of students were translated into differing requirements for their work and their performance.

In conclusion, high expectation 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.

(7) **Positive reinforcement**

Reinforcement is an important element of effective schooling (Brookover, et al, 1979). Walberg (1984) suggests that all forms of reinforcement are the most powerful factor of all and have a positive impact on school effectiveness. Rewards and other positive incentives are more likely to be associated with better outcomes.

(a) **Clear and fair discipline:** Good discipline is an important condition for an orderly climate. It is best derived from "belonging and participating" rather than "rules and external control" (Wayson, et al, 1988). A number of studies have found that effective discipline involves keeping good order, consistently enforcing fair, clear and well-understood rules and infrequent use of actual punishment (Coleman, et al, 1981).

(b) **Feedback:** Rutter, et al, (1979) states that direct and positive feedback such as praise and appreciation had a positive association with student behaviour. Mortimore, et al, (1988) suggests that praise and indeed neutral feedback were more effective than "a reliance on control through criticism". Praise and other reinforcements should be provided for correct answers and progress in relation to past performance, but that use should be sparing
and must not be unmerited or random. A number of studies have also shown that rewards and praise need not necessarily be related solely to academic outcomes, but can apply to other aspects of school life such as attendance and citizenship.

In conclusion, positive reinforcement 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.

(8) Monitoring progress

Well-established mechanisms for monitoring the performance and progress of students, classes, the school as a whole, and improvement programmes, are important features of many effective schools. 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.

(a) Monitoring student’s performance: Frequent and systematic monitoring of the progress of students and classes by itself has little impact on achievement, but has been shown to be an important ingredient of the work of an effective school (Sizemore, 1985)\textsuperscript{102}. First, it is a mechanism for determining the extent to which the goals of the school are being realized. Second, it focuses the attention of staff, students and parents on these goals. Third, it informs planning, teaching methods and assessment. Fourth, it gives a clear message to students that teachers are interested in their progress. This last point relates to teachers giving feedback to students, which we discuss under “positive reinforcement”. Mortimore, et al, (1988)\textsuperscript{103} mentioned that the appropriate monitoring and record relates not only to academic abilities but also to personal and social development.

(b) Evaluating school performance: Monitoring students’ performance and progress is an important factor affecting the school effectiveness. Scheerens (1992)\textsuperscript{104}, in a review of school effectiveness research, argued that proper evaluation is “an essential prerequisite to effectiveness-enhancing measures at all levels”. Evaluating school improvement programmes is particularly important. Lezotte (1989)\textsuperscript{105} emphasized the importance of the use of measures of students’ achievement as the basis for programme evaluation, indeed, this was one of the factors for school effectiveness.

In conclusion, monitoring progress 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. The feedback and incorporation of monitoring and evaluation information routinely into decision-making procedures in the school ensures that information is used actively.

(9) Student rights and responsibilities

There can be quite substantial gains in effectiveness when the self-esteem of students is raised, when they have an active role in the life of the school, and when they are given a share of responsibility for their own learning.

(a) Raising students’ self esteem: Levels of self-esteem are significantly affected by treatment by others and are a major factor determining achievement (Bandura, 1992). To increase the students’ self esteem, the attitudes of teachers can be expressed in a number of ways i.e. the way that they communicate with students; the extent to which students are accorded respect, and feel they are understood; and the efforts teachers make to respond to the personal needs of individual students. Trisman, et al, (1976) found student-teacher rapport and positive teacher-student relations have a beneficial influence on development of students’ self-esteem.

(b) Positions of responsibility: Rutter, et al, (1979) state that positive effects on both student behaviour and examination success through giving a high proportion of students’ positions of responsibility in the school system conveys trust in students’ abilities and setting standards of mature behaviour. NIE (1978) mentions that there are positive effects when students are encouraged to manage their work independently over short periods of time.

(c) Positive relation with students: Students need positive relationships with teachers. To improve relationships with students a teacher can give students autonomy and opportunities for decision making, "by giving them choices in assignments, engaging them in developing classroom rules, and encouraging them to express their opinions in classroom discussions." (Stipek, 2006) It is also important to get to know the students by learning what
they enjoy to do outside of school, such as hobbies or sports. Other methods of improving methods of positive relationships between students and teachers could be to organize nonacademic extracurricular activities for students and teachers to participate together, have students and teacher eat lunch together in small groups a few times a week, having homeroom teachers act as advisors for students, and develop disciplinary policies that carry high expectations for students while fostering caring relationships. (Stuhlman, Hamre, & Pianta, 2002) For teachers to create positive relationships and environments for their students, they must be emotionally stable themselves.

In conclusion, student rights and responsibilities refer 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.

(10) Home-school relations

Effective schools research shows that supportive relations and co-operation between home and schools have positive effects. Coleman et al (1993) has drawn particular attention to the benefits of schools fostering parents’ involvement in their children’s learning.

(a) Parental involvement: According to the parental involvement, Mortimore, et al, (1988a) found positive benefits where parents helped in the classroom, where there were regular progress meetings, where there was a parents’ room and where the school had an ‘open door’ policy. Armor, et at, (1976) states that parental presence in the school buildings, and participation in committees, events and other activities all had positive effects on students’ achievement. Coleman (1994) has drawn attention to the importance of positive and supportive teacher, student and parent attitudes for the development of students’ responsibility for learning.

(b) Positive relations with community: Community relations refers to the various method used to establish and maintain a mutually beneficial relationship with the communities in which they operate. The underlying principal of community relations is that when a company accepts its civic responsibility and takes an active interest in the well-being of its
community, then it gains a number of long-term benefits of community support, loyalty, and good will. Community involvement builds public image and employee morale, and fosters a sense of teamwork that is essential in long-term success. (Lisa Desatnik, 2000)\textsuperscript{116} Ruth Calman (2007)\textsuperscript{117} states that effective schools engage communities in activities offer the greatest impact on student achievement. Support the basic mission of the school by communities is given opportunities to play important roles in helping the school to achieve its missions.

In conclusion, home-school relations 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. These ten factors related the school effectiveness can be summarized and shown in the table below:

**TABLE 2.2**

**FACTORS RELATED THE SCHOOL EFFECTIVENESS**

<table>
<thead>
<tr>
<th>Factors Related the School Effectiveness</th>
<th>Details of Factors Related the School Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Professional leadership</td>
<td>Firm purposeful</td>
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<tr>
<td></td>
<td>Participative approach</td>
</tr>
<tr>
<td></td>
<td>Leading professional</td>
</tr>
<tr>
<td>(2) Shared vision and goals</td>
<td>Unity of purpose</td>
</tr>
<tr>
<td></td>
<td>Consistency of practice</td>
</tr>
<tr>
<td></td>
<td>Collegiality and collaboration</td>
</tr>
<tr>
<td></td>
<td>Learning organization and staff development</td>
</tr>
<tr>
<td>(3) Learning environment</td>
<td>Orderly atmosphere and attractive, Working environment and suitable/stimulating physical environment</td>
</tr>
<tr>
<td></td>
<td>Classroom atmosphere</td>
</tr>
<tr>
<td></td>
<td>Effective developed resources</td>
</tr>
<tr>
<td></td>
<td>Appropriate working conditions</td>
</tr>
<tr>
<td>(4) Concentration on teaching and learning</td>
<td>Maximization of learning time</td>
</tr>
<tr>
<td></td>
<td>Academic emphasis</td>
</tr>
<tr>
<td></td>
<td>Focus on achievement</td>
</tr>
</tbody>
</table>
TABLE 2.2 (Continued)

<table>
<thead>
<tr>
<th>Factors Related the School Effectiveness</th>
<th>Details of Factors Related the School Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5) Purposeful of teaching</td>
<td>Efficient organization</td>
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<tr>
<td></td>
<td>Clarity of purpose</td>
</tr>
<tr>
<td></td>
<td>Well plan and Structured lessons</td>
</tr>
<tr>
<td></td>
<td>Adaptive practice for Best practice teaching</td>
</tr>
<tr>
<td>(6) High expectations</td>
<td>High expectations all rounds</td>
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<tr>
<td></td>
<td>Clear communication of expectations</td>
</tr>
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<td></td>
<td>Providing intellectual challenge</td>
</tr>
<tr>
<td>(7) Positive reinforcement</td>
<td>Clear and fair discipline</td>
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<td></td>
<td>Feedback</td>
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<tr>
<td>(8) Monitoring progress</td>
<td>Monitoring students’ performance</td>
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<tr>
<td></td>
<td>Evaluating school performance</td>
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<tr>
<td>(9) Students and responsibilities</td>
<td>Raise students’ self-esteem</td>
</tr>
<tr>
<td></td>
<td>Positions of responsibility</td>
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<tr>
<td></td>
<td>Control of work</td>
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<td></td>
<td>Positive relation with students</td>
</tr>
<tr>
<td>(10) Home-School Relations</td>
<td>Parental involvement</td>
</tr>
<tr>
<td></td>
<td>Positive relations with community</td>
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</tbody>
</table>

2.3 THEORETICAL ORIENTATION RELATED TO SCHOOL CULTURE

2.3.1 Definition of culture

The sociality is rather complex with sub-systems, with turns of importance regarding the structure, function, and different kinds of factors. The culture is another sub-system in a community. With a complex and dominant character, the culture has its own structure and function in its system. At the same time, the culture system is also important and influential to other systems in the community. The community and the culture are, therefore, relatively close. The culture has formed up a pattern of behaviour for the people according to the social procedure. It also designates the attitude, beliefs, and values for the people, building up their characteristics. All these have been conformed into a public format of culture, or in another word, the community.
The culture occurs to meet the need of the social and the mortal soul. It also supports the social structure, and friendship reinforcement of many people. Culture affects the people in the society. (Amara Pongsapit 1983) Quite a number of people has given the definition for the term ‘culture’ as follows:

Edward, B. Tylor (1877), the world’s first professor on humanities, has clearly given a definition for the word ‘culture’ that it refers to the ensemble of various things with a tradition, trait, as well as other behaviours, which men denote as social members. It is the way of life of a social group, the group's total man made environment including all the material and nonmaterial products of group life that are transmitted from one generation to the next.

Alfred, K. and Clyde, K. (1952) compiled a list of 164 definitions of "culture" in “A Critical Review of Concepts and Definitions of culture" that "Culture" is most commonly used in three basic senses: (a) Excellence of taste in the fine arts and humanities, also known as high culture, (b) an integrated pattern of human knowledge, belief, and behaviour that depends upon the capacity for symbolic thought and social learning, and (c) the set of shared attitudes, values, goals, and practices that characterizes an institution, organization or group

Krober (1953) stated his opinion that “Culture” is composed of formats achieved from learning and conveying from one generation to another, using the symbolic system. It is the patterns, explicit and implicit of and for behaviour acquired and transmitted by symbols constituting the distinctive achievements of human groups including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values.

Coon (1954) gave a view that “Culture” is the ensemble of various methods by which men can survive; and this knowledge has been communicated.

White (1974) inferred that the term ‘culture’ means; to regulate various phenomenon's; to organize the knowledge which associates to various things such as
attitude and other symbols. All these means of organizations depend upon the use of symbols. Hence the culture can be transferred from one man to another.

Paitoon Kruakaew (1975)

gave an opinion that ‘culture’ differentiates human from animals, and this is also the men’s characteristics apart from the physical and the biological nature. With respect to this characteristic or the culture, men had collaborated in the creating and accumulating as a procedure for their pattern of behaviour for a very long time.

Heobe, E. Adamson I and Thomas Weaver (1979)
gave the definition that “Culture” is the integrated system of learned behavior patterns which are shared by members of a society. This means that the culture is the learned behaviour pattern, formed up by members of each society under a most harmonious system, comprised of a material part, and a behavioural part. These two parts amalgamated and eventually become various standards and criteria enable people to know how and when to act.

Hofstede (1980)
defined culture as “the collective programming of the mind which distinguishes the members of one group from another”, which is passed from generation to generation, it is changing all the time because each generation adds something of its own before passing it on. It is usual that one’s culture is taken for granted and assumed to be correct because it is the only one, or at least the first, to be learned.

Cuber (1985)
cited that “culture” is a pattern of behaviour occurred from the learning which gradually changes. This also includes the output of the learning such as the attitude, and values of various things that men invented, as well as the knowledge of one tribe that has been communicated to other members of the community.

Kluckhohn and Kally (1993)
mentioned that “culture” is everything that man invented for the implementation of their subsistence. Whether rationally or unreasonably, it has culture is the rule in the pattern of behaviour, occurred from the learning, which is a characteristic of the community.
Brown, A.F. (1995) described that "Culture is a system for differentiating between in-group and out-group people." As a shared meaning, "Culture" is very much about groups, and a basic need of groups is to be able to communicate, both at a superficial level (for which ordinary language largely suffices) and also at a deeper level of meaning. At this deeper level, words, actions and things can become imbued with special and specific meaning for the group. Culture as behavioural rules when a group of people are to exist together, they need a set of rules that helps everyone know what to do in various circumstances, from arguing with one another to dealing with outsiders. These rules help to propagate the shared meaning and also use the systems of meaning to make sense of what is happening and what is done.

From the definition mentioned above, it can be concluded that "culture" describe a wide range of influences on how people behave in organization, communities and even nations. Culture is a pattern of behaviour and conduct, derived from learning, and transmitted through the community by symbols. Culture is a set of common values attitudes, beliefs, norms, customs, art, music, ethics, moral, law, tradition, behaviours, artifacts and any other capabilities & habits acquired by members of society. Some cultures are explicit and some of which are not. People in a particular culture may or may not conscious of its influence and may or may not be able to articulate its elements.

2.3.2 Definition of school culture

The term school culture has been used synonymously with a variety of concepts, including climate, ethos, saga etc. Geetz (1973) notes that school culture is a historically transmitted pattern of meaning. Those patterns of meaning are expressed with both (explicitly) through symbols and (implicitly) in the taken for granted beliefs.

Schien (1983) describes that school culture is a complex web of norms, beliefs, assumptions, traditions and rituals that have built up overtime as teachers, students, parents, and administrators worked together.
Sergiovanni (1988)\textsuperscript{132} mentioned that the school culture denotes the speculation of symbols, rules of conduct, rituals, and even on the related narration which emphasizes on the values and beliefs that the members of the organization must share.

Owen (1988)\textsuperscript{133} stated that ‘school culture’ refers to the procedures in school which occur regularly bit by bit, and effectively become a fusion of personnel conduct. The term ‘school culture’ refers to the procedure in solving the school problems, internally and externally, which had been practiced successively for a considerable time. This practice has been relayed to the new members of the school, as an acceptable procedure which covers the idea, the emotion and the perception of problems.

Deal and Peterson (1990)\textsuperscript{134} defines school culture as the deep patterns of values, beliefs, and traditions that have been formed over the course of the school’s history. Heckman (1993)\textsuperscript{135} reminds that the meaning of school culture lies in the commonly held beliefs of teachers, students, and school leaders. They view this moving stream of feeling, folkways, and activities flows constantly within the school. It is very importance to establish a strong and positive culture in school. On the basis of their extensive work on the school culture say that culture influence everything that goes on the school: how staff dress, what they talk about, their willingness to change the practice of instruction and the emphasis given student learning. Therefore, school culture is the underground stream of norms, values, belief, traditions, and rituals that have built up overtime as school member work together solve problems and confront challenges. This set of informal expectations and value shapes how school member think, feel and act in a school; this highly enduring web of influence binds the school together and makes it special. It is up-to school leaders, teachers and often parents to help identity, shape and maintain strong, positive student focus culture.

Stolp and Smith (1994)\textsuperscript{136} defines school culture as a historically transmitted pattern of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, may be in variety degree, be members of school community.

From the inferential of the term ‘school culture’ given by these educators, it can be concluded that the 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.

2.3.3 Feature of culture and school culture

2.3.3.1 Feature of culture

Phissawong Thumpantha (1980)\textsuperscript{137} mentions that there seven features regarding the culture:

1. Patterns of behaviour occur from the learning. Most action of men occurs from the learning in their social life, and from their communication with other members in the community. This learning may occur with awareness or incognizance.

2. The behavioural output produced or created by men for their subsistence, in the forms of material objects, attitude, values, beliefs, and knowledge.

3. Social heritage, the transmittal, and the inheritance of culture is done through the use of symbol, from one generation to another.

4. Culture is a shared object. The culture is built through congregation; therefore, no one really formed it nor can understand it thoroughly.

5. Men’s mode of life: The culture is a system or a pattern of life for man, which impels everybody to abide obligatorily. The culture designates various activities for the lives of men.

6. The culture has a cumulative feature, and is ever changing. It has to evolve and adapt to keep up with the time, and to be in accordance with the biological character of men. This modification of culture may go rapidly or slowly or continuously, nevertheless, new cultures are still modified from the ground of the old ones.

7. The culture has a feature above human nature. Men applied the culture to the different art and techniques of their committees.
Prasart Laksila (1985) gave a view that the culture has five features:

(1) It is a behaviour incurred from the learning, and not a biological heredity. The culture is, therefore, a social heritage.

(2) It is a behaviour practiced by all members of the community. Those in the same community would behave in the same direction. It can, then, be anticipated of the reaction to a certain action.

(3) It can be communicated through symbolic systems, such as language.

(4) It is a result of the coexistence of people in a community.

(5) It has an integrative feature of the whole community which is composed of other sub-communities which are intricately associated.

Jumpol Nimpanich (1987) stated about the features of the culture are as follow:

(1) The culture is a necessity for the community way of life. It is not an innate quality of men, or heredity, or habits. Most abilities of men derive from the learning.

(2) The culture may be adaptive. This adaptation can happen in two ways. One way is within the culture itself through the ingenuity, and another way is through the external, such as culture contacts. This is the imitation of culture from other communities.

(4) The culture of each community varies from one another, and would be suitable to the community of such location. The culture of a community is an integrative pattern of the procedure of lives. Various cultures of each branch have been consummately integrated for each community. Should such culture be abided by all members of this society then it is called the ‘total culture’. In case of total cultures with similar pattern in the adjoining territory than it is called the ‘adjoining culture’. Moreover these total cultures can be divided into subcultures. These subcultures are similar to their total cultures, but differ in details.

(5) The culture is an ensemble of various factors.

Supattra Suparb (1991) mentioned that the features of the culture are:

(1) Knowledge from learning: This learning must derive from human, especially from the community where the man belongs to.

(2) Social inheritance: The man in each community learns the culture from the community where he belongs to. This is because the culture already exists in the community,
and it only has to be communicated from one generation to another. The new generations would adjust to new innovation, creating prosperity to the culture and human society. The culture can be communicated through the language. Therefore the language is the symbol of the meaning.

(3) The culture is a way of life or a pattern of life. The culture can be discriminate from another culture of a community, and become a specific culture. This is because a man, born in one community, will learn the culture of the community.

(4) The culture is not static, because men like to invent new things, or manipulate the original culture to suit the vacillating situation. This is the cause for the ever changing culture.

From the above information, it can be concluded that the important feature of the culture is the pattern of behaviour created by men, through the learning and communication of people in the community. Culture is a way of life which is not static, but will be adapted to suite the changing time and varies from one generation to another.

2.3.3.2 Feature of school culture

Chanita Rakpolmuang (1982) gave an opinion on the school culture which can be concluded as follow:

(1) The school culture is a part of the social culture which is called the subculture. In the school working procedure, there are the material cultures, such as the school buildings, school environment, the learning-teaching process, etc. There are also the non-material culture, which concerns the way which the teachers should treat the students, the parents, the administrators, and to their colleagues. This includes the way to abide the rules and regulations, as well as the adhered etiquette, which enable the teachers to be a part of the school, and combine the members into a unity within the school.

(2) The traditions and rites in various forms, such as the school council, the student committee, the school emblem, the classroom arrangements, the learning schedules, and the curriculum arrangements.

(3) This relates the learning. Normally, the learning can well conduct if the subject is interesting to the learner. This usually appears in various school cultures, such as the
attitude about the teachers’ orders and authorities, and the definition of what is right and what is wrong.

(4) The culture is a process that moves all the time. Hence it can be communicated, accumulated and diffused.

Sergiovanni (1988) gave a standpoint about the school culture that there is an observable conductive principles which are designated by the coexistence to the norm which indicates the advisable behaviour, the expected objectives, the criterion of expressed values, and the beliefs within the schools. There are four stages exist of school culture:

(1) The stage which can be sensed and perceived. This occurs from the invention of men as culture, which appears in the way of attacking, way of doing, and the way of appearance. These behaviours of men can be seen from the rules, rituals, and other symbols that had been practiced in school.

(2) The stage concerning the views of the school personnel. These views relate the norms for the cooperation of work, acceptable to the school personnel.

(3) The stage of values: These values indicates the agreement participated by the teachers. These agreements may appear in the form the form of education, or the policy or the school philosophy.

(4) The stage of supposition has more of an abstract character than other stages, because it can either be concealed or explicit. Whereby, the four stages of school cultures would designate the dominant format of the school culture, which is composed of the school history, tradition, values, beliefs, norms, and behaviour.

The school is an organization which responsible for the systematic educational administration, with official duties and functions. There are rules and regulations as well as formal purposes. There are also the heritage in beliefs, values, attitudes, and norm. The continuous operation has been carried over just like other organizations and institutions, and this is called the school culture; the details of which are yet to be discussed. There are many important personnel in the schools, such as students, teacher, administrators, and school personnel. Each of them has their own ideas, values, beliefs, and inner behaviour which differ from the others, according to the way of life in his community. When these people join the school, they will mould their ideas, values, beliefs, and practices, to be in the same
direction. This direction had long been accepted and practiced, and had become the school culture with an affect to the school administration.

Deal (1988)\textsuperscript{143} gave his opinion that the feature of the school culture is the procedure found in school which can be classified as follows:

1. Share values are the ideals, philosophy, and the school share target, such as ‘well studied, distinguished sports, and decorous manners’.

2. Heroes refer to appreciated persons by the teachers and the students or even the janitors, and people always talk about them.

3. Rituals are the routine practice, such as teachers taking their lunch together.

4. Ceremonies are the certificate conferment ceremonies, the teacher goodbye parties, etc.

5. Stories, whereby each school will have their own tales to narrate to each other, such as the behaviour of the school staff, in the good and bad wise.

6. The cultural network: There usually exist unofficial groups of persons, with unofficial communication. These groups of persons will strive to protect their primitive behaviour, and would reject any changes, fearing that the changes would impinge their present interest.

Alvesson (2002)\textsuperscript{144} propounded the school culture with following features:

1. These are consistently perceivable behaviours, such as the language used in the communication, various rituals, and the acceptable behavioral pattern to the school personnel.

2. There are norms abided as the shared criteria of behavior and of the operational procedure, in the consideration of which to be done and in what extent.

3. There are dominant values that are the acceded values to school personnel, gaining their support and collaboration in the operational expectation, i.e. the quality and efficiency of the work.

4. There are the school philosophies, which are the beliefs of the school pertaining to the performance and the activities.

5. There are rules and regulations which are formalized as the operational model
that school members must learn to achieve the efficiency of the group.

(6) There are school climates, stipulated by the school members from the internal and external interactions.

Baron and Greenberg (2008)\textsuperscript{145} studied the features of the school culture and found as follows:

(1) The school culture incurred just for the school, with a constant occurrence and became the observed behaviour regularities. The school culture is the characteristic of each school and occurred constantly in the particular school.

(2) The school culture is the behavioral procedure or the norms. It is the performance and behavioural procedure of the school member, enabling them perceives what is proper and what is improper. For example, the school culture emphasizes on the students and parents requirements, and the students and parents satisfaction which would become the operational procedure for personnel to give good educational quality.

(3) The school culture is comprised of dominant values which are the share perception and to be adhered by every school member.

(4) The school culture is the school philosophy, and become the belief of the school members.

(5) The school culture attains the character of rules and regulations which may or may not be designed in writing. However, this is the behavioural frame, enabling members to know what they should do and what they should not, otherwise they might be punished.

(6) The school culture is the school climate, and is the inducing factor to the feelings of the members, while working in the school.

In conclusion, the feature of the school culture is the paradigm, the rules and regulations for the members of each school to behave in the same direction. These are stipulated through the beliefs and the values of the school personnel, which reflected as the school culture. There are two types of school cultures.

(1) The official school culture that can be seen and touched, such as the school orders and regulations, and signs, etc.
(2) The unofficial school culture, which are the inter-location, the demeanour, values, beliefs, and etc.

Each school has its own culture, because the school culture is the molder of thoughts, emotions and the behaviour of the school member. These cultures may differ in each school, but they are usually similar. The school culture will be generated from the school history with an impact to the beliefs. The beliefs are inducing to the values; the values are effective to the norms and the standard; the norms and standards are influential to the patterns of behaviour. There are three major categories of the school culture.

(1) The school’s history which concerns the part of the school and which has been passed into the present. There is the pattern of behaviour which has been inherited. This includes the talking about the conducts of the heroes and heroines of the teachers and students in school.

(2) The beliefs are the hypothesis and the understanding which the teachers and other staff cooperated in the work. Together, they share a part in the school structure, the learning-teaching, the roles to the teachers and the students, the disciplines, and the parents’ relation. Perhaps the hypothesis and the intention may set in the form of philosophy and other definitions.

(3) The values are the school priorities about the assessment of various things that occur. Norms and standard are the advisable and inadvisable practices to oversee the school teachers’ conducts. Patterns of behaviour are the conceded conduct and the school’s regular operational procedure.

2.3.4 Importance of school culture

School culture plays a significant role in the reform efforts of education. When businesses succeed, they focus on culture to advance every area of the company. Similarly, schools must focus on pulling the team together, moving the whole school forward, and giving teachers a voice in shaping the future of schools and learning. School culture has direct impact on resilience building and social, emotional and academic outcomes. School culture can greatly affect the outcome of education system. Many reform efforts have missed the opportunity to improve culture. If education continues to ignore the importance of school culture, the opportunity for innovative school reform will be missed.
Culture is the distinctive identity of schools and it is definitely a critical component of school improvement. (Selznick, 1957) The culture and identity of a school indicate about what goes on inside the building and what the learning environment looks like. This is true for schools across the country and the world. School culture is not only the actions of the school population, but also its motivations. Understanding and sharing school culture is the key to the school staff and the way they teach students (Peterson, 2002). If schools are to be enabled to not just survive, but innovate, they must learn simultaneously to adapt to and generate new meanings and strategies that facilitate effective change management. This can only be accomplished when schools begin to invest in improving their quality of thinking through developing their capacity for shared-vision building, continual inquiry, organizational development, and collaborative work culture. It seems clear that the culture of a school plays a key role in its performance (Mestry, Pillay & Plessis, 2006)

School culture can affect the way that teachers relate with each other, students, parents, administrators, and the community. School culture may be defined as the underlying set of norms, values, beliefs, rituals, and traditions that make up the unwritten rules of how to think, feel, and act in an organization (Peterson, 2002).

In the social system is comprised of many fractional systems with a complex of importance in the structure, the duty, and the component. However, the culture is considered as a fractional system, in consideration for the structure and the duty of this system. At the same time, the cultural system is important and influential to other social systems. The culture would enable the individual to behave in accordance with the social procedure and stipulation, the attitude, the belief, and the values; and this would conform the character of this particular individual to be in consort to the format of the culture and society. The influential of the culture is, thus, penetrated through every part of the society.

Nutda Sutikamol (2008) states that culture is important for the school development. The school culture denotes the identity, the prestige, the unity, the stability in the school. Furthermore, the culture is influential to the behaviour of school personnel in many aspects as follow:
(1) Enables the inter-organizational cooperation of the members.
(2) Enables the effective decision making.
(3) Enables the operational control to meet the speculated plan.
(4) Decreases the problem of communicative misconception.
(5) Enables the commitment of organizational members to their organizations.
(6) Enables a congruent perception about various conditions.
(7) Enables the justification of behaviour.

It can be summarized the importance and the worth of school culture as follows:
(1) The school culture denotes the human sagacity in the school.
(2) The school culture creates the orderliness and the unity in the school.
(3) The culture designs the behavioral format in the school. Therefore, members in each school are to behave in the same way, and in accordance with the constituted rules, regulation, and consuetude.
(4) The school culture puts a control on the society. When the school stipulated a behavioral norm to be implemented, then school members would be rules of punishment, to make sure that school members would not deviate from such norms.
(5) The school culture generates the unity and the confidence in the school. This means that the school culture enables the members in different school to feel that they are of the same community. They would cooperate in confronting and straightening various critical conditions for the stability of their schools.
(6) The school culture denotes the similarity and the diversity in school. Each culture carry on their particular mode of life, which had been transmitted and amended continuously through many consecutive life spans, and eventually become the character or identity of the particular group of people.
(7) The school culture molds up the social character for its school members. An individual of any particular school would attain the concept, the belief, the habit and propensity. Thus members in the same school would behave the same way, generating a school identity.
(7) The school culture is a symbol and the diversity of each school. It was found that each school has its own cultural trait, which might be similar, or may differ from other schools.

2.3.5 Functions of school culture

The function of school culture is to enable the school members to adapt their behaviours to the group. Fitcher (1957)\textsuperscript{151} stated that the duties of culture are as follows:

(1) It designates the paradigm of the school.
(2) It designates school members’ behaviour or role and relation.
(3) It oversees the school control such as the traditions and rites where the violators would be impugned from the school members.
(4) It performs as a sign or symbol or trade mark to distinguish the difference of one school to another.
(5) It fosters the unity and the solidarity in the school, as well as the loyalty and the devotion of school survival.
(6) The culture is the material in creating, and molding the school personality for its the members.
(7) It enables the awareness of each member to realize the meaning and the purposes of the lives.
(8) In provides the pattern of behaviour to be practiced, without seeking other unnecessary procedures.
(9) It stipulates the school pattern, role and relation or the behaviour of school members.

Sombat Pongsakul (2007)\textsuperscript{152}notes that the school culture associates with the operational school outcomes. The prime function of the school culture is as follows:

(1) The school culture will transmit its entity to the school personnel.
(2) The school culture builds up a commitment among the school personnel.
(3) The school culture erects the school stability in the status of school system.
(4) The school culture would become a reference framework for the staff in the operation; and it is also used as a suitable behavioural procedure.
Siriwan Wattanasak (2008) stipulated the function of the school culture that the school culture would engender the operational format for the school which is being the spiritual foster of the personnel and the belief in the school symbol. Hence, the function of school culture would comprise of:

1. School culture with obvious extent enables the distinguish of one school to another.

2. School culture with conspicuous extent enables the school members to discriminate the right and wrong of various matters. This is the pursuit of the procedure stipulated by the founder.

3. School culture enables the shared commitment of members, with a predominance over the selfishness.

4. School culture promotes the social system stability. The school culture is like the mental dispose in the school uniting members together with suitable standard. The school members should dialogue and act in the same direction.

5. School culture is analogous to the controlling mechanism, indicating the attitude and the behaviour of members.

In conclusion, the school culture functions as the indicator for the format and the social behaviour of school members to be performed as school identity. It is the paradigm designer and the behaviour designator for school members to abide as their entity. Hence, it is the responsibility of the leader to support the school cultures as an implement to the future accomplishment of the organization.

### 2.3.6 Components of school culture

The dominant components can be speculated separately. Paiboon Changrien (1989:14) and Terence and Allen (1992) mentioned in a similar way about the components of culture as follows:

1. The component of concepts are the beliefs, the understanding, the attitude, as well as other ideals such as the belief in monetary or allotheism, the thought or the ideal about the economics, social, politics, domination, administration, the human understanding,
the conscience realization. All these will be a measurement or a norm for a man’s decision, as well as a measurement for the various circumstances in the community.

(2) The component of usage concerns the acceptable traditions in the community, such as various rites, marriages, the ordainment, religious ceremonies, and other officiating, including the various forms of communications to different persons and in different occasions. This also includes the forms of association with persons of various levels.

(3) The component of instrumental and symbolic objects are the touchable material cultures with outlines, such as instruments, equipment, houses, schools, temples. This also includes the written language which is the communicating symbols, and other norms associate to the invention of men.

(4) The component of the organization of association is the view about the character of institutes, organization, or unions in the society. This refers to the organized group, with official structure and functions, rules and regulations, as well as the purposes. The smallest of them all is the family, and the biggest the United Nations.

Sergiovanni (1988)\textsuperscript{156} mentioned that the school culture concerns the school personnel’s behaviour in ten factors as follow:

(1) School purposes

The school purposes are most important to the operational efficiency of the school staff. This would be a procedure for the cooperation in the operation and in the evaluation. The decisions affecting the school purposes will also be taken into consideration. The prosperity and the survival of an organization or a school depends chiefly upon its staff; right from the administrator down to the labourers.

Viroj Sarattna (1988)\textsuperscript{157} describes about school purpose as follow:

(a) The purposes are the dominant which conduces to the policy stipulation, the operational procedure, and the appropriate operation of the rules and regulations.

(b) The purposes are an indicator for the school. Although each member in the school may have different ideas, but the school’s purposes will be the goal, convening people’s rationale, unity and conformity, with the cooperation to accomplish the task and the meet the school’s purpose.
(c) The purposes will be an induction for the school staff to work effectively. Although they may encounter any problems from the work, they would be able to adhere to the purposes as their principle in solving the problems themselves.

(d) The purposes are the criterion standard in the surveillance of the school’s performance.

The designation of the purposes is a step next to the location of the current problems and status. Without knowing the current problem and status, one can never designate a good purpose, and this purpose would not be in consort with the true problems or needs of the organization.

Virot Sarattna (1988) gave a trend in designating the purposes that following features should be taken into consideration:

(a) It should associate with the school’s needs, and should be in concordance with the higher levels of purposes.

(b) It should be recognized and accepted from related parties, in order to implement this purpose.

(c) It should be practical and implement, and not just a moonshine or idealistic.

(d) It should be challenging. The purposes should not be too difficult that people are discouraged, and it should not be so easy that people can accomplish in a short time. It should be reasonable with some difficulties to be challenging and inducing.

(e) The good purposes should be elucidated clearly so that the operators would get the same principle and procedure for their operation.

In conclusion, school purpose 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) Empowerment

In some instances where the administrator devolves a task on a teacher, he should also realize the importance of empowerment in the decision for the decision for that
teacher. Moreover, the administrator should render the opportunity in getting the news and other operational factors to the personnel in school, with parity.

**The Necessity of Empowerment**

It is most essential for the superintendent to empower the next man in the supervision.

Panas Hannakin (1981) mentioned that firstly, a responsibility without an authority to excite is rather impossible; secondly, without an empowerment, it would mean that the top management has to execute the work alone, which is impossible in a unit that is too big for just one man to oversee; thirdly, the empowerment would be a preparation for the subordinate to become a good superior or a good superintendent in the future. This is a way to prepare for an inheritor. Hence, the future administration in that unit would be able to proceed smoothly without any obstacles or gaps.

**Empowerment Principle**

The empowerment to a deputy or an assistant depends on the responsibility of work. Usually, the scope of the authority is in a written language.

Panas Hannakin (1981) stated about the empowerment principle which can be deduced as follows:

(a) Try to let the empowered person feel that his work is stable.

(b) The administrator must assist the empowered person as much as he can, and see that the man can accomplish his task. The administrator should not just leave the empowered person to his own fate.

(c) The administrator must clearly outline the scope of work, as well as the function and responsibility. He should advice the means of report, or communications with other units. He should also train the empowered person about the controlling system, and the equipment.

(d) The empowering person must be responsible for the result of the outcome. Therefore the administrator must select a person who can execute the work successfully. He must make sure that the invested person is qualified for the required work.

(e) The empowering person should acquire sufficient integrity. He should not devolve the work, which he should execute personally but dislike to do, to other persons.
In conclusion, empowerment 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.

(3) Decision making

In the decision making, the school administrator should consider the
possibility, and the impact to the school. The decision making should be considered as the
salient part of the administrative process, as it is the principle action of the administration. It is
a device in testing the ability of the administrator. Hence, this is a component which can
indicate the efficiency of the administrator. The administrator, therefore, has to decide almost
every matter within the school.

The definition of Decision Making

There are quite a number of definitions for the term decision making.
Barnard (1972)\(^{161}\) gave a definition that the term decision making’ refers to the
logical process in speculation, analyzing, and selecting various means, through the
reasoning and the facts about those means.

Simon (1975)\(^{162}\) states that decision making refers to the process of activities 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.

(c) This is an activity pertaining to the suitable option for the execution.

Hoy and Miskel (1982)\(^{163}\) explain that decision making is the determination of the
administrator to perform or to abstain from an activity. The decision making is the
responsibility of every administrator. This is a process where the determination will be
executed. This process will not be terminated until the decision making has been
accomplished.
Zeleny (1982)\textsuperscript{164} defines the decision making as a dynamic process which associates reciprocatively, during the period of preparation before making the decision, while making the decision, and during the outcome of the decision made.

From the definition of the term ‘decision making’ it can be concluded that the decision making is rational process in speculating, analyzing, and selecting an option for the execution. The decision making must be done prudently through the process, for the efficiency of the organizational operation.

**The Decision Making Process**

The decision making is an important process, and is the core of the administration. The main duty of the administration is to make orders, and to direct the decision making process.

Griffiths (1979)\textsuperscript{165} propounded that the decision making process should have the following stages:

(a) Study the problems, and put a limit to those problems:

(b) Analyze and evaluate those problems:

(c) Set up the criterion standard to evaluate the option or decision made:

(d) Compile the information:

(e) Find the best option or the best solution:

(f) Operate through the best option.

Kaufman (1974)\textsuperscript{166} suggests four steps of a systematic decision making process: (a) the definition of the problem, (b) study the option, (c) select the option, (d) perform through the selected option, and (e) evaluate and amend the demerits.

Hoy and Miskel (1982)\textsuperscript{167} proposed five stages of the decision making process to solve problems: (a) realize and indicate the status and the scope of the problems, (b) analyze the problems, (c) create a reliable criterion in solving the problems, (d) develop an operational strategy and indicate various options, speculating and selecting an option for the operation, and (5) commence the operation.
It can be said that decision must depend upon the information. To acquire an effective operation, the decision making must be furnished with a format, stages, and systematic process.

**The format of the Decision Making**

The decision is the most important task of the administrative process. The administrator, then, must always make decisions, and must decide with circumspection. The administrators who cannot make decisions, or who are lack of skill in the decision making, can hardly lead the unit to progression. Whereby, many educators proposed some formats for decision making.

Likert (1961)\(^{168}\) concluded that there are two types of decisions. Firstly is the decision by only one person; and secondly is the decision by the group or the partaking decision. In the group, each member would feel safe in their appropriate decision making. They will have a written and clear purpose and philosophy. Moreover, the group decision will create great induction in the operation, which will lead to a unity. This will be much better than the decision of a single man. The group decision making also includes the partaking decision, in the form of an official committee. This also includes the unofficial partaking, between the superintendent and the subordinates.

Drucker (1968)\(^{169}\) perceives that, in actual fact, there are only two ways of decision making, that is a well planned decision, and an impromptu decision.

Barnard (1972)\(^{170}\) classified the decision making into two types. One type is the organization decision, whereby authority of the decision making can be dispersed. The determination shall be done through many persons, and not just any one person in the organization. But at the end, there must be a supreme administrator to make the final decision. Another type is the personal decision. This is a determination made by a single person, without investing the power of decision to anyone.

Somyos Naveegarn (1990)\(^{171}\) propounded the developing procedure pertaining to the decision making behaviour in two theories:
(1) The Classical Decision Theory: Apart from the information for the option, the possible option happens under the decision and the possibility. The administrator must have some grounds in considering the values of each option. Before they can indicate the values of the option, they must have some information about the target, the contentment and the required reciprocal of the school.

(2) The Behavioural Decision Theory: This is a conjoining between the Decision Theory and the Behavioural Organization Theory. This is a decision of a person, a group, and an organization.

Sermsak Visalaporn (1979) segregated the decisions into three types:

(a) The decision made through the order of the superiors. This is the interpretation of the order, and the application of the recommendation; or this may be the repartition of the administrator’s recommendation. This is the type of decision which the leaders cannot avoid, but they may devolve the responsibility to their colleagues or subordinates. The decision making be difficult if the order or the request of the administrator should be impractical.

(b) The decision proposed by the administrator. This may occur from many causes, such as the school members lack of proficiency; or the vague order; or the fact that the subordinate does not have enough authority to make the decisions on the necessary spot; or in a case where it is impossible to let others make a decision for him.

(c) The decision which occurs from the administrator’s initiation. A good administrator does not only follow orders, but he must also be alert, initiative, and decisive in what he thinks is right. It may be disastrous if the leader can only perceive but cannot be good at making decisions. Therefore, the administrators tend to avoid such decision makings.

From the above procedures, it can be concluded that the format of the decision making may be divided into four features:

(i) Divide according to the authority. This will be composed of the decision of the superior administrator, the decision of the medial administrator, and the decision of the operator.
(ii) Divide according to the number of the persons making decision. This may be classified from the decision making of a single person, or from the decision making of a group of persons.

(iii) Divide according to the status of making the decision.

(iv) Divide according to the character of the decision making. This may be segregated as a decision without any implementation or information, and a decision with the use of implementation and information.

**The Administrator and the Decision Making**

An institutional administrator must play the role of a leader in the decision making. He must do it prudently and decisively. He must take the responsibility of his decisions on various matters, such as the academic affairs, the administration and development, the students affairs, the community relations. In each decision making, he must always take into account of how the decisions should be made, and how can he improve his decisions.

Lipham and Hoeh (1975) stated that there are three types of decisions for the headmaster i.e.

(a) The routine decision-making: Most of the administrator’s decisions are the routine decision-making. His decisions may result from his superior, or his staff.

(b) The heuristic decision-making: The administrator must give a chance for his staff to express themselves. He must support and give an opportunity for an emergent leader. In working together with the students and the teachers, the administrator should create an atmosphere with an opportunity of the heuristic decision-making.

(c) Compromise decision-making: The administrator has to find a way to solve problems and conflicts from the difference of values and culture; the expectation in the role to be denoted; or the conflict from a personal interest. The administrator has to develop his skill in this kind of decision. This is because it would be difficult for a unit to progress with constant conflicts.

**The Partaking in the Decision Making**

The important points in the partaking of the teachers in the decision making are as Tawin Kuakulwong (1987) had stated.
(a) The chance in partaking in the policy stipulation is an important component of the teachers’ morale and volition, as well as an ardency of the teachers in school.

(b) The partaking in the decision making closely associates with the contentment of each teacher in their career.

(c) The administrator who gives a chance for the teachers to partake in the decision making will be appreciated by the teachers; not with standing how much those teachers may have to depend upon the administrator.

(d) The teachers do not expect or require to take part in every decision making. In actual fact, it may be a demerit if they had been too much involved.

(e) The roles and the duties of the teachers and the administrators in the decision making must vary according to the nature of the problems.

(f) The internal and the external component have an impact on the consistency of the partaking in the decision making of the teacher.

(g) To get the utmost achievement in the decision making, with the least demerits, the administrator must take into account that under what circumstances should the teachers partake in the decision making; how much should they be involved; how should the decision making committee be formed, and how; and what role would be most effective for the administrator.

Group Decision

Usually, the administrator does not decide alone, but he will consult others to get some information or opinion before making any decision.

Somyos Naveekarn (1990) mentioned about the merits and the limitation of the group decision as follows:

(a) The group can compile more information for making the decision than just one person alone. Various people will have various information, and opinions. Whereby, with an effective use, the group decision should be better than just a single decision.

(b) The debate by the group will create a heuristic decision-making. In expressing their views, one person may kindle an idea for some other people.

(c) The group decision will lead to the acceptance on the decision made. This will result in the efficiency of the operation.
In conclusion, decision-making 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.

(c) This is an activity pertaining to the suitable option for the execution.

(4) Sense of community
The school is responsible in assisting and developing personnel, and motivates their senses of community. They should have a sense of responsibility, with a feeling of attachment and sharing in developing the school.

Wiles (1953) stated that each teacher requires to be a part of the group, through the sense of community. This sense of community will be more influential to the operation than the wage received, and will create more complaisance in the operation. A way to create the sense of community in school can be done through:

(a) Let the school personnel be attached to each other with good relationship, whereby they would devote themselves to the work.

(b) Support the progression of each teacher in school.

(c) Join their activities in the weekends.

(d) Let each teach feel that he is an important person in the school. The quest for help in each activity would emphasize the talent and the value of each one of them. The school staff would give their support and assistance on necessary occasions, without jealousy or contention.

In conclusion, sense of community 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. The sense of community in school would support
the morale and volition in the operation. This is because the staff's morale and volition
conduces a sense of being apart of the school. Therefore, the responsible administrator
should always make a survey on the staff's morale and volition. At the same time, the
administrator should develop the personnel. At the same time, he should motivate should
motivate the school personnel through the sense of community.

(5) Trust

The administrator should give a chance to the teacher to choose the work he
likes, with a trust that the man can perform it well. The term 'trust' has been given various
definitions. The reciprocated trust is the developed rapport behaviour, enabling the high
efficacy of assistance. People would accept the assistance from the persons they realized
and trust. The assistance would induce a sense of impression. The person getting an
assistance would consider the rendered as having the same inducement as himself. He
inclines to deny any assistance from a person who tends to control him, or who seems to
make a change of him, or who hopes to have an influence over him. In a case where men got
a feeling of fear without trusting each other, then, even the most efficient assisting process
would not be able to obviate the feeling of deep repudiation in each other. This would result
in the incomplaisance assistance.

Jindalux Watanasin (1989)\textsuperscript{177} states that the reliance or the trust, is the
approbation in other people. This will allay the anxiety of the fear. An explicit communication
between the organization staff can occur through other people's recognition. The working
cooperation would have the least meaning without a sense of reliance. To promote the
atmosphere of trusting in each other is most essential part in developing an organization.
When more than two people have to associate each other, apart from having a self-reliance, it
is essential that they rely in each other. The rapprochement between the people of two
parties, need a cordial feeling between them. The concealment of feeling would easily
conduce the feeling of inconsideration and disagreement.
This can be said that once people trust each other, with a feeling of reliance, 
warminess, and acceptance of each other's human value, then various operations within the 
school will proceed conveniently.

In the work accomplishment through the perseverance of others, the school staff 
must trust each other, whereby the administrator and the teachers must trust each other, and 
the teachers must trust their colleagues.

Hanzager and Alexandra (1991)\(^\text{178}\) mentioned that in an administration, the 
administrator must use the method of interrelationship in the personnel management. This 
type of administration will effect in trustful rapport, with candour, and the close relationship 
between the administrator and the co-worker. In the rapprochement of achieving to all, every 
one would be complaisance in their work. The teachers must behave in a reliable manner to 
the administrator. He further mentions that the important fundamentals in the rapprochement 
are to promote a feeling of trust on each other are as follows:

(a) Trust and honest between the administrator and the teachers.

(b) Teachers follow the orders because they feel that there is a sense of 
understanding between them and the administrator.

(c) Teacher would seek for a right to make their own decision. They would feel 
discontent when being forced, or induced to a decision.

(d) Administrator should indicate the problems to the teachers. He should not try 
to solve the problems himself, but should assist the teachers in solving those problems.

Moreover, the teachers should build a rapport with the students, so that they 
would trust and rely on the teachers. They would believe that their teacher can help them 
whenever a problem occurs. This rapport would be advantageous to the successful learning-
teaching in the curriculum.

Gordon (1991)\(^\text{179}\) indicated that the good relationship between the teacher and 
the students would have following features:

(a) 'Open mind' or 'seeing through to each other' so that each side would be 
straightforward to each other.

(b) Recognition of values, and the caring for each other.
(c) Respect the independence of oneself without relying too much on others.

(d) Meet the need of each other’s, whereby both side must comply to this need, in the giving and taking system; whereby, a person cannot only take without giving.

In conclusion, trust 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. Therefore, the administrator would trust the teachers in their decision making, and in their operation, with a belief that should the teacher get a chance to choose his required task; the output would be efficacious, resulting in the accomplishment in the school operation.

(6) Quality

The quality correlates with the value and the expectation of the qualitative and standard operation of the teacher; including the reliance on the teachers’ proficiency and the students’ ability. Moreover, a priority should be given to the atmosphere of thoughtfulness and cooperation of the school personnel. Apart from this, the school must promote the morale and volition of the school staff for the sake of development.

In conclusion, quality 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. It is the attainment of quality associates with the cognizant of the school on the value and the expectation of the teachers’ effective and standard operation, with a reliance on the teachers’ proficiency and the students’ ability. This includes the realization in the atmosphere of cooperation and thoughtfulness of the school people.

(7) Recognition

This is an opportunity rendered by the school in recognizing the teachers’ acceptable ideas. The need to be recognized inspires the human change of values, trend, as well as the change of fashions, etc. This need is 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. These kinds of needs are the cause of problems and the intricacy in the operation. This results in the crave to be a boss and no one wants to be a subordinate in working with others. In a self-realization, in would get more chance in being recognized and get cooperation from others. The task accomplishment would be very difficult without a self-realization.

In conclusion, the recognition 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. Recognition is the school’s giving of opportunity, and accepting the teacher’s good ideas. This is also recognition in the accomplishment and the task of the teachers and the students, both outside and within the school. This would conduce a pride for the teachers with willingness to operate in their full capacity to accomplish the school purposes.

(8) Caring

The school administrator should take care of the well being as well as the operation of the teachers, with a support in the progression of their duties. He should spend some free time with them and see about the way they live, the way they work, and about their progression. Principles to be abided by the superiors can be concluded from Arun Raktham (1984) as follows:

(a) Administrator should let the school members know what they are working for. Every school member should know and understand his own duty to create a self-confidence. A school member needs some ideas about the rights in his duty and the rules and regulation, apart from having a sense of community.
(b) Administrator needs to tell the school members about their duties, and functions, and the scope of work and responsibilities.

(c) Administrator must set a high working standard.

(d) Administrator must tell the school members about the way to execute his task, so he can be more satisfied in his work, and would be able to operate with better proficiency.

(e) Administrator must help to develop the ability of the school members with a high working standard, which the school members were all informed. He must always enhance the competency of the school members to achieve the stipulated working standard. It is the salient responsibility of a superior to increase the competency of school members.

(f) A good and responsible administrator should take the account the task in training the school members.

(g) Administrator must create coherence in the teamwork. With same purposes, the school administrator and the school members would be able to execute the work. The sense of community would occur if the administrator would let the school members know about the accomplishment of the unit, and if he would fight for the rights of school members.

(h) Administrator should give a chance for this subordinates to a partake in solving problems: such as ask in for their opinion the staff meeting, and ask them to assist in the planning.

(i) Administrator would inform his subordinates for any account that affect them.

(j) Administrator should reprove his subordinate in person.

(k) Administrator should praise and reward good workers.

(l) Administrator should support an incompetent worker to improve himself.

(m) Administrator should take interest in the personal affairs. In case the school members have personal problems, or working problems, or whether they are is content with the work, and their working accomplishments. It is the duty of the administrator to give his advice and recommendations.
Create the sense of thoughtfulness and make sure to fill every right man into every right post in the school members.

In conclusion, the caring is 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.

(9) Integrity

The integrity is a school culture which associates with the school cogitation in the integrity of the personnel through giving the praise and rewards. The school will set a procedure for all school staff to follow. It is quite clear that the ethics is essential and dominant to men, personally and as a whole. In is also a radical factor for the school’s order and peace.

In conclusion, integrity 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. The ‘integrity’ is the school’s realization in the teachers’ continuous honesty and perseverance in their work. The school would set up a procedure for the teachers to abide and adhere as an ethical principle.

(10) Diversity

A school comprised of students, teachers, administrator, and school personnel, who would cooperate in various group activities with interrelationship. The activities would induce attachment, fondness, endurance, and assistance to each other. This will mould the diversity of persons into a group sensation, idea, attitude, and values. Each teacher will learn, adapt, and develop himself to believe with a deferent behaviour. This would create a sense of unity between the members and keep them in the group. It can be concluded that the diversity of the personnel 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.
O'Reilly, et al. (1989)\textsuperscript{181} states that there are ten components of school culture which effect the school effectiveness. They are member identity, group emphasis, people focus, unit integration, control, risk tolerance, reward criteria, conflict tolerance, means-ends orientation, and open-system focus.

In conclusion, diversity 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.

In the present study, ten components of school culture suggests by Sergiovanni (1988)\textsuperscript{182} is considered to be the theoretical framework. They are: (1) School purposes, (2) Empowerment, (3) Decision making, (4) Sense of community, (5) Trust, (6) Quality, (7) Recognition, (8) Caring, (9) Integrity, and (10) Diversity.

### 2.3.7 School culture and school effectiveness

An improving school is one that increases its effectiveness. For improvement to be effective school, it requires: vision, monitoring, planning, and performance indicators. Wyatt (1996)\textsuperscript{183} illustrates that in the effective school all students can learn under the appropriate conditions (i.e. that school's are not simply sorting mechanisms for later life). School effectiveness depends on the equitable distribution of learning outcomes across the whole student population. Effective schools take responsibility for students’ learning outcomes, rather than blaming students and their environment. The more consistent are the teaching and learning processes within the school, the more effective the school is. Further, the important factor related the school effectiveness is the school culture.

The culture of the school reflects the local culture in many ways. Purkey and Smith (1995)\textsuperscript{184} summarized the general knowledge base regarding school culture and the school effectiveness as follow:
(1) School culture does effect the behaviour, achievement, and effectiveness of school

(2) School culture does not fall from the sky. It is create and thus can be manipulated by people within the school.

(3) School culture is unique; whatever their commonalities, no two schools will be exactly alike-nor should they be.

(4) Culture can be counterproductive and obstacle to educational success, culture can also be oppressive and discriminatory for various subgroups within the school.

(5) Fundamental change and effectiveness requires understanding and, often altering the school culture.

Determining the relationship between the school culture and school effectiveness is an essential for today schools.

Deal and Peterson (1996) write about the school culture of those school administrators, teachers and parents are the key to eliminating toxic culture and building positive culture. This positive or strong culture is referred to as of effective culture. An effective school culture contains following components:

(1) Vision: The school leader, the school principal. Must have a vision for the school and must be able to gather followers support that vision and must be able to use persuasion and other methods for implementing that vision. A shared vision of the future also suggests measures of effectiveness for the school and its parts.

(2) Mission/Goals: An effective school is one that has a clear and concise statement of the school’s mission, goals, and objectives, which being defined by course and grade level for each of three categories: knowledge, skills and attitudes. It is obvious, but worth repeating that teaching methods, learning activities, instructional materials, and assessment strategies must be directly related to the school’s missions and goals.

(3) Environment/Climate: An effective school is one where everyone in the school is free from bodily harms and where there is a safe and orderly atmosphere. This means that there is a discipline code that there are rules and regulations regarding behaviour, that student rights and responsibilities arc clearly delineated, that enforcement is fair and consistent and that everyone has been well informed. It also means that the school is a
pleasant place with an attractive, bright, and clean physical appearance. The culture is such that it promotes a sense of pride, a sense of responsibilities and a series of activities (assemblies, rallies, and slogans) that involve everyone in enhancing the quality of school and its health.

(4) Student behaviour: An effective school is one where students are expected to master the basic skills, the curriculum and engage in higher order thinking skills. In effective schools, students recognize and appreciate the need for high standards and high expectations for performance. They understand the need for frequent monitoring of their academic progress and use the feedback from such monitoring to help them improve or enhance their performance. In an effective school, students recognize the necessity to use their time effectively and efficiently and not to allow instructional time to be disrupted by student misbehaviour. In such schools, students learn to appreciate the opportunities that the school provides for acknowledging their efforts through rewards, displays of material, informing parents and the like.

(5) Home-School-Community Relations: An effective school is one where parents have an understanding of the mission, goals, and objectives of the school: where parents are given information about their children's progress: where school personnel look to parents as educators of their children and thus provide help in developing parenting skills: where parents are given information to help their children with school work and homework: and where parents are encouraged to participate in school affairs to use Community resources to enrich home and school life. An effective school also makes use of community resources and engages in cooperative programs with local business, agencies and groups.

(6) Teachers: Stressing on the role of teacher, in an effective school culture, an effective school is one in which teachers provide direct instruction in and the core curriculum with the expectation that all children in their classrooms can master the content and skills. Effective school teachers are flexible in their grouping patterns; use a variety of teaching methods and materials, and monitor students’ progress frequently, informing both students and parents of this progress. Effective school teachers also protect student learning time, using management techniques that minimize loss of instructional time. These teachers use multiple assessment methods to check for student understanding of skills, content, and
attitudes and when necessary they alter instruction to meet the needs and talents of the students in their classes. Deal and Peterson (1998)\textsuperscript{186} opined that: to understand strong culture, one must focus on the indicators of toxic and weak culture", where: (a) School staff is fragmented, (b) Negative values prevail, (c) Disgruntled staff conies to faculty meeting ready to attack new ideas, (d) Criticism to teachers concerned about achievement.

2.4 REVIEW OF THE PAST STUDIES

2.4.1 Introduction

The review of the past studies is a link between the research proposed and the past researches. It tells the researcher about various aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research.

2.4.2 Importance of review of the past studies

Review of the past studies is a very important for conducting the research work. It provides the background and justification for the research undertaken. According to Bourner, T. (1996)\textsuperscript{187} states that review of the past studies identify the gaps in the literature, information and ideas that may be relevant to research project, methods that could be relevant to research project, and seminal works in researcher’s area. It helps the researcher to avoid the same mistakes as others but increase the breadth of knowledge of researcher’s subject area. Review of the past studies helps the research to provide the intellectual context for researcher’s work, enabling researcher to position the project relative to other work and put the work into perspective.

As far as the literature review process goes, ultimately the goal for the researcher is to complete their review in the allocated time and to ensure they can maintain currency in their field of study for the duration of their research.

Leedy & Ormrod (2005)\textsuperscript{188} mentioned two critical considerations stem about the review of past studies:

(1) Research must enhance the current understanding of a phenomenon, or contribute to enhance the body of knowledge.
(2) Research must communicate what was discovered in the new study. Knowing the current status of the body of knowledge in the given research field is an essential first step for any research project.

Leedy & Ormrod suggest that an effective literature review helps the researcher to understand the existing body of knowledge including where excess research exists (i.e. what is already known?) and where new research is needed (i.e. what is needed to be known?). It provides a solid theoretical foundation for the proposed study, substantiating the presence of the research problem, justifying the proposed study as one that contributes something new to the body of knowledge, and framing the valid research methodologies, approach, goals, and research questions for the proposed study.

Kumar, V. (2009) states that review of the past studies help the research to make sure that the researches are not repeating the work that someone has already done earlier. It provides an option of modifying the work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable.

It can be summarized that review of literature is a very important part of research studies. It provides ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the problem, to locate comparative data useful in the interpretation of results and to contribute to the general scholarship of the researcher. Review of literature is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their conclusions and differences by different authors.

2.4.3 Past studies related to school effectiveness and school culture

This chapter presents 16 past researches related to school effectiveness and school culture which was already done in Thailand and in different countries as follow: