Effectiveness of Organizational Culture on Teacher Performance at Secondary School Level in Khyber Pakhtunkhwa Pakistan

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Abstract: - School culture plays an important role in the success of a school. The purpose of the study was to find out the effectiveness of school culture on teachers' performance at secondary schools of Khyber Pakhtunkhwa, Pakistan. It was quantitative study. The research design of the study was co-relational and survey type. Population of the study comprised of 197 secondary schools of District Malakand, Khyber Pakhtunkhwa. Population of the study includes all the 197 secondary schools principals (public =78, private =119) and the 10th grade students enrolled in these schools for the academic year 2015-16, of District Malakand. To reduce the sampling error a representative sample were selected. Stratified random sampling technique was used to select 60% of secondary schools to get their principal perception. The homogenous purposive sampling technique was used to select four students from each selected school. Therefore sample for this quantitative study was 118 principals (public=47, private = 71) and 482students (public =188, private =284) of class ten. SPSS (Version, 21) was used to analyze data using mean, standard deviation, Pearson correlation, multiple regression and t-test statistics.

Keywords: Distributed Leadership, School Culture, Teachers' Performance

I. INTRODUCTION

School culture is an important element of a school and play the most important role in the success of a school. It effects every aspect of school and teaching learning process. It not only just surrounds teacher perspective but also affect their decisions and actions. According to Freiberg (1998), school culture is similar to air we breathe. Culture of the school can influence teaching learning process; therefore, a school with a positive culture is a place where teachers want to be (Hansen & Childs, 1998). It is an old saying that paying attention to school culture is one of the basic responsibility of a school leader.

According to Leithwood, Day, Sammons, Harris, & Hopkins, (2007) leadership influence on teaching is indirect and mediated through motivation, commitment and working condition. Similarly, Hallinger and Heck (1998) described that principal has indirect influence on students' achievements and mediated trough school culture and climate. Research suggested that all effective school leaders focus on school culture and create a learning environment in order to boast teachers' moral.

Hunt (2009) describe it as "if school provides a clear vision, instructional leadership and a safe and conducive environment then teachers' will perform effectively and students will learn according to our expectation. The focus of this study was to find out the effect of school culture on teachers performance in public and private secondary schools of Khyber Pakhtunkhwa (PK), Pakistan. These two type of schools were then compare on the three dimensions of school culture measure in this study, which are collaboration, recognition and distribution of authority.

II. LITERATURE REVIEW

2.1 School Culture

School culture play a pervasive role in the success of a school. The general environment of a school that affect their staff thinking, feeling and action is the culture of that school (Murshed, M. et. at., 2021). It can be elaborated as the assumption of a school that how their teachers interact with each other, what their student are doing and saying, how they are performing and how peaceful environment they have for learning, these and some more basic values and rituals develop the culture of a school.

Peterson and Deal (1998) defined school culture as the "norms, values, beliefs, traditions and rituals" of a school that affect teachers and students perception, decisions and action. Recent research on effective school suggested that a strong and positive school culture hold school to gather and have a deep focus on students' development and teachers' performance. There are some characteristics of a positive school

culture regarding distributed perspective.

1.   **Collaboration:** collaboration play an important role in the success of a school and an essential element of positive school culture. Literature shows that in a positive school environment, teachers voluntarily collaborate with each other and with the school administrative without any other purpose but to improve school standard (Stoll, 1998). In a collaborative school culture school personal share teaching materials, ideas and solve each other problems, which can helped them to improve their performance and led the school to a high standard. Similarly, in a collaborative school culture school personal possess a share sense of purpose and set high expectation for students learning (Peterson & Deal, 1998).
2.   **Recognition:** Recognition of a good work play a significant role to improve teacher performance (Ali S. R. et. al., 2021). Because they think that, their performances are important and valued in the school (Moye, Henkin & Egley, 2005). Their performances are reinforce by recognition (symbolically and orally) in the school. There for a school culture that honour, support and recognize their staff work will boost their moral and will lead to better performance.
3.   **Distribution of authority:** distribution of leadership responsibilities make the school a learning organization (Spillane, 2006). Sharing leadership is rely on share vision, goals and commitment, which are essential for teachers' performances. Involving more people in leadership activities and decision-making led them to professional development and allowed them to take ownership in school success. School leaders used it, to recognize and support teachers in the school (Bogler & Nir, 2012). Literature shows that leadership responsibility can led the teachers to evaluate their own performance (Vernon Dotson & Floyd, 2012). There for distribution of authority can be seen as a result of positive school culture and can be consider as a characteristic of a school culture (Hokanson, 1999).

2.2   School Culture and Teachers Performance

School culture works as oxygen for teachers' performance and play an important role in the success of school. No importance had been given to school culture until it turned into "foul" (Freiberg, 1998). A positive school culture can effect teachers' performances because teachers favoured an attractive and invitational environment (Hinde, 2004). Similarly, Hansen and Childs (1998) argue that a positive culture makes school a place where teachers want to be, a place where teachers are respected, recognised and supported.

A positive culture develop a shared sense and an atmosphere of respect and recognition and develop a common set of expectation for students learning (Peterson & Deal, 1998). Which lead them to a common culture of collaboration. Peterson and Deal presented some characteristics of a positive school culture:

1.   where staff have a shared sense of purpose, where they pour their hearts into teaching;
2.   where the underlying norms are of collegiality, improvement, and hard work;
3.   where student rituals and traditions celebrate student accomplishment, teacher innovation, and parental commitment;
4.   where the informal network of storytellers, heroes, and heroines provides a social web of information, support, and history;
5.   Where success, joy, and humour abound (P, 29).

On the other hand, a negative or toxic school culture makes school a place where no one want to be. It has a negative effect not only on teaching but also on communication; interaction and collaboration among school personnel (Peterson & Deal, 1998) and they take no interest in school affairs. It has been written that a school culture always win and can effect teachers and student especially newcomer because new teachers want to be like experience teachers (Gruener, 2008).

2.3   Role of Principal in the Development of a School Culture

Recent research suggested that principal has a great role in the success of a school (Gruener, 2008). Research also shows that school leader influence on students learning is indirect and mediated through interaction and other factor of school culture (Hallinger & Heck, 1998; Leithwood, Louis, Anderson, & Wahlstrom, 2004).
Similarly, Leithwood (1992) stated that school leader influence teachers through transformation of school culture. According to Peterson and Deal (1998) school leader play an important role in the development of school culture at every level. To create a positive culture they articulate values that are best for students'

development then reinforce these core values by their words and action and convey them in routine works (Khan, S.D., S.R. Ali and S.W. Khattak.. 2019). For this purpose, they appreciate good work and celebrate school success. Provide opportunity for and support collaboration. Clearly communicate school vision and appreciate those who have worked to achieve this vision (p, 30).

As an effective leader not only influence teaching learning process but also human development therefore rituals and traditions that provide opportunity of teachers development and learning can be establish by school leader. Simple action like mentioning a teacher in school meeting how he helped a student or asking a teacher about family matters even a smile can encourage a teacher and the whole school community (Littleford, 2007).

2.4   Distributed Leadership and School Culture

There are a large number of theories about the leadership. However, most of these theories are interested in the capability of one individual (Ali, S. R., 2020). However, the contemporary research on school leadership suggested that it is not right to think that a single individual can lead the school to success alone due to job diversity (Friedman, 2002). Especially in large secondary schools, where leader has to performed different role and cannot interact with every individual due to huge numbers of students and teachers (Zaheer R., et. atl., 2021). At the turn of millennium distribute leadership got the attention of the researchers and policy makers. Distributed leadership is the "collaboration between school leaders, teachers and situation" (Spillane, 2006, p. 26).

Main theme of distribute leadership is the distribution of authority and participation of more people in decision-making process. Literature shows that distribution of authority was use to appreciate and support teachers' contribution in the school (Bogler & Nir, 2012). In distributed leadership, leader gives importance to teachers' contribution and recognize their work.

According to Hollingsworth (2012), distributed leadership creates learning communities in the school, which helps in staff professional development. From above it has been found that distributed leadership play a vital role in the development of school culture as main aspect of distributed leadership are important characteristics of a positive school culture. As Hokanson (1999) stated that distribution of leadership responsibilities and the participation of more peoples in decision-making, create a successful school culture. (Bogler & Somech, 2004; Meng & Han, 2013).

III.   OBJECTIVES OF THE STUDY

Following are the objective of this study

1.   To find out different characteristics of school culture in public and private secondary schools of Khyber Pakhtunkhwa.
2.   To explore the relationship between school culture and teachers performance.
3.   To find the effect of school culture on teachers performance.
4.   To compare school culture of public and private secondary schools.

IV.   RESEARCH METHODOLOGY

The main purpose of this paper was to find out the effectiveness of organizational culture on teachers performance in public and private secondary schools at district Malakand, Khyber Pakhtunkhwa, Pakistan. A quantitative research methodology was used to answer the research questions. The research design of the study was co-relational and survey type. Two questionnaires were used to collect the data. One questionnaire was used to collect principal perception about different characteristics of school culture. The other was used to collect students' rating about the five aspect of their teachers' performance i.e. pedagogical skills, classroom management, and student's achievements, inter personal relation and professional responsibilities. Population of the study includes all the 197 secondary schools principals (public =78, private =119) and the 10th grade students enrolled in these schools for the academic year 2015-16, of District Malakand. To reduce the sampling error a representative sample were selected. Stratified random sampling technique has been used to select 60% of secondary schools to get their principal perception. The homogenous purposive sampling technique has been used to select four students from each selected school. Therefore sample for this quantitative study was 118 principals (public=47, private = 71) and 482students (public =188, private =284) of class ten. SPSS 21 has been used to analyze data using mean, standard deviation, Pearson correlation, multiple regression and t-test statistics.

Table1: *Mean and Standard Deviation for Characteristics of School Culture*

Characteristics of school culture	Public Schools		Private schools		Over all	
	Mean	SD	Mean	SD	Mean	SD
Collaboration	3.35	1.47	3.30	1.67	3.32	1.57
Recognition	3.37	1.66	3.20	1.73	3.22	1.70
Distribution of Authority	4.32	0.65	4.12	0.76	4.20	0.77

The Statistical analysis in table1 shows that secondary schools of district Malakand possess a culture of respect, recognition and supports. Principals of secondary schools believe that they encourage collaboration in their school (M = 3.32, SD = 1.57). As they provides all the available facilities to teachers, support their work, communicate a shared vision, and encourage them to participate in decision-making. The mean score 3.22 and standard deviation 1.70 indicate that secondary school principals not only recognize and encourage their staff but also support their teachers' and give importance to their work. They also believe in mutual respect among school personnel. The mean score 4.20 also suggests that principals did not entirely depend on their own expertise and shared their responsibilities with teachers. They give importance to teachers' voice and involve them in decision-making.

Table 2: *Effect of school culture on teachers performance*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	55.443	8.894	-----	6.234	1.000
Collaboration	2.199	.939	.224	2.343	.021
Recognition	.191	1.030	.117	1.186	.033
Distribution of Authority	3.783	.681	.503	5.559	.000
adjusted R^2=.44; F (117)= 31.65, p=.000					

The regression analysis has been used to predict teachers' performance by school culture. Teachers' performance worked as a dependent variable and school culture (i.e. Collaboration, Recognition and Distribution of Authority) as an independent variable. The result {adjusted r^2=.44, F (117) = 31.65, p=.000} reveals that 44% of variance in teachers' performance is explained by school culture. Table3 shows that among all dimensions of school culture, distribution of authority (β=.503) is the greatest predictor of teachers performance followed by collaboration (β=.225) and then recognition (β=.117).

VI. FINDINGS

Major findings of the study are as given below;
1. Mean score of of public and private secondary schools(3.35 and 3.30) indicate that both public and private secondary schools possess a cultural of trust, respect, collaboration, recognition and suport.
2. A statistically significant correlation was found between school culture and teachers' performance(r=.64, p=.000).
3. A significant effect of school culture on teachers performance(Adjusted R^2=.44, F (117) = 31.65, p=.000) has been found.
4. Distribution of authority is the greatest pridictor with a β=.503.
5. No significant difference was found in public and private secondary schools culture (Independent- t (116) = .66, p = .50 > .05)

VII. CONCLUSION

The main objective of this article was to find out the effect of school culture on teachers' performance in public and private secondary schools of KP, Pakistan. Based on result it is conclude that school culture has a significant effect on teachers' performance. There for principals of both public and private secondary

schools should pay a great attention to the establishment of a positive school culture.. Further-more principals should create a culture of respect and recognition to make school a learning organization.

VIII. RECOMMENDATIONS

The study recommended that distribution of authority and collaboration may be given more importance in the schools to boast teachers' moral.

For future research, it is recommended that as this study was delimited to boy's male secondary schools of district Malakand and teachers with leadership role therefore in future it might be investigated with a larger population in Khyber Pakhtunkhwa including female schools and teachers of all cadre. Furthermore, data about the school culture data were collected from school principals, which can lead to our estimation of the result. In future data may be collected from teachers to get a more accurate result.

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