UNIVERSITY OF EDUCATION, WINNEBA

ORGANISATIONAL CULTURE AND ITS INFLUENCE ON ACADEMIC PERFORMANCE IN PUBLIC BASIC SCHOOLS IN THE JOMORO MUNICIPALITY

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MASTER OF PHILOSOPHY

2022

UNIVERSITY OF EDUCATION, WINNEBA

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A thesis in the Department of Educational Administration and Management, Faculty of Educational Studies, submitted to the School of Graduate Studies in partial fulfillment of the requirements for the award of the degree of Master of Philosophy (Educational Administration and Management) in the University of Education, Winneba

OCTOBER, 2022

DECLARATION

Student's Declaration

I, Bernardine Blay Kwasi, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature …………………………………

Date …………………………………………

Supervisor's Declaration

I declare that the preparation and presentation of this dissertation went through my supervision in accordance with the guidelines for the supervision of project as laid down by the University of Education, Winneba.

Name of Supervisor: PROF. HINNEH KUSI

Signature …………………………………

Date …………………………………………

DEDICATION

I dedicate this work to my wife and children.

ACKNOWLEDGEMENTS

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ABSTRACT

Organisational culture plays a key role in the general behaviour of employees within the organisation. When schools values, beliefs, behaviour patterns, practices, rituals and customs target prospects that enhance school goal attainment, the members of the school work in the direction of achieving school outcomes. Headteachers are therefore to ensure that schools outcomes are achieved with their leadership abilities. The purpose of this study was to examine the organisational cultures in the Jomoro Municipality public schools. Specifically, the study sought to establish prevailing cultures in school, how these cultures affect pupils' academic performance, challenges headteachers face in their quest to ensure positive culture and the support needed by headteacher to accomplish that. Sequential explanatory mixed-method design, underpinned by pragmatism, was employed for the study. Census frame was used to involve all 124 headteachers in the quantitative phase of the study, while maximal variation sampling technique was employed to select 15 headteachers for the interviews. A questionnaire was used to gather data for the quantitative phase of the study, while an interview schedule was used to collect qualitative data for the qualitative phase. The quantitative data was analysed using descriptive statistics such as percentages, means and standard deviations, while the qualitative data was transcribed and used to support the discussion where necessary. The study revealed that pupils absenteeism during some seasons affect performance of the pupils. The study also revealed that there was difficulty in getting the P.T.A in meeting to address pertinent issues and discuss way forward for positive culture creation. The study further revealed that headteachers assume collaborating with other teachers in carrying on activities but checks revealed that teachers were not actually involved but was just informed. Headteachers who involved other teachers create a positive culture for improving school and vice versa. The study concluded, among others that teachers should be fully involved in planning and discussion of activities that create positive culture. Teachers own new changes when they are involved in the discussion of planned activities with their inputs and opinions respected by the headteachers. The study also concluded that limited or irregular funds to carry out activity, unsupportive nature of other staff towards change initiated, difficult in bringing an end to students' absenteeism and culture of familiarity are some challenges face by headteachers in ensuring positive culture. The study recommends, among others, that headteachers in the Jomoro Municipality should use their leadership skill to create a culture aimed at improving schools to enhance the academic performance. It is also recommended that headteachers' should relate well with chiefs, elders and the community, their relationship should be intensified taken into consideration their role of transformative leadership. Headteachers should study and understand the culture of the people through orientation and induction of headteachers' in the community by the P.T.A and S.M.C to help them settle well before initiating change activities.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The effect of schooling on student performance has been one of the major themes in educational research. Coleman's study on equality of educational opportunity in the United States (Coleman, Campbell, Hobson, McPartland, Mood,Weinfeld & York, 1996) is often conceived as the starting point of what became later known as the school effectiveness research tradition (Creemers, 2008; Scheerens & Bosker, 1997; Teddlie & Reynolds, 2010). Furthermore, in regard to behavioral aspects, the third level also consists of customs, rituals and procedures. In these practices or behaviours, the underlying assumptions, values and norms come to the surface. In each school certain behavioral patterns become established. These are not the result of any formal agreement or arrangement between teachers, but develop from socially accepted or reinforced behavior of the teachers (Deal & Peterson 1999). The content of culture refers to the meaning of basic assumptions, norms and values as well as cultural artifacts that are shared by members of the school. The content is often characterized by means of dimensions (Cavanagh & Dellar, 1998; Pang, 2005) or typologies of culture (cf. Handy & Aitkin, 2003). For instance, a culture is classified as ‗collaborative' or ‗achievement oriented'. Other terms used for the content of culture are the substance of culture (Maslowski, 2001), the direction of culture (Kilmann, Saxton & Serpa, 1986) or cultural traits. Every organization has it own culture and the school is not an exemption.

School culture is one of the most complex and important concepts in education. In relation to school improvement, it has also been one of the most neglected. Schein considers the basic essence of an organisation's culture to be, ―the deeper level of

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basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously, and that define in a basic _taken-for-granted' fashion an organisation's view of itself and its environment"(pg 69). These are the heart of school culture, and what makes it so hard to grasp and change. Culture describes how things are and acts as a screen or lens through which the world is viewed. In essence, it defines reality for those within a social organisation, gives them support and identity and creates a framework for occupational learning. The culture of schools, therefore, determines whether they can successfully fulfill this goal as stipulated in the frame work of the organization, as culture has the potential to either promote or impede organizational growth. Thus, organizational culture of schools is a very crucial component of the education agenda. Most influential _school' factors such as student and teacher characteristics, educational background and aspirations of other students in school have great contributions. (Austin, 2001).

In African countries, such as South Africa, school culture comprise of basic assumptions shared by teachers, which comprise the core of school culture. Assumptions refer to taken-for granted beliefs which staff members perceive to be _true' (Schein, 2006). Because of their taken-forgranted nature, teachers often are no longer aware of the assumptions that underlie their daily interpretation of their duties. These assumptions are likely to remain unconscious until another staff member; student or parent challenges them (Stolp & Smith 1995). Teachers in Ghana and most African countries have reflected on their behaviour and become conscious of the basic assumptions that underpin their interpretation of what they do. Following Schein (2006), basic assumptions are often operationalized into five groups: the organization's relationship to its environment, the nature of reality and truth, the nature of human nature, the nature of human activity and the nature of human

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relationships. These dimensions reflect the fundamental questions people face. For instance, the nature of human nature refers to whether humans are essentially _bad' or _good', and whether humans are basically ―fixed at birth", or whether they are ―mutable and perfectible" (Schein, 2006). Schein further describes various elements that explain culture in greater detail. Stolp and Smith, (1995) described it as organizations that ―each respectively takes cognitive, symbolic, and structural perspectives of organizations". Their research determined that societal culture is equally important as corporate culture because it influences the ―organization's human resources as well as its corporate culture".

Whereas societal culture is external to the organization, organizational culture deals with the internal patterns, behaviours, values, beliefs, etc., of an organization. Coinciding with the definition of culture, scholars have provided a plethora of definitions for organizational culture. Culture can be seen as ―the glue that holds excellent organizations together and keeps mediocre organizations mediocre" (Stolp, & Smith, 2012). Most organizations have the tools and techniques needed to implement change, but most times organizational change fails because the ―fundamental" culture of the organization is not taken into consideration. At the core of the literature on the importance of organizational culture is the thought that organizational culture can be managed.

Martin, Sitkin, and Boehm (2007) as cited by (Bukhuni 2015) identified two schools of thought. The first is of cultural pragmatists who argue that organizational culture can be managed. They view culture as a tool, which is key to organizational effectiveness and profitability and can be managed to accomplish organizational goals set by management. Martin et al. labeled the second school of thought as purists. They argued that organizational culture is inherent and cannot be managed, however,

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purists believe that culture evolves from the majority of individuals in the organization. It is against this background that the current study seeks to investigate how organisational culture influence academic performance how headteachers can mediate to promote positive school culture.

Identifying the various subcultures and how they interact to support the overarching organizational culture provides an understanding of how and why members do things the way they do. Each school has a different reality or mindset of school life, often captured in the simple phrase ―the way we do things around here". It also has its own mindset in relation to what occurs in its external environment. Culture is, thus, ―situationally unique" two ostensibly similar primary schools, located in the same area and drawing from the same population, with the same number of pupils attending them will view their pupils, their work and external constraints they faced in very different ways there are several cultures that exist in schools, ie. pupils' culture, teacher culture, a leadership culture, non-teaching staff culture, and parent culture. Kenyan scholars have studied organizational culture and found that its importance is tied to the notion of organizational change. Quinn and Kimberly (2008) discovered that organizational culture was ―important to the success of projects involving organizational change". Cameron and Quinn (2006) argued that change in organizations is unavoidable due to the rapid growth and change of external environments. Their research revealed that without change in organizational culture organizations cannot expect to pursue improvement in organizational performance. The purpose of this study is to analyse how organizational culture is significant to employee performance. This study attempted to extend theory related to organizational culture and the dimensions of employee performance. Specifically, this study seeks to extend organizational culture theory by examining how values such as

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teacher competence and team work has had an effect on school performance, rituals on the other hand exhibited through school behaviour patterns and unwritten rules also has had an influence on how schools have been performing over the years, artefacts through school symbols has boosted performance of schools as a form motivation and togetherness while basic assumptions seen through student-teacher inter-relations and the nature of realities and stories influence dimensions of employee performance, including variables of trust, commitment, control mutuality, and satisfaction.

1.1 Statement of the Problem

The goal of organizations is to remain effective and continuously improve and optimize outcomes (Brady, 2008). The ability of any school organization to fulfil this task depends largely on its culture, which defines the way things are done within the organization (Schein, 1992, 2010). When a school's values, beliefs, behaviour patterns, practices, rituals and customs target prospects that enhance the school's goal attainment, the members of the school work in the direction of achieving school outcomes. On the other hand, when these cultural components do not target the progress of the school, efforts to reform the school may prove futile.

Globally, schools are experiencing increasing pressure for improvement from governments, parents and civil society, specifically associated with the perennial poor performance of students and the low quality of educational delivery. Ghana, like many other countries in Sub-Saharan Africa, has adopted a number of the international conventions such as "Education for All (EFA)", "Free Compulsory Universal Basic Education (FCUBE)" and "Sustainable Development Goals (SDGs)" as part of the its efforts at improving basic education delivery. Since the introduction of "Education for All" as a strategy for improving access to education, and the

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subsequent abolition of school fees at the basic level by the introduction of FCUBE, Ghana has made and continues to make great strides to increase access to education in the country. This high enrolment growth, however, appears to outweigh the growth in quality learning as the performance of students in schools remains low. This low performance is confirmed by UNESCO in its Global Monitoring Report (2013), which indicates that although Ghana has made significant strides particularly in respect of access and participation of children at the basic level in Sub-Saharan Africa, the literacy rate in Ghana remains low (UNESCO, 2013), calling for the need for improvement. This phenomenon is not different among Junior High Schools (JHSs) in Jomoro Municipality especially schools in Mangyea and Anwiafutu Circuits in the Jomoro Municipality.

The general B.E.C.E results for JHSs and the results for Mangyea and Elubo circuits are presented in the table below:

Table 1.1: B.E.C.E results for Jomoro Municipality between 2017-2021

YEAR	No. of Cand. Present	no. of cand. Passed	No. of cand. Failed	% Pass	% fail
2017	2015	1233	782	61.2	38.8
2018	2217	1182	1035	53.3	46.7
2019	2308	1585	723	68.7	31.3
2020	2162	1152	1,010	53.3	46.7
2021	2317	1562	755	67.4	32.6

Source: Statistics Office, GES, Jomoro Municipality (2021).

Table 1.2: The B.E.C.E results for Mangyea and Anwiafutu circuits in the Jomoro Municipality from 2018-2021.

CIRCUIT	YEAR	No. of cand. Present	No. of cand. Pass	No. of cand. Fail	% Pass	% fail
Mangyea	2018	108	0	108	0	100
Mangyea	2019	123	0	123	0	100
Mangyea	2020	119	24	95	28.6	71.4
Mangyea	2021	131	23	108	17.6	82.4
Anwiafutu	2018	111	0	111	0	100
Anwiafutu	2019	102	0	102	0	100
Anwiafutu	2020	103	21	82	20.4	79.6
Anwiafutu	2021	134	40	94	29.9	70.1

Source: Statistics Office, GES, Jomoro Municipality (2021).

This low performance in the B.E.C.E is sometimes linked to the high teacher attrition, especially in the Circuits mentioned, teachers' attitude towards work, lack of parental involvement, lack of supervision and students own attitude and behaviour in school. (SPAM, 2019). Efforts made by the Directorate to improve the schools to affect the academic performance of students in those areas have proofed futile. Working to improve an organisation's goals, structure, strategic plans and information systems cannot resolve monumental problems unless there is change in the ingrained organisational culture.(Ott 1989). Organisational culture has proven as the key instrument that needs to change if real change is required in an organisation (Schein, 2010).

Headteachers (managers) in Ghana are charged to change the situation in and around the schools they manage and this requires possessing some special qualities such us effective communication and the ability to influence change. In view of this, this study therefore seeks to explore headteachers' leadership role in creating and ensuring

a positive culture geared towards school improvement which leads to academic performance. Researchers such as Yeboah (2015) did a work focusing on school culture and its implication on education of pupils of Patasi Junior High School (JHS) in Kumasi in a qualitative research. Annor (2016) directed her work on exploring the school organizational culture that exist in some Ghanaian Senior High Schools (S.H.Ss) using quantitative approach. The above, however, indicate there is limited account on organisational culture in relation to leadership. This work seeks to explore the organisational culture in public basic schools in Jomoro much particularly the role of headteachers in creating organisational culture using mixed-method approach to research in getting more perspectives on the topic and provide empirical findings to fill existing gaps in literature.

1.2 Purpose of the Study

The purpose of this study was to examine the organisational culture and its' influence on academic in Public Basic Schools in the Jomoro Municipality in the Western Region of Ghana. This was a mixed method research that employed the sequential explanatory design.

1.3 Objectives of the Study

The study sought to:

1. Identify the prevailing organizational culture created in basic schools in Jomoro Municipality.

2. Examine how the prevailing organizational culture in basic schools affects students' academic performance.

3. Examine the challenges headteachers' face in shaping organisation culture in schools.

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4. Identify the support systems that headteachers' could put in place to promote positive school culture.

1.4 Research Questions

The following are the research questions that directed this study.

1. What is the prevailing organisational culture in basic schools in the Jomoro Municipality?

2. In what ways does this prevailing organisational culture affect students' academic performance in the municipality?

3. What challenges do the headteachers face in shaping organizational cultures for school improvement?

4. What are the support systems that the headteachers could put in place to promote positive school culture for school improvement?

1.5 Significance of the Study

This study was significant in a number of ways, which are discussed below:

1.5.1 Theoretical Significance

This study contributed to literature on organisational culture of headteachers in general, and to the issues and concerns for headteachers in Jomoro Municipality and Ghana in a significant way. A better understanding of the organisation culture that exists in the schools to promote work performance in the Jomoro Municipality has been developed through themes relating to transformational leadership; headteachers role in shaping a positive culture in schools and ways of re-culturing. Such awareness will help stakeholders in education in the municipality, especially the government officials, to develop appropriate and effective strategies and policies to address school improvement challenges. The Transformational leadership theory proposed by James Burns (1978) will be employed in this study.

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A number of studies have been conducted into school improvement in Ghanaian basic schools but most appear to have concentrated on the factors accounting for the low learning achievements (Ampiah, 2010; Akyeampong, 2004). Adu (2016) studied the role of headteacher leadership and community participation in public school improvement in Ghana which is also relevant to school organizational culture. However, none of the existing literature in Ghana provides adequate information on good practices that should exist in the public schools that could provide insights for addressing school cultural challenges. This study also theoretically employed the transformational leadership theory and model; a model which has not been used in the school improvement discourse in Ghana. This study will be a groundbreaking one as it will lay a foundation for future research into school organizational culture in relation to headteachers role of creating a positive culture that improves schools performance.

1.5.2 Methodological Significance

The mixed-method approach was the methodological lenses that underpinned this study. The overall significance and central premise of this mixed-method study was that the use of quantitative and qualitative approaches in combination provided a better understanding of research problems and complex phenomena than either approach alone (Creswell, 2009). Better understanding can be obtained by triangulating one set of results with another and thereby enhancing the validity of inferences. The study elaborated and clarified the results from one method with the findings from the other method, and sought to extend the breadth and range of inquiry by using different methods for different inquiry components.

1.5.3 Practical Significance

This study could be practically be significant in several ways. First, the study, by exploring the area of how leaders shapes a positive culture in school in the Jomoro Municipality certainly will also be a useful resource that could be used to inform policymakers of the ranges of alternative solutions for tackling problems of quality education, especially those related to school culture improvement. It is hoped that the findings of the study will provide concrete evidence to guide policymakers in their effort to facilitate school culture improvement practices as an important aspect of the education system. Generally, this study has the potential to improve headteachers' practices by making them reflect on practices and policy. Their effectiveness will, in turn, translate into improved school culture, students learning and general school performance.

Also, the study could provide a basis for school improvement discussions in the Jomoro Municipality and other districts in the country. It is hoped that the study would lead to constructive discussions by appropriate officers of the Ministry of Education and all education planners in Ghana on vital basic school improvement practices. Hopefully, it would stimulate educational research geared toward basic school improvement. This research will also contribute to knowledge about preparation of aspiring headteachers and training of practising headteachers in Ghana. There is an on-going debate about the impact of pre-headship training on the performance of headteachers in the Ghanaian educational setting.

1.6 Delimitation of the Study

This research was delimited to only headteachers in basic schools in the Jomoro Municipality, Western Region, Ghana. Due to their homogeneity in nature. Also, there might be various aspects of culture in schools within the Jomoro Municipality

but this study focused on only headteachers leadership role in creating an organisational culture for school improvement. Furthermore, the study was delimited to only headteachers in the public basic schools. This implies that headteachers in the private basic schools are not considered for this study.

1.7 Operational Definition of Key Terms

An organization, or organisation: is an entity – such as a company, an institution, or an association – comprising one or more people and having a particular purpose. The word is derived from the Greek word organon, which means tool or instrument, musical instrument, and organ. <u>Wikipedia.</u>

Culture : is an umbrella term which encompasses the <u>social ehavior</u> and <u>norms</u> found in <u>human</u> <u>societies</u>, as well as the <u>knowledge,</u> <u>beliefs,</u> <u>arts,</u> <u>laws,</u> <u>customs,</u> capabilities, and <u>habits</u> of the individuals in these groups.

Organizational culture: is a system of shared assumptions, values, and beliefs, which governs how people behave in organizations. These shared values have a strong influence on the people in the **organization** and dictate how they dress, act, and perform their jobs.

School organizational culture: Refers to the culture of a school (Barth, 2002; Hanson, 2001).

School improvement: Refers to the process by which schools become more effective both in terms of academic outcomes as well as in developing the social and cultural wellbeing of the children and adults within the school.

Headteacher: A school administrator responsible for coordinating, directing, planning day-to-day operations of the school at the basic school level in Ghana.

Leadership: Used here to mean the act of influencing school cultures and other subcultures to improve school performance.

Leadership skills: Manner in which the leaders in schools are dealing with the staff and learners in motivating and decision-making.

Junior high schools: - It is a school of three years durations proceeding two years kindergarten, six years of primary and preceding three years of Senior High School.

Stakeholders: They are headteachers, teachers, PTA members and school management committees in basic schools of the Jomoro Municipality of Ghana.

1.8 Organisation of the Study

The study was presented in five chapters. Chapter one discussed the background to the study, the statement of the problem for the research, research objectives, research questions, significance of the study, delimitation and limitation of the study. Chapter two looked at the review of related literature as it relates to the study. The information was sourced from the internet, documents, both published and unpublished such as books, journals, and newspapers that had useful information on the topic to be reviewed. Chapter three dealt with the methodology which was used in the data collection and how the data was analysed. The sampling technique was also covered. Chapter four constituted data presentations, analysis of results and discussions. Chapter five centred on the summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The purpose of this chapter was to discuss and review literature relevant to the study. It reviewed the literature on organization culture drawing on some theories on organizational culture research that are relevant to organizational culture and school performance discourse. This chapter also reviewed headteachers' leadership role in ensuring a positive culture that improves work performance.

2.1 Meaning of Culture

Individuals constitute societies who are trying to satisfy their needs and expectations and to find solutions to the problems they are experiencing. As a result, the individuals living in a society, jointly create ideas, traditions, and rules to regulate their relationships with each other. This phenomenon, consisting of all these factors, is called culture (Erdoğan 1994). Culture reflects the lifestyles of societies and therefore different communities have different cultural characteristics (Baymur 1994).

Culture does not differ only among societies. Organizations operate in the same social systems and are also influenced by the values, traditions, customs and beliefs of their communities (Apulgan 1996). Organizations try to survive like any living creature not only for a certain limited period of time. In line with this, organizations form a culture mosaic consisting of individuals with different beliefs and traditions (Ersen 1997). The existence of ―culture" in organizations is a binding element for communication and interactions between employees. Naturally, individuals who participate in a particular culture bring along their own beliefs and traditions (March & Simon 1958). Although organizational culture is an abstract concept, it affects the employees and organizational processes and plays a significant role in companies. A

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positive culture is not only a factor for the success or failure of a business, but also can bring significant competitive advantage.

2.2 Meaning of Organizational Culture

Organizational culture studies began in the USA during the nineteenth century. And, specifically, in the book titled ―Institutional Cultures: Rituals in the Life of the Institution", the concept and understanding of positive organizational culture was widely presented (Deal & Kennedy 1982). Since then, organizational culture has Leadership, Personal Values and Organizational Culture becomes an integral part of much research, especially in the context of studying business strategies of institutions. It is clear that organizational culture has become an important element for the senior managers; therefore, discussions were carried out regarding the continuity of organizational culture and leadership, notably about leadership and communication methods.

Organizational culture is a difficult term characterizing the quality of the social climate within an organization that determines the working conditions of all employees. Clearly, it represents a phenomenon related to emotions rather than the rational minds of an observer (Mohelska & Pitra, 2012). In addition, the individuals and societies are continuously influenced by their environment and time unclear, and it directly affects concepts of culture thereby making it difficult to define culture within a single expression (Erdoğan, 1994). Yet, it is possible to define organizational culture as a kind of genetic code which leads to the reproducibility of both individual and collective behaviours, images, emotions and attitudes. But, also, it can be defined as a set of symbols, ceremonies, and myths which help members of an organization to understand organizational assumptions and values (Koźmiński & Obłój, 1989). According to Wiest, organizational culture consists of a system that includes typical

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values, norms, and symbols of a company. An organisational culture develops over a long period, as a result of the best practices of the whole social group, creating a hierarchy of certain values (West 2000). Zbiegień-Maciąg (1994) describes organisational culture as a way of perceptions, thoughts, feelings, and reactions that are shared by company employees and often stay deeply hidden and unrecognized in the human mind. It emphasizes what they have in common, what unites them, and what reduces uncertainty. It is accepted as the product of the way employee's live together, interact, and cooperate. An organizational culture is formulated by Schein (1990) and defined as the whole of basic assumptions that a particular group learnt, discovered, and developed while adapting to their environment or solving problems during internal integration. Although a culture has various definitions and is difficult to make a joint description about, there are some common characteristics shared by communities. O'Reilly et al. stated seven different characteristics which drive members of an organisation to collectively pursue the aims of an organization (O'Reilly et al. 1991).

Innovation and Risk Taking: The level of the incentives provided to help the organizational members to take risks and create innovation within an organization.

Attention to detail: The level of importance given to details by the employees when fulfilling their responsibilities, as well as their ability to analyse.

Result-Oriented: If the management of the organisation is result-oriented, they will focus on the level of realization and the final result, rather than on how the duties are performed.

People-Oriented: The level of importance given to how the decisions of the management will affect the members of an organisation

Team-Oriented: The level of the importance attached to tasks that are organised as team-based, rather than individually-based.

Aggression: The level of how aggressive the competitive aspects of the members of the organization are, rather than on members having submissive behaviour.

Stability: The level of stability of the activities carried out in the organisation, rather than continuous development.

2.3 Organizational Climate and Culture

Organisational climate simply refers to the atmosphere of the organisation which is mostly influence by the culture of the members of the organisation. Climate describes the shared perceptions and feeling of the people in a group or organization. Simply stated, culture refers to ―the way we do things around here" (Deal & Peterson, 1999). Climate is about experiential descriptions or perceptions of what happens, culture helps define why these things happen (Schein, 2000; Schneider, 1990). Schein suggests that organizational culture is learned by unit members who pass it on to new members through a variety of socialization and communication processes. This definition also implies that overt behavior, while not directly part of organizational culture, is clearly influenced by the basic assumptions or ideologies (Trice & Beyer, 1993) people hold.

2.4 Factors that Constitute Organizational Culture

Schein (1990) explains the formation of the organizational culture by dividing organizational culture into three layers. The top layer consists of observable objects that can be felt by five senses and are the most openly accessible. The second layer contains norms and values. This part is generally described as a foundation stone and reflects the philosophy, functioning, general aims, and ideals of the organization

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showing itself in the behaviours of its members. The last layer consists of assumptions. According to Schein (1990), assumptions constitute the core of an organizational culture. This factor is abstract and more difficult to observe, often including perceptions of organizational members about functional problems and solutions. Organizational culture includes visible cultural items: ceremonies, parades, rituals, stories, myths, symbols, slogans, language, leaders and heroes (Güçlü 2003). It is accepted that common beliefs and assumptions are the invisible dimension of the organizational culture lying at the heart of an organization; however, symbols, heroes, language, and symbols are actually the visible dimension of organisational culture, which are more presentable (Schermerhorn et al. 2000). Organizational culture is shaped under the influence of very different variables and these variables are categorized in different dimensions in the related literature (Pettigrew 1979; Berberoğlu 1991). In this study, the effects of values and leadership on the formation of culture are examined, and other factors of culture formation are briefly explained as they are frequently discussed in the literature.

2.5 Types of Organisational Culture

It is essential to note that not only one organizational culture exists. Academic literature generally accepts that numerous organizations have distinctive cultures. As revealed in theoretical studies of organizations (Zammuto, Gifford & Goodman, 1999), there are four primary forms of organizational culture:

2.5.1 Internal Process Model

In order to maintain continuity and control, the internal process model requires a control/internal emphasis in which information management and communication are used. This model has often been referred to as a ‗hierarchical society' because it requires the regulation of technical matters, obedience, and obedience to laws

(Denison and Spreitzer, 1991). The internal process model most explicitly represents the conventional bureaucracy and public administration theoretical model that relies on structured rules and procedures as control mechanisms (Weber,1948; Bradley and Parker, 2001, 2006) and Zammuto, Gifford and Goodman, 1999).

Organizational culture can be controlled and managed when organizational culture is seen as a variable. Organisational culture might be influenced by top-management as argued in Pfister (2019). Therefore, structure in schools, rules and regulation can be used as tools to enhance teaching and learning and also influence academic performance.

2.5.2 Open Systems Model

A flexibility/external emphasis in which preparation and adaptability are used to achieve development, resource acquisition and external support is included in the open systems model. This paradigm has also been referred to as a ‚developmental culture' because it is related to creative innovative leaders who often retain an external environment emphasis (Denison and Spreitzer,1991). These organizations are competitive and competitive, their leaders are risk-takers and individual initiative is connected with organizational rewards (Bradley and Parker, 2001, 2006). Change in organizational culture is unavoidable due to the rapid growth and change of external environment as posit by Cameron and Quinn (2006).

Since school organizations does not live in isolation, it is important to opened, flexible and adapt to growth and changes in the environment. Best practices learnt can be adapt to enhance teaching

2.5.3 Human Relations Model

The model of human relations requires a flexibility/internal orientation in which training and wider human resources growth are used to create harmony and the

morale of employees. This organizational culture model has often been referred to as ‗community culture' because, through collaboration, it is correlated with confidence and involvement. Managers aim to promote and mentor staff in organizations of this kind (Bradley & Parker, 2001, 2006). Human relation model is based on these three components of human relation theory. First, the theory places emphasis on the importance of the individual (worker), taking individual characteristics into account. The second is the informal organization within the work place, what makes the worker happy and what influence productivity level may not be the official organizational chart but his or her association with other workers.

2.5.4 Rational Goal Model

A control/external orientation in which planning and target setting are used to achieve productivity and performance is included in the logical goal model. Due to its focus on performance and goal achievement, this type of organizational culture is referred to as a rational culture (Denison & Spreitzer, 1991). Production-oriented organizations of this kind organize and managers organize workers in pursuit of designated objectives and targets, and incentives are related to performance (Bradley and Parker, 2001, 2006). The meaning of this academic interpretation of culture forms is not that in organizations the styles occur in any pure form. Several cultural forms may be displayed by organizations. Rather, in our interpretation of prevailing cultures and thinking about what re-balancing is required if culture is to be moved to embrace new behaviors and values, such typologies aid.

2.6 Functions of Organisational Culture

In order to give meaning to organizational life, the key role of organizational culture is to describe the way of doing things (Arnold, 2005). Making sense is a matter of corporate culture since members of the group continue to learn from the lessons of

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previous members. As a result, organizational participants will benefit from whatever trials and failures others have been able to obtain in terms of information (Johnson, 1990). Organizational culture also describes organizational actions by specifying main objectives; methods of work; how members should connect and address each other; and how personal relationships should be conducted (Harrison,1993). The following roles of organizational culture are mentioned by Brown (1998):

a. Conflict reduction: A common culture promotes consistency of perception, problem

b. definition, evaluation of issues and opinions, and preferences for action.

c. Coordination and control: Largely because culture promotes consistency of outlook it also facilitates organisational processes of coordination and control.

d. Reduction of uncertainty: Adopting of the cultural mind frame is an anxiety reducing device which simplifies the world of work, makes choices easier and rational action seem possible.

e. Motivation: An appropriate and cohesive culture can offer employees a focus of identification and loyalty, foster beliefs and values that encourage employees to perform.

f. Competitive advantage: Strong culture improves the organisation's chances of being successful in the marketplace. Organizational culture is such that it should comprising of these six elements. That will promote a positive culture and maximize profit by influencing academic performance of the pupil. If shared culture is accepted and understood by all stakeholders work collectively toward the goal of the organisation.

In addition to the above functions, Martins and Martins (2003) also mention the following as functions of organisational culture:

i.   It has a boundary-defining role, that is, it creates distinctions between one organization and the other organizations.

ii. It conveys a sense of identity to organisational members.

iii. It facilitates commitment to something larger than individual self-interests.

iv. It enhances social system stability as the social glue that helps to bind the organization by providing appropriate standards for what employees should say and do.

v.   It serves as a meaningful control mechanism that guides or shapes the attitudes and behaviours of employees. These functions of organisational culture suggest that an

vi. organisation cannot operate without a culture, because it assists the organisation to

vii. achieve its goals. In general terms, organizational culture gives organizational members direction towards achieving organizational goals (Hampden-Turner, 1990).

The above functions of organizational culture reflect that organizations culture should promote growth and achieve goals when they have a strong culture. Organizations culture is embedded with these functions.

2.7 Dimensions of Organizational Culture

While culture may not be instantly apparent, the identification of a collection of principles that could be used to characterize the culture of an organization allows us to more accurately define, quantify, and manage culture. Several researchers have suggested different culture typologies for this reason. Organizational culture profile

(OCP), in which culture is defined by four distinct dimensions, is one typology that has received a lot of research attention. These four elements of the culture of organization are as follows:

2.7.1 Power Culture Dimension

There is a need to use power in any given organization in order to exert control and influence actions. Power-oriented culture is described by Harrison and Stokes (1992) as organizational culture centered on inequality of access to resources'. Brown (1998) notes that ―a culture of power has a central power source from which rays of energy scatter through the organization". This implies that power is centralized and functional and specialist strings connect organizational representatives to the core (Harrison, 1993). In the sense that it focuses on respect for authority, rationality in processes, division of work and normalization, this form of organizational culture may also be regarded as rule-oriented (Hampden-Turner, 1990). Both small and larger organizations have a power-oriented community.

Leadership exists in few instances and depends on their capacity in small organizations managed by power-oriented leaders (Brown, 1998). Those who exercise authority seek to retain total power over subordinates. The size of the organization is concerned with such structures because if the site connects to too many events, it may break down. Harrison and Stokes (1992) demonstrate that ―at its worst power-oriented organizational cultures in a larger organization continues to govern through intimidation, with misuse of power on the part of leaders, their friends and their protégés for personal gain".

This will mean that the propensity to instill fear in the workforce and to misuse control is present in a larger organization. Nepotism and favoritism may contribute to this. A powe-roriented cultural organization also has a top-down communication

policy in general (Harrison, 1993). Such an entity can be politically focused in the sense that decisions are made not on procedural or strictly rational grounds, but largely on the basis of power.

In schools such dimension of culture may result in fear and panic. Employees are not felt to be part of the organization. In a school culture where the headteacher sees him/herself as the boss and to not involve other teachers, parents and other opinion leaders, breads chaos end anxiety and therefore affect the academic performance of the school.

2.7.2 Role Culture Dimension

Harrison and Stokes (1992) characterize role-oriented culture as ―substituting the naked power of the leader for a system of mechanisms and processes". This form of culture focuses primarily on the definition and specialization of workers. In other words, the procedures and rules that set out the job description, which is more critical than the person who fills the role, govern work (Harrison, 1993). Brown (1998) notes that ―the power of a position culture lies in its roles or specialties (finance, buying, development, etc.) that can be regarded as a set of pillars that a small group of senior executives (the front) coordinates and regulates".

This implies that formalized and centralized roles are the cornerstone and foundations of such an organization; they are governed by position and contact procedures (Hampden-Turner, 1990). Owing to its mechanistic methods, such an organization is often stereotyped as bureaucratic. Organizations with this kind of culture are defined in a rational way by a collection of tasks or work boxes joined together (Harrison, 1993). A narrow band of senior management coordinates these positions or job requirements at the top.

This cultural dimension places the annus on the head of department. Very bureaucratic in decision making and lack innovation. There is the tendency of cabal building around role leaders. This may delay rapid decision making, innovation and risk taking in an organization.

2.7.3 Achievement Culture Dimension

The achievement-oriented culture is described by Harrison and Stokes (1992) as ―the aligned culture that lines people up behind a shared vision or purpose". The culture of accomplishment is also referred to as the mission culture, which includes the focus of the organizational participants on realizing the organization's defined goal and objectives. Brown (1998) notes that ―a job culture is one in which control is somewhat diffuse, focused not on place or charisma but on knowledge".

Unlike role-oriented culture, where a significant role is played by positional or personal power, the center of achievement-oriented culture is abilities, abilities and expert control. Authority is, therefore, founded on sufficient expertise and competence. In order to achieve organizational objectives, the key strategic aim of this community is to bring together the right people (Brown, 1998).

This indicates that, as a function of organizational culture, the achievement-oriented culture is close to team orientation. Team orientation is described by Martins and Martins (2003) as' the degree to which work activities are organized around teams rather than individuals. The company is able to satisfy its consumer demand by putting together a variety of individuals who are experts in their fields. This is due to the fact that teams through concerted activities create meaningful synergy. The key drawback of the accomplishment culture in this regard, though using teams is an advantage, is that it overshadows individual success (Harrison, 1993).

This culture dimension sees organisations as team. It is therefore imperative for the culture to support team work. Team work yield result and support each other weakness. However individual innovation should be encouraged.

2.7.4 Support Culture Dimension

The support-oriented cultural component differs from the achievement-oriented culture that emphasizes teams, since it supports people as the organization's central point. Harrison and Stokes (1992) describe the culture of support as an ―organizational atmosphere centered on reciprocal trust between the person and the organization". Thus, a person-oriented culture is often referred to as a support-oriented organizational culture. Brown (1998) notes that there is only a support-oriented organization for the people who compromise it, which can be described diagrammatically as a cluster in which no person dominates. According to Brown (1998), ―in the community of individuals, individuals themselves decide on their own allocation of jobs, with minimally meaningful laws and communication mechanisms". In other words, on the basis of personal choice, job tasks are usually allocated based on the need for learning and development. A positive culture produces a favorable atmosphere in the workplace that promotes proactive change, innovation and openness (Harrison, 1993). It shows that the organization values the abilities of individual staff who often respect their own jobs. The organization therefore sees its function as resourcing talented individuals and is allowed to make decisions for the latter.

This cultural dimension makes individual creative and are able to take risk and initiative for an organisational reward as posit by (Bradley and Parker, 2006).

2.8 Meaning of School Organizational Culture

Years ago, Willard Waller acknowledged that schools have cultures that distinguish them from others. A school's culture provides the tenets for understanding its philosophy (Waller, 1932). Since then, several researchers have extensively engaged in the study of organizational culture of schools, using the research of corporate organizations as their basis (Hoy & Miskel, 2008). Some authors have defined school culture as ―the assumptions, beliefs, values, and habits that constitute the norm for the school and guide the work of the educators within it" (DuFour, DuFour, Eaker, & Many, 2010, p. 8).

In a related account, Hanson (2001) explains: Schools also have their own unique cultures that are shaped around a particular combination of values, beliefs, and feelings. These school cultures emphasize what is of paramount importance to them as they strive to develop their own knowledge base in a particular direction, such as producing outstanding football teams, high SAT scores, disciplined classrooms and skilled auto mechanics, or sending kids to college who come from inner-city urban schools. Although the culture of a school is not visible to the human eye, its artefacts and symbols reflect specific cultural priorities. In another study, Hargreaves (1995) asserts that school culture is crucial when school dynamics and change are studied. To buttress the assertion of these writers, Schultz (1995) states that, ―organizational culture consists of the organization members' socially defined and meaningful realities, which reflect the organization's special way of life" (p. 81).

In this situation, an individual's culture does not matter; rather, what is important is the shared culture from which school members derive meaning. In related studies, the school organizational culture is viewed to include the shared meanings of parents, students, teachers, and others conceived of as part of school community, and the

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informal symbolic aspects of the school's life (Hoy & Miskel, 2008; Sergiovanni, 2001a; Schein, 2010). Another study shows that school culture is referred to as a shared view of what the school is about, and how people should behave to ensure that this view materializes and is maintained (Rossman et al, 1988). These descriptions of school organizational culture imply that the more the culture is understood and accepted by members, the better it is for the school to achieve its goals. Hence, another author noted that the school organizational culture embodies a complex pattern of norms, beliefs, attitudes, behaviours, values, ceremonies, traditions, and myths that are immensely ingrained in the core of the school (Barth, 2002). School organizational culture models behaviour and socializes the thoughts of all participants. As Barth (2002) asserts, the influence of organizational culture on life and learning in a school far outweighs that of any stakeholder such as the government, the superintendent, school boards, school leader, teachers or parents have. School culture is influential because it dictates what all the stakeholders need to do for the school to succeed.

However, studies have shown that school cultures can be either hostile or hospitable, which explains why some schools work towards improvement while others oppose improvement and reform initiative (Barth, 2002). He pointed out that since changes in schools tap their strength from organizational culture, the success or failure of reform innovation depends on the kind of culture that exists in the school.

Furthermore, Sergiovanni (2001a) posits that when a school's organizational culture is cohesive, is accepted, and is well understood, stakeholders are able to forge forward to achieve the desired goals. This author indicates that schools possessing strong organizational cultures with quality vision that aims at quality schooling are often successful. Some other scholars posited that a school would have sustainable success

if it nurtures and builds cultural norms that promote growth and foster strong organizational culture (Saphier & King, 1985). In other words, schools success depends on the emphasis placed on the organizational culture. Since culture undergirds behavior, actions, practices, expectations, values, and assumptions in schools, ignoring it may be an attempt to neglect very deep properties that are required to help school growth. As a human institution, which thrives on relationships and interactions, creating a positive school culture is a necessary ingredient for school progress.

2.9 School Organizational Subculture

Various studies show that aside an organization's dominant culture, certain subcultures emerge that coexist and overlap to reinforce the consensus, consistency, and clarity of the organization (Ballou, 2008; Boisnier & Chatman, 2002; Kruse & Louis, 2009; Lok, Westwood, & Crawford, 2005; O'Reilly, 1989; Ott, 1989; Scaffold, 1988; Schein, 1990; Trice & Beyer, 1984, 1993). Research shows that these organizational subcultures are made up of people who perform similar functions, share similar ethics, share similar geographical locations, or are trained in the same professional cultures such as teachers, accountants, or administrators (Ballou, 2008). Ballou explains that subcultures possess characteristics such as ―regular interactions with one another, identify themselves as a distinctive group within the organization, share the same problems, and take action on the basis of a common of thinking that is unique to the group" (p. 499). Other scholarly works indicate that subcultures overlap, interlock, partially coincide, and sometimes conflict (Schein, 1990; Ott, 1989). Ott states: ―The subcultures may also be strong, pervasive, and controlling; or they may be weak and hardly affect behavior" (p. 46). Schein (1990) posits that when a group has conflicting values, it results in deviant behaviour, even though they may be in

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complete consensus with the underlying assumptions of the overall organizational culture. This author argues that if a group has an agreement on level of values and behaviour but lacks consensus with the underlying assumptions of the overall organizational culture, it could lead to later conflict in the organization. Therefore, subcultures are useful to a group when their values are in consensus to the dominant organizational cultures.

Some scholars assert that there are three types of subcultures: enhancing, orthogonal, and countercultural (Boisneir & Chapman, 2004; Martin & Siehl, 1983; Ott, 1989; Siehl & Martin, 1994). The authors describe enhancing subcultures as those with assumptions, values, and beliefs that are compatible with, and are often stronger and held with fervour than those in, the dominant organizational culture. The orthogonal subcultures are those in which members accept the basic assumptions of the dominant organizational culture but also hold to some unique but not conflicting assumptions of their own. Countercultures are the subcultures with basic assumptions that oppose, and are in conflict with, the dominant organizational culture of the school (Ott, 1989; Hebdige, 1979; Willis, 1993; Yinger, 1970). Martin (1992) confirming the existence of countercultures explained that subcultures are detraction from overarching organizational culture. Yet Boisneir and Chapman (2004) argue that because of the notion that some subcultures always oppose the dominant organizational culture, people have conferred on them labels such as deviants, gangs, or non-conformant. They contended that such labels could not be generalized.

A scholar, agreeing with Boisneir and Chatman indicate that, because subcultures emerge from the values of organizational culture, they cannot be entirely divergent – although some may have values that differ (Zellner, 1995). Scholarly works confirm that subcultures have the potential of enhancing, refining, or challenging the dominant

culture, and at the same time, provide pockets of creativity and innovation (Boisnier & Chatman, 2002; Ott, 1989; Siehl & Martin, 1994). Studies show that every subculture has its own relevant perceptions, which may not be similar across all the subcultures (Ballou, 2008; Kruse & Louis, 2009). Since subcultures may not totally aligned with, or oppose, the dominant organizational culture, it brings about differences in the types of organizational subcultures that may exist (Hofstede, 1998). Schein (1990) argues, ―Once an organization has many subcultures, its overall culture increasingly becomes a negotiated outcome of the interactions of the subcultures". In related studies, scholars contend that subcultures may be stronger than the overall organizational culture within the school, and therefore, can influence perceptions, attitudes, and behaviour of members more than the dominant one itself (Ballou, 2008; Harris & Ogbonna, 1998). Martin and Siehl (1983) were fast to warn that the disagreement between subcultures and the dominant organizational culture, or among subcultures, could be detrimental to successful implementation of strategies that are intended to bring about change and quality outcomes.

The survival of organizations is either by special efforts to impose their overall dominant organizational culture or by allowing the subcultures, which may be better adapted to changing environmental circumstances, to be more influential (Schein, 1990). Thus, the degree of agreement between subcultures and dominant cultures in schools determines the level at which change initiatives are embraced. The greater the disagreement, the less likely the change initiatives will succeed (Ballou, 2008). In an analysis of school organizational culture, Kruse and Louis (2009) pointed out six overlapping but distinctive subcultures that coexist and accommodate each other in order to support school life and the organizational culture. Research shows that, although the subcultures overlap, coexists, and accommodate each other, each of them

has its own preferences, values, beliefs, practices, expectations, and assumptions (Ballou, 2008; Kruse & Louis, 2009; Schein, 1990). Kruse and Louis point out that the school subcultures include ―teacher subculture, school administrator subculture, district subculture, community subculture, parent subculture, and student subculture" (p. 22). Kruse and Louis categorized the school subcultures into professional subcultures, which consist of the teachers, administrators, and district subcultures; and the nonprofessional subcultures, which comprise the parent, student, and community subcultures. These scholars described school administrator subculture as consisting of the norms and expectations members of the leadership hold that are involved in how to manage the school, assign responsibilities, make policies, and ensure that everything is orderly. They ―manage and lead the groups towards a greater consensus" (Kruse & Louis, 2009, p. 24). The authors point out that in schools where the leadership fosters a mutual understanding and acceptance, conflicts are rare, participation in decision-making and other leadership initiatives are high, and there is a higher agreement on directions and choices. The school leadership maintains a positive and productive school culture as a result of its consistency and deliberate leadership effort (Kruse & Louis, 2009).

The teacher subculture focuses on managing daily tasks of engaging students in learning activities. The emphasis of the district subculture is on the management of many schools and creating policies that adjudicate between school culture and community and legal expectations (Kruse & Louis, 2009). These responsibilities represent the professional element of the school. Furthermore, the student culture focuses on ―maximizing social arrangements and minimizing adult control" (Kruse & Louis, 2009, p. 23). Studies show that student social groups emerge from the student

subgroups, which often undermine teachers' preferences (Corsaro, Molinari, Hadley, & Sugioka, 2003; Kruse & Louis, 2009).

The parent subculture organizes formal and informal ways of working with their children's school such as Parent-Teacher Associations (PTA) (Epstein, 2011; Kruse & Louis, 2009). This subculture forms part of the community subculture, which focuses on doing things for the school and may organize particular projects, not necessarily for the good of individual students, but for the school in general (Kruse & Louis, 2009; Epstein, 2011). These last three subculture roles depict the nonprofessional component of the school culture. The different domains of the subcultures, in addition to the artifacts, collectively demonstrate the lifestyle of the school. In schools, subculture identification is based on characteristics such as job position, occupation, employment relationship, affiliation with school, or gender relations, among others. Their overlap and coexistence is what keeps the school progressing.

Research shows that when the human component of an organization is able to invent its basic strategies, it is best able to help the organization to interpret its own culture (Schein, 1990). Therefore, since the subcultures share in the understanding of organizational reality and assumptions, which subsequently influence their behavior patterns, actions, relationships, and performance, it is expedient to involve them during change processes. Schein reiterates this idea and posits, ―Many organizational change programs that failed probably did so because they ignored cultural forces in the organizations in which they were to be installed" (p. 118). It implies that school reform programs that ignore the involvement of school subcultures may be deficient of the desired results.

2.10 School Organizational Culture and Change

Change is a necessity for school growth and is implemented to generate positive outcomes. As Burke (2008) states: ―the fundamental mission of an organization is to survive". This author notes that organizations survive by continuously fixing problems and trying to improve the way things are done. Change in schools occurs to keep them alive, increase performance, and produce desired outcomes. Change initiatives introduce new things into the dominant status quo. Fullan (1982) comments: ―real change, whether desired or not, whether imposed or voluntarily pursued, represents a serious personal and collective experience characterized by ambivalence and uncertainty". It alters organizational members' norms, beliefs, and values because it requires modification of behaviour and beliefs. Some researchers identify three change processes that are crucial for the study of school culture and change, namely evolutionary, additive, and transformative processes (Burke, 2008; Rossman, et al., 1988).

Evolution is a stable state where new cultural norms, beliefs, and values are introduced to gradually replace old ones, though not all members quickly accept it. The additive change modifies norms, beliefs, or values of a particular domain of culture quite quickly and spreads to modify an entire set of beliefs. The transformative change occurs when the culture faces challenges and there is a need for change. Burke (2008) points out that the revolutionary change touches the deep structure of the underlying culture. He defines it as ―a jolt (perturbation)" (p. 68). Transformation is ―directed intentionally at achieving the acceptance of new cultural norms (Rossman et al., 1988, p. 17).

Furthermore, when commenting on the importance of change in schools, Fullan (2001a) argues that change in schools will not occur unless infrastructures and processes are developed to engage teachers, and emphasis is placed on the deep meaning of new approaches to teaching and learning. He advocates for a re-culturing of the teaching profession. Re-culturing refers ―to the process of creating and fostering purposeful learning communities" (Fullan, 2001a, p. 136). Fullan emphasizes that lasting changes occur only when there are professional learning communities (PLC). He argues that the short-term gains that are often obtained in student achievement scores do not get at ―the heart of learning which students need. They do not have depth and they have no staying power" (Fullan, 2001a, p. 136). It is only when there is re-culturing that change can occur in schools.

Burke (2008) asserts that whether change initiatives receive a positive or negative response depends on the organizational culture, since change in the culture affects every aspect of the organization. Other studies concur that because norms guide attitudes and behavior of members of an organization, they can be used as strategies to bring about change and improve productivity (Hoy & Miskel, 2008; Kilman, Saxton, & Serpa, 1985, cited in Hoy & Miskel, 2008). Deal (1985) also observed that school reform policies could succeed only when they are tied to the school culture. Schools have unique cultures; therefore understanding how members of a particular school react to a particular change initiative is critical for school outcomes. Therefore, educational changes intended to improve school performance receive better attention when all members collectively accept the change. Often, change that occurs in the structure of a school does not affect the whole system (Burke, 2008). Schlechty (1997) states: ―Structural change that is not supported by cultural change will eventually be overwhelmed by the culture, for it is in the culture that any organization

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finds meaning and stability" (p. 136). In a related study, Newman & Associates (1996) note: ─Structural innovations cannot be understood, and should not be undertaken without considering school culture" (p. 14). Fullan (2001b) concurs that when schools re-culture, there will be deep attainment and more lasting change. As Sarason (1996) observed: If you want to change and improve the climate and outcomes of schooling – both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed, your well-intentioned efforts will be defeated. (p. 340) Organizational culture plays a key role in school change initiatives and, therefore, should be a principal consideration when any educational change is being initiated. When change programs are tied to the cultural aspect of the school, they become sustained.

2.11 Leadership and Organisational Culture

In today's complex workplace, success is directly related to the effectiveness of the organisation, which is a reflection of the leadership and organisational culture. Leadership is so fundamental to organisational effectiveness that almost every industry and profession demands leadership first and management second (cohen 1990: covey 1989 cited by (Dartey-Baah et al. 2011). Sternberg (1985) defined leadership as a process by which a person influences others (usually followers) to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. While many theories on leadership abound, this study focuses on transformational leadership which is defined by Yukl (2010) as the process of influencing major changes in the attitudes and assumptions of organisational members, and building commitment for the organisations mission, objectives, and strategies. Furthermore in transformational leadership leaders begin the leader/follower relationship with a sense of responsibility for the growth and

development of followers. Transformational leaders seek to enhance the relationship by arousing and maintaining trust, confidence and desire (Humphreys and Einstein 2001)

A key objective of transformational leaders is bringing and developing followers to a level where they can successfully accomplish organisational goals/tasks without the direct intervention of the leader. Bass and Avolio (1993) expanded on Bass‟ (1985) theory on transformational leadership. Bass (1985) stated that transformational qualities lead to performance beyond expectations in organisational settings. Burns (1978) made a distinction between transactional and transformational leadership. As compared to transactional leadership where the leaders are said to be „instrumental‟ and focus on exchange relationship with their subordinates or followers (Bass & Avolio, 1993), transformational leaders are considered to be visionary and enthusiastic, with an inherent ability to motivate followers (Dartey-Baah et al. 2011). Unlike Burns who made distinction between the two, Bass and Avolio (1993) believed that transformational and transactional leadership were complementary and not mutually exclusive, and that the same leader could exhibit both patterns of leadership. Generally, transformational leaders are purported to inspire followers to contribute beyond expectation (Bass & Avolio, 1993).

According to Schein (1992), the ways in which organisations adapt to the external environment and ensure internal integration, creates the culture and corporate identity. It is the product of the organisations collective process of learning and problem solving in its effort to survive. In the process some organisations develop cultures that support, encourage and reward high performance, whereas others adopt a culture that perpetuates poor performance. Grindle (1997) referred to organisational culture as the underlying assumptions, beliefs, values, attitudes, and expectations shared by an

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organisations members including unwritten codes of conduct and behaviours such as practices which are rewarded and those which are reprimanded. Hofstede (1980) also defined organisational culture as the collective programming of the mind which distinguishes between members from one organisation and those from another.

Leadership, especially transformational leadership, and organisational culture have been theoretically and empirically linked to organisational effectiveness. The main argument of the organisational culture-performance link is the belief that certain organisational cultures lead to superior organisational performance (Ogbonna & Harris, 2000). Scholz (1987) argued that the claim that organisational culture is linked to performance is founded on the perceived role that culture can play in generating competitive advantage. This, according to Krefting and Frost (1985), is done by the culture defining the boundaries of the organization in a manner which facilitates individual interaction and or by limiting the scope of information processing to the appropriate levels. Avolio et al. (1991) noted that organisational culture holds the key to increased commitment, productivity and profitability. Ogbonna (1993) argued that widely shared and strongly held values enable management to predict employee reactions to certain strategic options thereby minimizing the scope for undesired consequences.

Bass and Avolio (1993) also contended that leadership and culture are so well interconnected that it is possible to describe an organisational culture characterized by transformational qualities. In a study of the link between leadership and organisational culture, Block (2003) found that employees who rated their immediate supervisor high in transformational leadership were more likely to perceive the culture of their organization as adaptive, involving, integrating, and having a clear mission. Lim (1995) proposed that culture might be the filter through which other important

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variables such as leadership influence organisational performance. Ogbonna and Harris (2000) also found that the relationship between leadership style and performance is mediated by the organisational culture present. The mediating role of organisational culture in the leadership-performance link has also been supported by Xenikou and Simosi (2006). Shahin and Wright (2004), in a study of leadership in the context of Egyptian culture, found that while Bass and Avolio"s (1994) model of transformational and transactional leadership has universal potential, it would require some modifications across the various cultures, especially non-Western cultures.

2.11.1 Leadership and Organisational Culture in Ghana

According to Puplampu (2010), corporate leadership in African countries including Ghana is an under researched concept, thus, the possible role of corporate leadership in leveraging the overall state of health and functionality of organisations and national development aspirations has yet to receive consistent mainstream empirical attention. The limited research on corporate leadership in Africa is characterized by a number of concerns which includes limited theory testing and research which sees management and leadership as intertwined and inseparable (Blunt & Jones, 1997; Puplampu, 2005a). Leadership and managerial research in Ghana by authors such as Aanaloui (1999), Puplampu (2005a), and Hale and Fields (2007) address the paucity of empirical material and demonstrate a lack of consistency in and a lack of connection with the broader theoretical and conceptual discourse. Nkomo and Cook (1996) posit that the current mainstream research on leadership is perhaps ill-equipped to assist in dealing with the leadership, managerial, and administrative issues that confront African organisations and politics.

While the current literature and leadership maps are from Western corporate landscapes and schools of thought, the actual journeys are traversed on African soil. Grint (2005) suggests that it is perhaps, time to accept that leadership is a social construct which is best studied, understood and defined from the perspective of its context, including the organisational setting and the national culture. For example, in the traditional African society, leadership is not separated from authority, be it leadership derived from wisdom, old age, or derived status and formal position (Gyekye, 2003). This is because holders of high office are often perceived as exercising, or supposed to be exercising leadership. According to Steers, et al. (1996), these position holders as are believed to provide the spearheading framework by which group action is galvanised towards task achievement. In addition to this, organisational leaders in Africa also have to contend with a multiplicity of challenges and realities which include socio-economic underdevelopment, coerced modernity, and communities ravaged by the effects of behavioural poverty (Munene, et al., 2005). It is important to note that Ghana, like most West African countries described by Hofstede, has a culture of high-power distance, low individuality, moderate to high uncertainty avoidance, masculinity, and low long-term orientation scores Hofstede (2003). According to Aryee (2004), the cultural values around family, community, hierarchy and social relationships have informed human resource management practice in Ghana. All of this goes a long way to affect the conduct of business especially in the public sector.

The school leader is considered one of the most influential factors in the development of the quality and character of a school. Transformational leadership is one style successful in the school improvement process. In addition, Sergiovanni (2007) claimed a transformational leader practices, provides a clear and concise goal, focuses

on uniting the organization and encourages commitment. Hallinger and Heck (1998) stated transformational leadership has also been found to have an impact on teachers' perceptions of school conditions, their individual commitment to change, organizational learning, and student outcomes. Leadership is a key component in the development and sustainment of school climate. When school climate is maintained for a long period of time it becomes part and key component of the schools way of life. Sleegers (2010) found transformational leadership was positively related to teachers' perceptions of their school's climate of innovation.

Teacher perceptions of an instructional leader's leadership style can also influence school climate. Rhodes, Camic, Milburn, and Lowe (2009) found instructional leaders could improve teachers' perceptions of school climate by exhibiting collaborative decision-making and attempting to remove obstacles that prohibit teachers from focusing on instruction. As a teacher's perception of leadership improves, he or she becomes more effective in the classroom. Therefore, instructional leaders who want to positively impact school climate should focus on providing teachers with the necessary support and resources.

According to Vos, Westhuizen, Mentz, and Ellis (2012), an unhealthy school climate can lead to ineffectiveness. Discovering the climate of a school is an important component for developing strategies for management and improvement for student performance. School climate has a significant effect on the job satisfaction levels of staff members. It is especially important to evaluate organizational health to maintain positive work performance (Vos et al., 2012). Therefore, a sustainable, positive school climate encourages the development and learning necessary for students to become productive contributors to society.

Organizational productivity is affected by individual staff members' productivity. Hall and Hord (2015) found most organizations are encouraged to remain open to the creative talents of their members and to the implementation of innovations and improvements best serving their clients. These expectations are assumed to be true for schools as well as the corporate sector. Those studying workplace cultures of both schools and businesses have identified important messages for school improvement (Hall & Hord, 2015). However, school culture has a major impact on instructional leaders as it relates to student achievement. Hall and Hord (2015) identified factors describing school organizational cultures supporting the current, and likely the future, demands on schools to change. Therefore, Hall and Hord recognized best practices for shaping school culture for instructional leaders are: personal mastery, team learning, and building a shared vision. Personal mastery is the practice of continually clarifying and making personal vision more precise-identifying what each individual wants in his or her personal participation in the organization. Team learning is the activity of coming together to discuss and to learn with and from each other. Developing team-learning skills involves each individual balancing his or her own goals and advocacy to achieve collaborative decision making serving the well-being of all (Hall & Hord, 2015).

Finally, building a shared vision which is the construction of compelling images shared by the organization's members and focused on what the organization wants to create (Hall & Hord, 2015). These shared pictures of the future foster a prodigious culture. Personal Mastery School climate generally is defined as the collective sentiments of individuals within a school in regard to a variety of school contextual factors. Lynch, Lerner, and Leventhal (2013) found theorists have conceptualized school climate as the aggregated perceptions of individuals within a school in regard

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to achievement, treatment of students, student–teacher relationships, school safety, and quality of the school environment. Lynch, Lerner, and Leventhal (2013) link aspects of school climate to a variety of student outcomes, ranging from academic outcomes to engagement in bullying and delinquent behaviors. For example, Lynch et al., (2013) considered the links among collective perceptions of student violence and hostility and school engagement. Lynch et al. (2013) found collective perceptions of negative school climate (defined as perceptions of unfairness, hostility, and victimization) were associated with low school engagement among students. Schools where adolescents perceived high levels of hostility were more likely to have students who were less engaged than schools where adolescents felt students were less hostile. Therefore, school-wide perceptions of hostility also were negatively associated with students' reading achievement scores. In general, research regarding the link between school climate and academic outcomes suggests school climate may have enduring associations with student achievement and engagement. A key component of improving schooling environments has been improving personalization, that is, tightening connections between students and their learning environments (e.g., teachers, other adults, student peers, curriculum, overall school culture). McClure, Yonezawa, and Jones (2010) found personalization matters because young people who are engaged emotionally, cognitively and behaviourally in their education are less likely to show signs of alienation and more likely to be connected to school. Students who feel connected to their school are more likely to exhibit healthy lifestyle behaviors (McClure et al., 2010).

Increased school connectedness is also related to educational motivation, classroom engagement and better attendance; all of which are linked to higher academic achievement. Therefore, the importance of personalization in today's educational

reform landscape is underscored by the time and money focused on reducing school and class size. These efforts have been supported by research and shown increased academic achievement of students, particularly low- income and minority students, when student-to-teacher ratios and school populations are reduced (McClure et al., 2010). In particular, the idea behind smaller schools has been small schools can produce what McClure, Yonezawa, and Jones (2010) refers to a more ―communal school organization" and small schools can become ―tighter-knit," providing higher levels of social support to students. More positive, personalized school cultures result in more caring relationships among teachers and students and in fewer students ―getting lost." However, as schools shrink in size, teachers are presumed better able to discuss students' progress and to compare information. Advisories, adult-student mentoring programs, and enhanced adult-led extracurricular programs are a few ways small and large schools try to enhance adult-student relationships (McClure et al., 2010).

Furthermore, there is growing evidence indicating greater personalization-improved, trusting relationships particularly among teachers and students are able to raise students' expectations for themselves and teachers' expectations for students. But we are still unsure how increasing personalization helps raise academic achievement on various measures (e.g. state examinations, weighted grade-point averages, on-track for college entrance) (McClure et al., 2010). However, significant efforts have also been made to ―personalize" schools by improving the relationships and overall feelings of connectedness among students, teachers, and the curriculum.

Team Learning (Dufour and Mattos 2013) found that instructional leaders want to improve student achievement in their school, rather than focus on the individual inspection of teaching, they must focus on the collective analysis of evidence of

student learning. Of course, teaching and learning are not divorced from each other. However, the key to improved student learning is to ensure more good teaching in more classrooms most of the time (Dufour & Mattos, 2013). The most powerful strategy for improving both teaching and learning, however, is not by micromanaging instruction but by creating the collaborative culture and collective responsibility of a professional learning community (PLC).

2.11.2 School Culture and School Leadership

This section encapsulates the role of school leadership that emphasizes on cultural practices to bring change and achieve the necessary outcomes. Leadership plays a crucial role in school performance. As Marzano, Waters, and McNulty (2005) affirmed: ―The need for truly effective leadership is great" (p. 123). Collins and Porras (1997) define leadership as ―top executive(s) who displayed high levels of persistence, overcame significant obstacles, attracted dedicated people, influenced groups of people toward the achievement goals, and played key roles in guiding their companies through crucial episodes in their history" (p. 262). Leadership is ―vital to school effectiveness" (Marzano, et al., 2005, p. 4). Other scholars confirmed that leadership matters greatly in organizational change and performance (Burke, 2008; Sergiovanni, 2001a). Some researchers have pointed out that, ―the single most visible factor that distinguishes major cultural changes that succeed from those that fail is competent leadership" (Kotter & Heskett, 1992 cited in Burke, 2008, p. 262). Fullan (2001b) indicated that leadership is needed for problems that do not have easy answers. He states: Leadership is not mobilizing others to solve problems we already know how to solve, but to help them confront problems that have never yet been successfully addressed" (p. 3).

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Schein (2010) points out that leaders are the main architects of culture, and they determine the kind of leadership that will be acceptable in future. Schein encourages leaders to endeavor to improve organizational culture if its elements are dysfunctional in order to sustain the survival of the organization. For Schein, a leader is anyone who facilitates progress towards a desired outcome. Furthermore, Fullan (2001b) identified five components of leadership that can reinforce positive change and performance: leaders should pursue moral purpose, understand change process, develop relationships, foster knowledge building, and strive for coherence" (p. 11). According to Fullan, moral purpose involves acting with the intention of making a positive difference in the lives of employees, customers, and society as a whole" (p. 10). He argues that without a moral purpose, school leaders cannot be effective in pursuing a culture of change.

Fullan further posits that leaders with the above five components, together with school members' commitment, produce outcomes such as enhanced student performance, increased capacity of teachers, greater involvement of parents and community members, engagement of students, an all-around satisfaction and enthusiasm about going further, and greater pride for all in the system" (p. 10). The interaction between these features enables the schools to meet school objectives and make a difference in the lives of students. Furthermore Fullan (2002) argues that leadership types such as charismatic and visionary cannot achieve the lasting reforms as leaders with moral purpose because the former are high-profile flashy performers. He indicated that leaders possessing an intense humility and professional will are more likely to attain sustainable performance.

In a related study, Sergiovanni (2001) pointed out that it is the school leadership's responsibility to cultivate a school's character. The author explained that school character has similar features of a human being's character. According to Sergiovanni the character of individuals refers to their integrity, reliability, fortitude, sense of purpose, steadiness, and unique qualities of style and substance that distinguish these persons from others. Substance, distinctive qualities, and moral underpinnings are particularly important. Leaders with character anchor their practice in ideas, values, and commitments, bring to their practice distinctive qualities of style and substance, and are morally diligent in advancing the integrity of the schools they lead. (p. 76) The author explained that school character builds when leaders incorporates moral, intellectual, communal, and political virtues into the organizational culture, and which help them to examine their activities to reflect on schoolwork. He argues that a school's organizational character adds values to it and ―may well be the most important ingredient in any school's success formula". He added that every school has a unique lifeworld that creates the schools' distinctive character. The lifeworld comprises a school's values, traditions, meanings, rituals, norms, and purposes that defines the schools culture. It is the lifeworld that usually determines the kinds of approaches and strategies school leaders initiate to achieve school outcomes (Sergiovanni, 2001b).

Deal and Kennedy (1983) describe the roles of an effective leader in the following: they are symbolic leaders who pay attention to minute but important cultural details, they ―reflect desired values in speech and behavior; anoint heroes and heroines among teachers, students, and parents; and tell stories about the school" (p. 15). Such small details can transform school culture over time. Leadership has been linked to the effective functioning of complex organizations (Brookover, Schweitzer, Schneider,

Beady, Flood, & Wisenbaker, 1978; Marzano et al., 2005; Purkey & Smith, 1983). Leadership in schools is considered vital to the successful functioning of many aspects of a school. (Marzano et al,2005) describe the cultural responsibility of a leader as ─the extent to which a leader fosters shared beliefs and a sense of community cooperation among staff" (p. 48). The authors explained that cultural leadership take interest in members' wellbeing, foster unity among staff, share and provide understanding of organizational purpose and vision among staff. According to the authors, ─the effective leader builds a culture that positively influences teachers, who in turn, positively influence students" (p. 47). However, researchers alert that culture's influence on an organization's effectiveness could either be positive or negative (Hanson, 2001; Marzano et al., 2005). Additionally, Scribner, Cockrell, Cockrell, & Valentine (1999) affirm that it is not the building of principals that can directly affect student achievement; rather an effective school culture is the tool with which leaders can foster change. Sergiovanni (2001a) observed that the leaders of successful schools, shape a culture that upholds the notion of success. He states:

> *When expressing this cultural force, the principal assumes the role of "high priest," seeking to define, strengthen, and articulate those enduring values, beliefs, and cultural strands that give the school its unique identity over time. As high priest, the principal is engaged in legacy building, and in creating, nurturing, and in teaching an organizational saga that defines the school as a distinct entity with an identifiable culture that builds institutional character. (p. 105).*

The author further outlined some activities that leadership with cultural perspective exhibit:

> *Leadership activities associated with the cultural view include articulating school purposes and mission; socializing new members to the school; telling stories and maintaining or reinforcing myths, traditions, and beliefs; explaining "the way things operate around here"; developing and displaying systems of symbols over time; and rewarding those who reflect this culture. (p. 105).*

The outcome of this cultural view of leadership is that it bonds the members of school subcultures together and binds them to the work of the school. Members appreciate and become committed to the school and its mission and are happy to be part of the school (Marzano et al., 2005). Since cultural life in schools is built on reality, the school leaders can influence the building of that reality by laying emphasis on ―values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community" (Sergiovanni, 2001a, p. 105). Culture influences every aspect of the school, therefore, school leaders engrained in the cultural perspective tend to be effective leaders, and subsequently, improve school outcomes.

2.11.3 Leaderships Types in Organizations

―Leaders are people who do the right thing, managers are people who do things right" (Hartsfield, 2011, p. 136). Generally, organizational people are leaders based on the formal positions they occupy. Some others become leaders when members of the organization accept their behavior and regard them as influential. The leadership that is assigned to formal positions is referred to as ―assigned leadership", whereas the leadership that is related to an individual's behavior is known as an ―emergent leadership" (Northouse, 2013, p. 8). 75 Assigned leadership is assigned responsibilities as a result of the positions they occupy. These include planning,

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supervising, organizing, commanding, and controlling (Hoy & Miskel, 2008; Northouse, 2013). In the capacity of assigned leadership, leaders act as managers, emphasizing the compliance of staff members through reward and punishment systems (Hoy & Miskel, 2008; Northouse, 2013).

Furthermore, Northouse indicates that the emergent leadership status is acquired over a period through communication behaviors such as ―being verbally involved, being informed, seeking others opinion, initiating new ideas, and being firm or rigid" (p. 8). In a related study Curtin (2004) confirms that emergent leaders initiate different strategies and approaches to accomplish the organizational tasks. Northouse (2013) points out that whereas assigned leadership management functions seek to provide consistency, orders, and stability to organizations, the emergent leadership thrives for adaptive and constructive change and movement. Northouse pointed out that both assigned leadership and emergent leadership influence other members of the organization. He argues that both the assigned and emergent leadership are required for an organization to prosper. Various forms of emergent leadership styles exist in organizations that aim at helping members to improve themselves. Some of these include participatory (Northouse, 2013; Yukl, 2010), servant (Greenleaf, 1977; Northouse, 2013) and supportive (Rafferty & Griffin, 2004; Schust, 2011). The demonstration of these emergent leadership styles brings about the differences in performance of school leaders. When members in the group are seen to be participating, supporting each other, taking instructions and sometimes somethings takes some responsibilities that has not been assigned to them makes the work of the leader very simple. Sometimes the initiative or the idea of doing something is initiated by these emerging leaders and this help in improving academic performance. This is because the culture is a welcoming one.

The role of leadership in relation to school culture is central. Leaders have been described as the culture founders, their contribution or responsibility being the change of school culture by installing new values and beliefs. Schein argues the possibility that the ―only thing of real importance that leaders do is to create and manage culture".

Understanding the school's culture is an essential prerequisite for any internal or external change agent. Deal and Kennedy offer practical guidance on three steps those in leadership roles can take.

1. Get to know your culture, by asking all involved participants what the school really stands for.

2. Note how people spend their time.

3. Find out who play key roles in the cultural network, and reflect on the values they represent. Deal and Kennedy (1983).

Even though the culture of an organisation may not be kwon is a short period and the climate of an organisation may not necessarily depict the culture of that organisation. It is very important for leaders to take these steps in the initiation of new values and belief. Broader consultation should be made especially those who play key role in the organisation, they have a strong culture network.

2.12 Prevailing School culture

School culture relies on the values of the headteacher and other senior leaders, the attitude of teachers, parents, and students and the level of open communication within the school. School culture is credibly important in the wider context of society. It is in school that we learn how to be citizens and school culture is crucial in ensuring that. Deal and Peterson opine that" school culture fosters improvement, collaboration

decision making, professional development and staff and students learning." (Deal & Peterson:1990).

School culture is the shared beliefs, attitudes and values of stakeholders in a school as well as the relationships between school staff, students and families. There are many elements that influence a school's culture such as their policies and the school's history. Schools strive to have a positive culture which is defined by elements such as the way stakeholders appreciate and interact with each other, how well students learn as well as the how the safety and wellbeing of all parties are looked after. It is important to understand where a school culture stems from. In most cases school culture usually begins with the headteacher. It is often the case that schools will have particular focuses and these are typically in response to the priorities and goals of the headteacher.

For example, if a school has historically had issues with students' behaviour, then the head may place special emphasis on monitoring and encouraging good behaviour. The emphasis that is placed on this facet of school life will mean that it becomes a central part of the school's culture. In this regard, school culture can be seen as an extension of the Head's vision for the school.

The school's culture can range from the culture of students, staff, parents, community and administration. This is due to the level of interactions and groupings formed in the school. An influential aspect of school culture is the attitude that those within the school express on a daily basis. If the attitude of the teachers are indicative of disenchantment, apathy and dissatisfaction then this will undoubtedly be reflected in the school's culture. The same applies for students, the attitude that students have towards their school and their teachers is hugely influential in the formulation of culture. Let us not forget that the majority of people within a school are students, and

their opinions and feelings will be reflected in the school's culture and how it is perceived. Behaviour such us truancy and absenteeism is characterize among students us a bad behavior for school and has a strong culture connotation. Helping school pupils to solve the problem of truancy is a win-win situation for school heads. Truant pupils makes teaching and learning difficult. Irregular attendance of pupils has been identified as a major reason for academic backwardness. Adeyemo (1992).

It is also important to understand that parents have a huge impact on a school's culture. If parents are engaged with the learning process and are active in the school community then this will engender a more positive school culture. Parents that take a more laissez-faire approach to their children's education will also contribute to the school's culture, but not in a wholly positive way. Even something as simple as attendance at parents' evening can be a big factor in culture. If students' parents don't seem to care about their child's progress, then why should they? Wright, 2009 enphasise that the role of community participation in school can be immensely valuable and that schools cannot and should not operate as separate entities within society.

Culture of communication is key in fostering positive culture. If clear channels of communication exist between different levels within the school as well as between staff and parents, help to build a positive culture. Having communication as a pillar helps to promote a more collaborative and community-focused experience and when teachers, students and parents have a voice and are listened to - the more likely they are to share their time and get involved with school activities. Conversely, if teachers do not feel like they have a voice, this can lead to dissatisfaction and low retention rates. This is why, when trying to understand a school's culture, communication really is key.

As mentioned earlier, the culture of a school differs from one to the next, depending on their faith, objectives and challenges. However, what they should all have in common is a strong leader, with all stakeholders aligned in their values and actions that are reflective of this, as well as clear lines of communication which promote honesty and transparency school-wide.

2.12.1 How School Organizational Culture Affects Students' Academic Performance

This session focuses on the relationship between culture of schools and learning outcomes. According to Merriam-Webster's Dictionary, an outcome is something that happens as a result of an activity or a process. School learning outcomes vary from schools to schools, and often depend on the expectations of stakeholders. The benchmarks for these outcomes may include high-test scores, high graduation rates, high discipline, extracurricular activities such as sports, and safe environment among others. Several educational philosophers and researchers following the cultural trajectory acknowledge the importance of school culture in relation to learning outcomes (Barth, 2002; Deal & Peterson, 2009; Harrison & Kuint, 2006; Hargreaves, 1995; Sergiovanni, 2001a). Many contemporary studies on school effectiveness have shifted emphasis from political and technical orientations to a focus on the culture of the school as a greater support for school change (Deal, 1985; Deal & Kennedy, 1983; Deal & Peterson, 2009; Hoy & Miskel, 2008; Maslowski, 2001; Rossman et al, 1988; Sarason, 1996).

Some researchers argue that the rational solutions to solve school problems have failed because they ignored the culture of the school (Fullan, 2001a; Sarason, 1996). This approach has now gained a strong foothold in educational literature as the key force to improve the performance of schools (Hargreaves, 1995; Peterson, 2002;

Scheerens & Bosker, 1997). Hargreaves argues that most early studies on school performance focused either on teachers' activities or on administrative roles, with relatively little emphasis on school organizational culture. The studies of Scheerens and Bosker (1997) on foundations of educational effectiveness, for example, made little reference to school culture. Hargreaves advocates for the study of school cultures that focuses on student and teacher cultures and the relationships between them. In a related study, Deal and Kennedy (1983) provide reasons why school cultures can improve educational productivity. They stated: Culture provides an internal cohesion that makes it easy for teachers to teach; students to learn; and for parents, administrators and others to contribute to instructional processes. It helps schools to communicate their identity to the external world through their shared values, heroes and heroines, rituals and ceremonies, and an informal network. (p. 15) School culture determines how the school should function to make it effective.

Similarly, Brady (2008) argues that, school culture influences students' academic achievement and engagement. Brady indicates that students' academic performance depends on the cultural factors at play, the kind of attitude students demonstrate towards schooling, and how they participate in school activities. The school culture decides the school's priorities, thus serving as a compass that directs the school leadership. Many other educational researchers concur that the culture of a school plays a key role in fostering its outcomes (Deal, 1985; Deal & Peterson, 2009; DuFour & Eaker, 1998; Kruse & Louis, 2009; Rossman et al., 1988; Rutter, Maughan, Mortimore, Ouston, & Smith, 1979; Sergiovanni, 2001a). Deal (1985) proposes that the basic requirement for creating effective schools is to understand the symbols and culture of the schools. He argues that high performing schools have strong cultures that encourage productivity, high morale, confidence, and

commitment. He concludes that a cohesive organizational culture is a determinant of a school's strong performance, because the collective agreement on how things must be done, the routine rituals and ceremonies, stories, written philosophies, and symbols shape the behaviour of members across all levels of the school, thus enhancing outcomes. The routine rituals and ceremonies in schools provide opportunities that reinforce values of a school (Deal & Kennedy, 1983).

2.12.2 Challenges Facing Headteachers in Creating Organisational Culture

Change in schools occurs to keep them alive, increase performance, and produce desired outcomes in line with the vision of the leader. Any change initiative introduce new ideas and things into the dominant status quo. Creating an organisational culture will definitely alter changes in members norms, beliefs and values because it requires modification of behaviour and beliefs to adjust to the existing culture. Fullan (1982) comments: ―real change, whether desired or not, whether imposed or voluntarily pursued, represents a serious personal and collective experience characterized by ambivalence and uncertainty".

Human beings by nature are resistant to change. Since members of the organisation change their natural habitats and accept new behaviours, they will always fight it when necessarily. Leaders should always be guided by these challenges to be able to manage the situation and focus on what to achieve. The challenge becomes increasingly more difficult when stakeholders are resistant to change. In order to facilitate a change in culture, an alternative to the existing ―way of doing things" must be shared with the school's stakeholders. More importantly, stakeholders must be involved in the process of change and see value and worth in the change.

Commitment of members in an organisation is very key to the growth of the organisation. The level of commitment of members in an organisation determine their level of performance. Therefore, organisational culture with high level of commitment

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performs greater things and achieve result easily. Reforms in schools will be received and embraced by members when they collectively accept the change. Burke (2008) posits that, changes intended to improve school performance will receive better attention when all members collectively accept the change and vice versa.

Effective communication of the intended change and openness to address concerns is the first step to ensure members in the organization see changes are in their interest. When the purpose of the change is either not known to people or they are not convinced that it is necessary, they will resist change. It is therefore very paramount for leaders to well explain the purpose of creating organization culture to all the stakeholders as well as the roll well defined to them.

The process of change is not clear. Change in itself is hard, expecting a bunch of people to be on-board and feel the same way about upcoming change is unreal. If the process of change is not known or clear to people, they would be anxious and have questions in their minds. They may question their ability to adapt and belong, it may bring in insecurity of how they fit in, do they have the required skills, will it increase their workload, etc. A major supporting theme to a school's culture is in establishing a positive school climate conducive to student safety, emotional well-being, and academic success. Building school culture requires the will to transform the elements of school culture that support rather than subvert the school's purposes (Barth, 2002).

The change is drastic. Culture isn't a car wheel that can be turned around when the owner feels the need. A drastic change can be difficult to implement and can encounter a greater amount of resistance. Therefore, it is always good to make gradual changes.

Lack of Communication and Training. Adoption is easier when actors of the work are ready for what's coming. There will be execution details impending implementation, but to make them prepared will ease them into the process of adapting to the new change.

Lack of feedback. It is crucial to take feedback from people to assess how change is working or if people are facing any challenges. The biggest gaps, resulting in ineffective changes, are seen when the understanding of details is different at each level of the organization. By seeking feedback, employees will feel a part of the decision and it will be easy to bring them on board and make implementation smoother.

Lack of reinforcement. Change is hard, sustaining it is harder. Lack of reinforcement of systems and processes & regular training can make it difficult to sustain the new culture. Many leaders are faced with these challenges because changes do not happy easily, it takes time and space. Most leaders give up when the desire results expected delays. Most headteachers assume the position without proper training, proper training and communication skills is a prerequisite for headteachers. Most Ghanaian teachers lack these skills and found wanting when giving the node. Quick to judge without proper and broader listening can truncate leaders. Firm and fairness without fear or favor are challenges faced by most Ghanaian leaders. In promoting good organizational culture that with influence academic performance all these challenges must be overcome.

2.12.3 Support systems Headteachers Need to Create Organisational Culture

School leaders play an important role in developing the culture of a school. Student success in learning and staff success in teaching can be hindered or aided by the culture that is developed by school leaders. The culture of a school is a mix of the

norms, values, attitudes, behaviours, and traditions that define the school; culture develops as people interact and work together (Peterson & Deal, 1998). Every school has a culture within which its stakeholders operate. The tone of school leadership helps to determine whether the culture is toxic, indifferent, or focused on growth (Barth, 2002).

(Dinsdale, 2017) proposed six tools that can greatly influence the culture and success of a school based on the decision of the leader. Among these tools or systems are collaboration, development of staff and provision of resources. Every leader should strive to make decisions that create a positive culture. Schools in as much as they are made up of human beings are naturally resistant to change, therefore, once a school develops its culture, all standards and innovations within the school will subject to the culture that exist. (Bath, 2002). For this reason, leaders must understand they have a crucial role to play in creating a culture that maximizes students and staff success as well as all other stakeholders in the school and minimizes stress for these group within and outside the school.

Collaboration among staff in a school is a major determinant of culture at the school, whether the culture of that school is positive or negative depends on the level of collaboration. Schools that have high levels of collaboration among staff tend to promote higher behavioural and academic standards (Bettini, Crockett, Brownell, & Merrill, 2016). Headteachers will therefore need the collaborative support of all staffs, students, parents and everybody that matter in the school to be able to create a positive school culture. Promoting collaboration among staff members, should be the focus of leaders and that will help creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, when leaders

create a collaborative environment, they will have all the support needed to positively influence their school culture.

Another tool that can spearhead support for headteachers to create organization culture is the idea to develop staff. Every leader whose leadership style does not promote the development of staff and focus on staff members being responsible for their own well- being nurture a negative (Du Plessis, Carroll, & Gilles, 2015). Communication is essential in this tool. Creating a supportive environment wherein staff members feel comfortable approaching leaders. Leaders can encourage communication by informing staff of how, when and where they can communicate concerns (Stickle & Scott, 2016). Praise and recognition for good work, and showing an understanding work-life balance, create an atmosphere wherein employees feel valued and there is a sense of trust and team (Stickle & Scott, 2016). When leaders show an awareness of employees' needs and seek to support those needs, they create a culture of caring that better develops staff (Du Plessis et al., 2015). When staff feel appreciated and understood, they are more likely to communicate issues that are difficult to address. The more issues that staff members are comfortable communicating to leaders, the more positive the culture and health of the school will be because the teachers feel supported (Barth, 2002). When people feel they are well recognized and important to organization success they give out their best for the common success of the organization.

Creating a positive culture in a school requires that administrative leaders provide access to the necessary resources. Resources needed to create an organization culture can be human, material and financial resources. Available instructional resources (books, supplies, technology, curriculum supports) influence the quality of classroom instruction. In the same vein when materials are available but no teacher to teach

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using the materials, the students lag behind. This creates tension and unhealthy culture in schools. Financial resources cannot be written off in the creation of organisational culture since all programmes to carry out in the school require money. The only source of income for basic schools in Ghana is the capitation grant which also comes with its own rules and regulation on how to spend it. Therefore, resources needed by headteachers in the creation of organisational culture as a support system will comes from actors in the school. Staff, students, parents, community, chiefs and opinion leaders are all to come on board. A culture of transparency and openness helps parents, students and staff to support their school leaders.

2.13 Theoretical Framework

This study is underping by the transformational leadership theory proposed by B. M. Bass (1985) as an expansion of J. M. Burns (1978) of transforming leadership. According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture (Burns 1978, Odumeru & Ifeanyi, 2013)

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance.

These leaders are inspiring and creative and lead people in a way that they try more than their abilities in the organization and invent and innovate in their work area. Scholars and theorists believe that transformational leadership management is more effective than pragmatic leadership. They make their employees realize the value of what they do. Nowadays, organizations need to increase their knowledge and awareness about the environment and to create wide organizational changes for survival and development. In this context, the role of leaders who move the organization toward the future, recognizes the environmental need and facilitate appropriate changes, becomes more evident. These leaders can strengthen the staff understanding and justice, and improve the quality of work life in the organization. Quality of work life includes any improvement in organizational culture which improves employees' satisfaction and human dignity and causes their development and growth in the organization. On the other hand, perception of discrimination and injustice demoralizes and demotivates employees and decreases productivity of their

performances. In the very fast changing world, organizational management becomes important more than ever and is considered as critical success factor in organizations. Not only top-level managers need to show their capabilities, but all managers at all levels of the organization also feel the need to cooperate with others to achieve the desired results. Regardless of their job, they should know how to influence others, provoke them into working, and they must take responsibility for outcomes. Transformational leadership is a complex and dynamic process in which leaders influence their followers' values, beliefs and goals. These leaders move organizations toward the future, recognize environmental needs and facilitate appropriate changes. The transformational leader is able to urge his followers to achieve more than the expected. Conger (1999) views transformational leadership as the leadership that goes beyond incentives for performance, to develop and encourage workers intellectually and creatively, as well as to transform their own concerns into an essential part of the organization's mission. It is defined by Trofino (2000) as the kind of leadership that sets a clear vision for their organizations. Kirkan (2011) noted that transformational leadership is a leadership pattern used by leaders to change the current situation by identifying those who follow the organization's problems through inspiration, persuasion, and excitement to achieve a high level of clear vision for the purpose of recognizing common goals. They also create perspectives of potential opportunities for employees and develop commitment to change, culture improvement and the need to design new strategies for efficiently use of energy and sources (Avarsin et al, 2012, p.23). In an organisation where there are transformational leaders the organisation strives on excellences and the academic performance of the pupils improves. This is because the transformational leaders are agents of change.

According to Ghadi et al. (2013), transformational leadership involves four sub-dimensions. Firstly, *idealized influence* refers to leaders' ability to increase level of loyalty, dedication and identification without focusing on the self- interest and become model for their followers by their friendly behavior. They admire, respect, and trust their followers. They pay more attention to the needs of their followers than their own needs, and avoid using the power for personal interests (Aneja Deveshvar, 2014, p. 178). Secondly, *inspirational motivation* refers to leaders' ability creates a vision that impact subordinates to make them play a vital role within the organization by challenging their followers in their jobs and create a clear perspective to reach goals and go toward the future by increasing efficiency in the workplace. Thirdly, *intellectual stimulation* refers to the ability of leaders to give employees indications to be innovative and being a risk taker. They encourage their subordinates to try to create motivation and creativity by modifying approaches and opportunities of their own subordinates. The main purpose of the leader is offering free flow of ideas and imaginations so that their followers and subordinates try to reach new techniques and approaches. Finally, *individualized consideration* is the ability for leaders to behave with their subordinates according to their own characteristics and capabilities. Leader pays personal attention to individuals in order to develop a healthy relationship by providing new learning opportunities according to their interest and skills.

Change will surely occur in an organisation and the ingrain culture will also change when there are transformational leaders. Any organisation striving on these four pillars of change associated with the transformational leaders are key elements in organisational change and academic performance.

2.14 Summary of Literature Review

This chapter has focused on presenting literature that relates to school organization culture improvement practices. The review of literature is related to the study on school performance of junior high school in the Ghanaian educational content with a focus on the Jomoro Municipality. The role of school leadership in education delivery, therefore, has implications for quality education and should be given attention in developing educational policies for school improvement and school performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology refers to the ways of discovering knowledge, systems and rules for conducting a research study. Research method is a specific procedure or techniques used to generate data. This chapter, therefore, focused on the research methodology and design that was used in this study. This chapter also considered the areas concerned with the methods used in the research. These areas include the research design, the procedure for the study, population under study, sample size and sampling procedure, the instrument for data collection, the procedure for data collection, and the method of data analysis.

3.1 Research Paradigm

The research paradigm that a researcher chooses to follow has an influence on each research step, from the decision of the research problem to be investigated, to data analysis and interpretation (Saunders, Lewis & Thornhill, 2009). A research paradigm can be characterised as a 'fundamental set of assumptions that direct a research process' (Creswell, 1998, p. 74). In social sciences, there is a range of paradigms that express variations in their underpinning philosophical hypotheses. Therefore, before a researcher defines an appropriate research paradigm it is important to study its philosophical assumptions and clarify that it is suitable for his/her research.

The pragmatist paradigm is underpinned in this current study. In the social sciences, there have been many efforts to create a common ground between constructivism and positivism (Johnson & Christensen 2012). In 1988, Howe suggests the application of a new paradigm that was titled as 'pragmatism' to counter the link between method and epistemology (Howe, 1988). He stated that the pragmatism concept considers that

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qualitative and quantitative methods are compatible (Howe, 1988). Researchers employing pragmatism believe that the research question is more crucial than either the paradigmatic assumption, which underpins the research method, or the methodology approach (Tashakkori & Teddlie, 1998; Tashakkori & Teddlie, 2010).

Furthermore, they consider that qualitative and quantitative methods are both beneficial. A pragmatist can be both subjective and objective in terms of his/her epistemological position. Again, as Tashakkori and Teddlie (1998, p. 26) stated 'at some points, the knower and known must be interactive, while at others, one may more easily stand apart from what one is studying'. A pragmatist complies with a positivist in the opinion that there is an external reality, but a pragmatist argues that there must be some absolute reality or truth (Tashakkori & Teddlie, 1998; Creswell, 2013). As a result, the use of this paradigm was appropriate to the current study, as the researcher applies both quantitative and qualitative methods to get better understanding of the problem under investigation.

3.2 Research Approach

Research methodology involves theoretical principles and a framework, which offers instructions regarding the research process in a particular paradigm's context. In general, three different approaches can be found that guide data collection in any research. These are: quantitative, qualitative, and mixed methods approaches (Tashakkori & Teddlie, 2010; Creswell, 2013). The mixed-method approach was adopted in this current study.

3.2.1 Mixed Methods Approach

Pragmatism linked to mixed-method research approach was considered for this study. A mixed-methods approach is characterised as the combination of a quantitative and a qualitative method. Creswell (2013) defines a mixed-methods approach through a

broad definition that focuses on philosophical methods and assumptions. Specifically, he defines a mixed-methods approach as:

> *"An approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone." (Creswell, 2013, p. 4)*

The mixed-methods approach has one main goal, which is to get benefited by the advantages and to lessen the flaws of both quantitative and qualitative approaches (Johnson et al., 2007). Various strategies can be applied to mix the aforementioned methods. In particular, Creswell (2013) proposed six techniques to combine quantitative and qualitative methods. These strategies are (1) Sequential explanatory strategy, (2) Sequential exploratory strategy, (3) Sequential transformative strategy, (4) Concurrent triangulation strategy, (5) Concurrent nested strategy, and (6) Concurrent transformative strategy. In this study, the researcher employed the sequential explanatory mixed-method strategy. As this approach will give a more perspective into the study and give more understanding to the choices of response in the quantitative study.

3.3 Research Design

A research design entails the determination of a research approach one intends to use to provide solutions to the research question. Mouton (2011) maintains that the research design reflects the type of study undertaken to provide acceptable answers to the research problem. Tredoux (1999) further states that the research designs are plans or protocols for a particular piece of research. According to Conrad and Serlin (2006), the research design concerns the assumptions underlying how the study is constructed to pursue a disciplined inquiry about the phenomenon to be investigated. It is the research design that guides the researcher to determine whether the research questions

can be answered adequately employing certain procedures and methods used to collect the data. Babbie (2007) observed that research design is about what the researcher is going to observe and analyse, why and how? He identified two major tasks in research design as follows; specify as clearly as possible what you want to find out; and determine the best way to do it.

The purpose of this study was to explore the headteachers role in creating organisational culture in public basic schools in the Jomoro Municipality in the Western Region of Ghana. To achieve this purpose, a mixed-method approach, underpinned by pragmatism was employed. Specifically, the sequential explanatory mixed- method design. Sequential explanatory design involves the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. Thus, this method is a two-phase design where the quantitative data is collected first followed by the qualitative data. The purpose is to use the qualitative results to further explain and interpret the findings from the quantitative phase. In this case, the priority is given to the quantitative data and the findings are integrated during the interpretation phase of the study.

The strength of a sequential explanatory design is that it is easy to implement because the steps fall into clear separate stages. Also, the design is easy to describe and the results easy to report. Although the sequential explanatory design has several advantages or strengths, it has few limitations. Among them is it requires a substantial length of time to complete all data collection given in the two separate phases. This challenge was overcome because the researcher explained the details and discuss timelines with the respondence.

3.4 The Study Area

The study was carried out in the Jomoro Municipality of the Western Region of Ghana. The Municipal capital is Half-Assini. Jomoro municipality shares border with Cote d' Ivoire to the West, the Gulf of Guinea to the south and the Ellembelle district to the East and Awoin District to the North. Farming and fishing are the main economic activities in the municipality. The district had eight educational Circuits at the time of the study. The study focused on public headteachers in the Municipal. The Jomoro Municipality has 124 public basic schools and all the schools experienced similar environmental challenges. The researcher decided to conduct the study in Jomoro Municipality because it was evident from reviewed literature that educational research on school improvement in the Jomoro Municipality was very scanty, the municipality's performance in BECE has been on the downward trend for the last five years and there has been great concern about the contribution of school headteachers towards school improvement. (Statistical Office. GES. Jomoro 2021).

3.5 Population of the Study

Polit and Hungler (1999:37) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Creswell (2009) asserts that people or sites that can best help in understanding a researched phenomenon should be selected. According to McMillan and Schumacher (2010) choosing a site is a negotiated process to obtain the freedom of access to a site that is suitable for the research problems and accessible for the researcher in terms of time, mobility, skills and resources. This meant that the researcher had to obtain information in advance about the sites, their suitability, history, routines and social systems. The population of the study comprised headteachers in the Jomoro Municipality of Ghana. The headteacher population in the Municipality was one

hundred and twenty-four (124). Complises of all (101) males and (23) females in the study area.

3.6 Sample and Sampling Technique

Sampling is a critical element of any research. The quality of the piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy adopted. Trochim (2006) defined sampling as "the process of selecting units (e.g. people, organisations) from a population of interest so that by studying the sample we may fairly generalise our results back to the population from which they were chosen. Patton (2002) maintains that sampling should not be for the sake of having a sample, but should be information-rich.

A census frame was use to involve all the 124 headteachers in the quantitative phase of the study. Census is a complete enumeration of all items in a population. It can be presumed that in such enquiry, when all items are covered, no element of chance is left and the highest accuracy is obtained (Kothari, 2004). Since the study was conducted among all the headteachers in the Jomoro Municipality of Ghana and the population was very small so all members were used in the study.

The maximal variation sampling strategy was used to sample fifteen (15) headteachers for the gathering of the qualitative data for the qualitative phase of the study. According to (Creswell 2005), as cited in Kusi 2012, Maximal variation sampling strategy is "a purposive sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait….. The procedure requires that you identify the characteristics and then find sites or individuals that display different dimensions of the characteristics"(Creswell, 2005) cited in Kusi, (2012). This enables the researcher to build multiple perspectives. The maximal

variation sampling allows researchers to categorise participants, say headteachers using their demographic data, according to their different academic and professional qualifications. Then, those with different ranges of experience and occupy different ranks are selected for the data collection (Kusi, 2012). Thus, the researcher can select inexperienced, moderately experienced and highly experienced headteachers, who are on different ranks within the service and possess different academic qualifications and access their views to build some kind of complexity into the study. In view of this one (1) headteacher each from the eight Circuits who has been on the job for a long-time was selected, two (2) headteachers each were selected in addition from the two low performing circuit. They were selected male and female. Then three (3) headteachers comprising of a female were also selected from well performing schools.

3.7 Data Collection Instruments

A questionnaire was employed for data collection in the quantitative phase of the study while a semi-structured interview guide was used for data collection in the qualitative phase.

3.7.1 Questionnaires

Questionnaires, as explained by Creswell (2014), allow participants in the study to complete items and send them to the researcher. It enables the respondents, in their way and at their convenience, to complete a form by way of sharing views and ideas about an existing phenomenon. This method of gathering data is used as they build on a degree of sensitivity and differentiation of response whilst still generating numbers. The Questionnaire used in the study consisted of sets of structured questions that were prepared for the respondents. Respondents ticked the correct option in the answers provided using Likert scale. The Likert scale was preferable because it consists of a set of response categories constructed around a continuum of agreement and

disagreement to which a selected sample was asked to respond (Kusi, 2012). The Likert scale of 1-4 was use to represent either to agree or disagree of a case. In this case

Strongly disagree.. 1

Disagree.. 2

Agree.. 3 and

Strongly Agree.. 4

 Robson (2003) posits that a Likert scale makes respondents enjoy responding to questions posed by a researcher since, in many cases, respondents are simply unwilling to co-operate in providing data and gathering information when it is appropriate.

The structured questionnaire has been tout with many advantages but one major disadvantage is the fact that it does not account for the difference in attitude, values and opinions of the respondent. This was overcome with the follow up questions in second face of the data collection procedure (the semi- structured interview. The questionnaire consisted of two sections. Section A consisted of the personal data of the respondents and Section B dealt with the objective of the study.

3.7.2 Semi-Structured Interview

The second instrument used to gather data for the study was a semi-structured interview. O'Leary (2005) argues that: Semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan but pursue a more conversational style of interview that may see questions answered in order natural to the flow of the conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop (Kusi, 2012). Wragg (2002) notes that this

instrument allows the interviewer to ask initial questions, followed by probes meant to seek clarification of issues raised. Probes are either pre-stated or posed in the course of the interview, making the interview process flexible.

Semi-structured interviews have some usefulness. Firstly, Wragg (2002) indicates that it is mostly used by researchers in education "as it allows respondents to express themselves at length, but offers enough shape to prevent aimless rambling". Secondly, the semi-structured interview offers investigators an opportunity to clarify or probe and expand the interviewee's responses to ascertain their feelings (Opie, 2004). This is what structured questionnaires and interview schedules fail to achieve.

However, the openness of some of the questions in the schedule leads to the gathering of massive volumes of qualitative data, which is time-consuming to analyse. Also, the flexibility of the instrument makes it difficult for researchers' bias to be dealt with (Opie, 2004). Prior arrangements with the head had to be made. Interviews with heads in most cases lasted for at most an hour. Efforts were made not to interfere with the teaching and learning of the students, as a result, free periods for the headteachers were mostly used. Where necessary, follow-ups were made with the heads to tie up all the loose ends.

Despite the advantages of the semi-structured interview, it is sometimes characterised by diverging of focus due to the open- ended nature. The was overcome by the skills and training that the researcher has acquired through out the period of the research.

3.8 Validity and Reliability of Data

Babbie (2007) views validity as the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. This sounds as if validity only applies to quantitative research. However, McMillan and Schumacher (2010) contend that validity refers to the degree to which the explanations of the phenomena

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match the realities of the world. Thus, in qualitative research validity can be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and disinterestedness or objectivity of the researcher. Bell (2005) posits that if an item is unreliable, then it must also lack validity. The researcher scrutinised all items on the instruments to be satisfied that they related very well with the issues that are under investigation. The drafted set of questionnaires and interview guides were given to experienced colleagues to read through and make modifications where necessary. The proofreaders made appropriate modifications to ambiguous or difficult questions. The researcher tested both face and content validity of the instruments. Face validity referred to the likelihood that a question was misunderstood or misinterpreted. To test the face validity of the instruments, supervisors and some postgraduate students assessed on face value, whether the instruments appear as a valid measure of the research objectives for the study. Content validity referred to whether an instrument provides adequate coverage of a topic. Expert, opinions, literature searches, and pre-testing of instruments helped to establish content validity.

Reliability of a study's instruments can be defined as the consistency of the instrument producing the same or similar results when given the same conditions on different occasions. It is the degree to which an instrument, such as a questionnaire or an interview, can measure a subject or a variable on a different occasion and at all locations and consistently give the same results. The instruments were pre-tested. The research instruments were administered to the same group of subjects twice in the pre-test. A three-week lapse between the first and the second test was allowed. The scores from both tests were correlated to get the coefficient of the reliability using Cronbach alpha method with the help of Statistical Package for Social Science (SPSS) version

20. Based on the pilot, 0.99 reliability coefficient (alpha) was obtained for the overall instrument.

3.9 Data Collection Procedures

Creswell (2008) views data collection as identifying and selecting individuals for study, obtain their permission to study them and gathering information by asking people questions or by observing their behaviour. The purpose of data collection is to obtain information to keep on record, to make decisions about important issues or to pass the information on to others. Through data collection, the researcher was able to take note of the frequency of types of behaviours, and or words in the form of responses and opinions as given by the participants. When these were put together some patterns emerged that served as guidelines to answers to research questions.

To facilitate and improve data collection the researcher obtained permission from the Jomoro Municipal Education Office. A permission letter highlighting the title of the study, its purpose, the participants of the study, research instruments used and how data will be collected was issued.

After securing permission, the researcher obtained the informed consent of the participants before they participated in the study. Informed consent is an agreement of the relevant individuals and organization information. It involved giving information about the study, how it will be carried out, the nature of their participation, the time requirement, the kind of data to be collected and how it will be used and reported (Kusi 2012). This enabled the participants to make decisions as to whether to participate in the study or not because people make decisions to participate in a study depending in the quality of information, they receive about it (Kumar, 1999) as cited in Kusi; 2012).

Participants were given questionnaires to complete and some were interviewed. The researcher administered the instruments himself to the respondents after permissions were sought. The purpose of the study was explained to the respondents and everything on the questionnaire were made clear to them before its administration.

3.9.1 Questionnaire Administration

The Jomoro Municipality has both public and private basic schools. There are 124 public schools in the municipality. This study focused only on the headteachers of the public basic schools in the municipality. In the first phase of data collection, the researcher personally administered questionnaire to all the 124 headteachers and later collected them. This really enhanced the return rate of the instrument. The questionnaire was to gather broader views and responses of these participants to identify issues for semi-structured interview schedules. Moreover, it was the intention of the researcher to make the headteachers who would be interviewed to reflect on their responses in the questionnaire. Thus, the instrument created some understanding and awareness among the participants during the interviews. Each of the questionnaires was accompanied by a covering letter (Appendix A) explaining the purpose of the study, its significance, the steps taken to ensure confidentiality of the data collected and to protect the anonymity of the respondents in the study and other relevant issues. The administration of the questionnaire took five (5) days.

3.9.2 Organising and Conducting the Interviews

After the pilot exercise, the researcher met the Municipal Director of Education to inform him of the intended interviews. The researcher met the selected interviewees individually and confidentially to introduce himself to them. Then, each of them was given a letter informing them about their selection for the interview phase. Also, they were asked for convenient dates and times for the interviews either week days after

classes or during the weekend. The interviews were conducted on a face-to-face basis. This encounter was directed towards understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words' (Kusi, 2012). The face-to-face interviewing was preferred to other strategies such as telephone interviewing, because telephone interviewing was considered as impersonal and difficult to record. Also, the non-verbal aspects of the communication would be lost. Each of the interviewees was interviewed on one occasion in either their office or a location which was free from distractions. Each interview situation lasted 30-40 minutes. To ensure consistency during the interview, the researcher developed an interview protocol (Creswell, 2005) to guide the process. Prior to each interview situation, the researcher re-introduced himself, described the research, its purpose, category of interviewees, steps being taken to maintain confidentiality and their anonymity, and notified them about the duration of the interview (Creswell, 2005). Then the researcher asked the interviewee concerned to read and sign the consent form developed, and sought their consent to tape-record the interview. Moreover, brief notes were taken in the event of tape recorder malfunctions (Creswell, 2005). On completing each interview situation, the researcher expressed appreciation to the interviewee for his/her cooperation and participation. Some of them expressed interest in the findings of the study, so the researcher promised to deposit a copy of the findings at the municipal education office for them to access, when necessary.

The interview sessions were in four main groups, introduction, respondent's background, school conditions then questions on the objectives of the studies follows. Each interview lasted for an hour (60min)

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3.10 Data Analysis

During the study, a lot of data were collected through the various data gathering techniques discussed above. This data was subjected to thorough analysis to make sense of it. Cohen, Manion, and Morrison (2007) contend that data analysis is the process involved in systematically searching and arranging the interview transcripts, field notes, and other materials that are accumulated by the researcher so that he/ she can make the findings. Marshall and Rossman (1999) maintain that data analysis refers to the process of bringing order, structure and interpretation to the large volume of data collected. Creswell (2003) points out that data analysis involves making sense of both the text and images.

Descriptive statistics were used to analyse the quantitative data. This is because it is easy the understand and simple to comprehend. The analyzed data were presented in a table form for easy reference and discussion. The mean and standard deviation scores, and frequencies were generated through the use of the Statistical Package for Social Sciences (SPSS) version 20. Apart from the use of the Statistical Package for Social Scientists (SPSS) to analyse the data in terms of tabulating frequencies, percentages, mean and standard deviation, the researcher also relied on his knowledge and experience of the system to sort the data and make sense of the information provided.

The interview data was transcribed and the results used to further explain and interpret the findings from the quantitative phase. Out of the 15 headteachers interviewed, 10 were males, while 5 were females. To attribute statements to the interviewees, the 10 male headteachers were given the serial numbers MHT-1 to MHT-10 where MHT represents Male Headteacher. The 5 female headteachers were also given the serial numbers FHT-1 to FHT-5, where FHT stands for Female Headteacher.

3.11 Ethical Considerations

Good research is research that is carried out ethically, and this relates to both practical and moral issues around the research (Christians, 2005). Ethics is typically associated with morality, that is, matters of right and wrong, good and bad as agreed upon by members of a group. Christains (2005) contend that ethics are the principles of right and wrong that can be used by individuals acting as free moral agents to make choices to guide their behaviour. This is critical, especially in the qualitative phase of mixed-method research where the researcher engages in face to face interactions with participants. Issues that need to be considered include privacy, human rights, honestly, fairness, voluntary participation, confidentiality, anonymity etc. As a researcher, it was imperative to be aware of the general agreements shared by researchers about what is proper and improper about the fore-mentioned issues.

Permission was sought from the Municipal Education Office as well as the informed consent of the headteachers of the respective schools to enable the researcher to gain access to various schools. Each school head was informed that the name and other identities of the school will be kept as confidential information and was assured of not disclosing their identity and absent of betrayal.

3.12 Chapter summary

The methods and methodology in research are very critical as it is the evidence of the systematic approach taken to collect data that form the basis for arriving at findings and conclusions. This chapter presented the methods employed in the research. It firstly discussed the design of the study, philosophical considerations and research paradigms. It then proceeded with the approach adopted for the research. The method for data collection including, questionnaire and interviews were adequately discussed drawing upon relevant literature. Due to the mixed-method approach involving human

interactions ethical consideration was a key part of the research. It also indicated how the data collected would be analysed in line with the themes that emerged from the study and to the research questions. The next chapter presents the analysis of the data collected.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter is a presentation of results, analysis and discussion of findings of data obtained from field responses. The chapter is divided into two parts; the first section deals with the background information while the other section presents findings. Results of the data analysis provided information that formed the basis for discussion, interpretation and conclusion of the findings and recommendations of the study.

The researcher administered 124 questionnaires that represented 100% of the sampled Headteachers, out of the 124 questionnaire administered 104 questionnaires were returned which also represented 83.9%. This implied that the analysis was based on the 104 respondents out of 124 questionnaire returned and that represented 100% in the study. Mugenda and Mugenda (2003) avert that a response rate of 50 per cent is adequate for analysis and reporting; a rate of 60 per cent is good and 70 per cent and over is excellent. Therefore, this response rate was excellent and suitable enough to give a true reflection of the issues under study. This high response rate can be attributed to the data collection procedures, where the researcher pre-notified participants before the actual administration of the questionnaires.

4.1 Demographic Information of the Respondents

The study sought to find out the background information of the respondents like age, gender, educational background, and professional qualification, and experience, type of school, enrolment and number of teachers in school. The findings were established and presented as follows:-

4.1.1 Gender of the Respondents

The gender characteristics of headteachers were analysed and categorised as in table

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Table 4.1: Gender Characteristics of Respondents

Sex	Frequency	Percentage %
Male	84	80.8
Female	20	19.2
Total	**104**	**100.0**

Source: Fieldwork data (2021).

The findings in Table 4.1 revealed that the majority of headteachers were males constituting 84(80.8%) while the females were 20(19.2%). This indicated that the males dominated the school leadership and thus there was no gender equity in leadership roles in public Basic Schools in the Jomoro Municipality of the Western Region of Ghana. The reason could be that more males than females are educated or females shy off from leadership roles. It can also be that the culture of the people put a lot of females away in taking up leadership responsibility.

4.1.2 Age of the Respondents

The researcher sought to establish the ages of the respondents. The findings were presented in Table 4.2 below.

Table 4.2: Age Distribution of Respondents

Age Range	Frequency	Percentage %
Below 25	0	0
26 – 35	24	23.08
36 – 45	40	38.46
45 – 55	34	32.69
Above 56	6	5.77
Total	**104**	**100**

Source: Fieldwork data (2021)

From the findings in Table 4.2, there was no headteacher who was less than 25 years, 24(23.08%) were between 26-35 years, 40 representing 38.46% were between 36-45 years, 34(32.69%) were between 45-55 and 6(5.77%) were above 56 years. This was

interpreted to mean that Basi school leadership were youthful as the majority of the headteachers (94.23%) were either 45 years or below. This indicated that the selected sample had the zeal to bring positive culture change in their schools, all things being equal.

4.1.3 Professional Qualification of Respondents

The professional qualification of headteachers was analysed and categorised as shown in Table 4.3 below.

Table 4. 3: Professional Qualification of Respondents

Professional Qualification	Frequency	Percentage %
Diploma	4	3.9
First Degree	91	87.5
M.Ed.	7	6.7
Mphil	2	1.9
Total	**104**	**100.0**

Source: Fieldwork data (2021)

From the study Findings, 4 headteachers representing 3.9% were diploma holders, 91(87.5%) headteachers indicated that they had first degree, 7(6.7%) had a masters degree and 2(1.9%) holds master of philosophy degree. This implies that the majority of headteachers had a first degree and therefore were competent enough to handle management positions and embraces fresh ideas of creating a positive culture for the betterment of the school. The findings, therefore, indicate that the respondents had the skills and ability to steer the schools towards better achievement.

4.1.4 Duration of Service in the Current Station

The researcher sought to establish the duration of service of the respondents in their current station. The findings were presented in Table 4.4.

Table 4.4: Duration of Service in the Current Station

Duration	Frequency	Percentage %
5 yrs and below	39	37.5
6-10 yrs	35	33.7
11-15 yrs	20	19.2
16 yrs & Above	10	9.6
Total	**104**	**100.0**

Source: Fieldwork data (2021)

The study showed that 39(37.5%) headteachers had served in their current stations for a 5years and below, 6-10 years 35(33.7%) between 11-15 years recorded 20(19.2%) and 10(9.6%) for 16 years and above. This implies that the majority of the headteachers had been in their current stations for the period 5years or less, the researcher was interested in this information to ascertain the effect of these changes on the performance of the pupil.

4.1.5 Total Experience of the Respondents as Headteachers

The study further sought to establish the total duration of experience of the respondents as headteachers. The responses were presented in Table 4.5 below.

Table 4.5: Total Experience of the Respondents as Headteachers

Duration	Frequency	Percentage %
5 yrs and below	18	17.3
6-10 yrs	64	61.5
11-15 yrs	14	13.5
16 yrs & Above	8	7.7
Total	**104**	**100.0**

Source: Fieldwork data (2021)

The analysis of the headteachers' total duration of service in leadership revealed that 64(61.5%) had an experience of between 6-10 years, 14(13.5%) had an experience of 11-15 years, 8(7.7%) 16 years and above and 18(17.3%) had an experience of below 5

years. This implies that they had the experience to manage schools and change situations around them. It also meant that work-related experiences are important in developing motivation in leadership.

4.1.6 Type of School

The respondents were asked to indicate the type of school in which they were headteachers. Their responses were presented in Table 4.6 below:

Table 4.6: Type of School

Type of school	Frequency	Percentage %
Single stream	82	78.8
Double stream	22	21.2
Total	**104**	**100.0**

Source: Fieldwork data (2021)

Information in Table 4.6 above shows that (82) 78.8.5% were single-stream schools, and 22 (21.2%) were double stream schools. This shows that most of the schools were single-stream schools.

4.1.7 Pupils' Enrolment in School

The study sought to find out pupils' enrolment in public Junior High Schools in the Jomoro Municipality. The findings were presented in Table 4.7 below.

Table 4.7: Pupils' Enrolment in School

Type of school	Frequency	Percentage %
Below 100	16	15.4
100-200	56	53.8
201-300	24	23.1
301 & above	8	7.7
Total	**104**	**100.0**

Source: Fieldwork data (2021)

Data analysis revealed that 56 schools, representing 53.8% had an enrolment of 100-200, 24 schools representing 23.1% had an enrolment of between 201-300, 16 schools forming 15.4% had enrolment below 100 while 8 schools representing 7.7% had an enrolment above 300. The study observed that most schools averagely had low enrolment which could be manageable under one headteacher.

4.2 Analysis of Research Questions/ Objectives

To gather evidences on organisational culture for the study, the headteachers were made to rate their responses using Strongly Disgree, Disagree, Agree and Strongly Agree. Using means, the scales were scored as (1=strongly Disagree, 2=Disagree, 3= Agree, and 4= Strongly Agree). A criterion value of 2.50 was established for the scale. To obtain the criterion value (CV=2.50), the scores were added together and divided by the number scale (1+2+3+4= 10/4=2.50). To understand the mean scores, items/statements on prevailing culture that scored a mean of 0.00 to 2.49 were regarded as low organisational culture. Those items/statements that scored a mean from 2.50 to 4.00 were regarded as high organisational culture in school.

4.2.1 Prevailing Organisational Cultures in Schools

The first objective of the study was to explore the prevailing organisational cultures in basic school in the Jomoro Municipality of the Western Region of Ghana that hinders school improvement. The responses were measured as follows: 1=Strongly Disagree 2=Disagree, 3=Agree, and 4= Strongly Agree. The respondents responded to four Likert scale questions rated as 1,2,3,4 as shown in table 4.8 below:

Table 4.8: Prevailing Organisational Culture in Basic Schools in the Jomoro Municipality

Statement	1		2		3		4		M	SD
	F	%	f	%	F	%	f	%		
My School has no vision and mission statements	0	0	0	0	72	69.2	32	30.8	3.69	.466
My School has no plan to achieve the vision and mission set for your school.(yearly event).	0	0	14	13.5	56	53.8	34	32.7	3.40	.721
I involve other teachers in the planning of activities for your school.	0	0	16	15.4	38	36.5	50	48.1	3.33	.734
Most newly posted teachers to my school do not stay for long before leaving to other schools due to environment.	28	26.9	34	32.7	26	25.0	16	15.4	2.71	1.035
The school community relationship does not encourage foreign teachers to stay.	14	13.5	22	21.2	46	44.2	22	21.2	2.27	.952
Pupils are not punctual or absent during some seasons/occasions (fishing/Farming seasons)	16	15.4	20	19.2	38	36.5	30	28.8	2.21	1.035
Difficult to get parents to attend P.T.A meetings to help bring ideas that can grasp the certain situation.	12	11.5	18	17.3	48	46.2	26	25.0	2.15	.937
Collaborative teaching is encouraged in this school	14	13.5	14	13.5	46	44.2	30	28.8	2.12	.983
I take decisions and propagate change initiative by myself when deem fit.	12	11.5	20	19.2	39	36.5	34	32.7	2.10	.995
Schools have core values, history and artefacts that guides its behaviour.	10	9.6	14	13.5	42	40.4	38	36.5	1.96	.949

Source: Field Data (2021)Key:[1-strongly disagree, 2-disagree, 3-Agree and 4-strongly agree. M-Mean, SD-Standard Deviation]

To explore the headteachers' views on the prevailing Organisational Culture in the Jomoro Municipality existing in their schools. The headteachers were asked their opinion on culture behaviour practices so as to identify the prevailing culture in their schools as captured in table 4.8 above. The survey items attracted a range of mean score and standard deviation of 1.96 to 3.69 and .466 to 1.035 respectively. The

results indicated that almost all schools having no mission and vision statement clearly stated in school (mean=3.69, std. deviation=.466). All the 104 headteachers; 100% (69.2% strongly Agree and 30.8% Agree), responded. The interview data also confirmed that the majority of the participants had no mission and vision statement.

For example, MHT-2 remarked:

> *"I did not come to meet any written statement on vision and mission of the school. In fact I did a staff meeting on my assumption of duty and gave them my plans and target for the school."(MHT-2)*

MHT-5 shared his view:

> *"To inspire your staff to do what you want, is to first set and sell to them your ideas and plans, then you take the lead in accomplishing that."(MHT-5)*

FHT-1 also expressed her view that:

> *"I think having a one- step plan vision and mission statement does not mean anything but you having plans and strategies to change the culture and improve school is the important thing to do as a headteacher." (FHT-T)*

This cultural practice do not help organisational growth. The mission and vision of an organization are integral to the organisational strategy because they are used to define future goals and operational tactics. The mission statement of the organization outlines the company's business, its goals and its strategy for reaching those goals. It focuses more on where the company is at the present time and the tactical steps it wants to use to achieve its objectives. The mission statement of a company can be used to shape the culture of the organization (Ahmed 2019). Haberman (2003) puts the onus on the headteacher to create a clear school mission. To be effective in this role a headteacher should: create a common vision, build effective terms to implement that vision, and engender commitment to the task. However, for teachers to be an integral part of the change process, they need to do more than blindly accept a headteacher's vision.

The results show that majority of the headteachers (86.5%) were of the view that they strongly-agree or agree that their schools have no a yearly events or calendar, (mean=3.40, std. deviation=.721). Most head teachers have prepared their SPIP but have no idea of what were even written on the SPIP. Those SPIP were prepared without the involvement of other colleague teachers. Most schools did not have a planned activities to achieve the vision and mission of schools. This was not a surprise since most schools did not even have a vision and mission statement therefore there was no strategy to achieve these missions to accomplish organisational goals. Strategic planning is a key to success and keeps all partakers in the event process focus and in check. It tells what to do, who should do, when to do and how to do it. To complement the results, interviews were conducted to ascertain the qualitative view of the headteachers. The accrued results of the interviews suggest that most of the headteachers who were interviewed did not have clear, widely shared, and articulated planned event calendar for their schools.

> *"I have no events calendar for my school. Everyone knows we will have sports and termly exams, the time for sports will be communicated to us when it is due. For exams it has it own time and period. I don"t think there is the need to have a calendar for this."* (MHT-1)

In other interactions, another respondent had this to add….

> *"...I think it would be important to have a planned activity in a calendar. But even with that it would be very difficult to carry out these activities. But I think it can still be done."*(FHT1).

To identify emerging issues and deal with them accordingly, headteachers are to set clear strategies clear strategies that give the subordinates, pupils and teachers' confidence in the operations of the school. As Borman et al (2000) argue, every child can succeed in school and what a school has to do is to add value to the child's potential through schooling, depending on contextual factors that impact on how the

characteristics inter-relate to create conditions for effective learning outcomes to be achieved. These needs identification and how the school can effectively implement them are the main focus for a school vision and mission statement. Hence, headteachers ought to serve as a planning, giants to lead the determination of the conditions by creating a positive culture, successful schools not only measured by the pupils' learning achievement but including a deep understanding of the conditions and contexts under which these achievements can be produced.

It is also observed from the table that parents do not really involve themselves in the running of the school, it was difficult to get them to even attend a P.T.A meeting to discuss issues confronting teaching and learning and how important they contribute to the effective running of schools. P. T.As are integral arm of any school organisation and their actions and inactions affect the general running of schools, the headteacher is the change agent to correct this culture. From the table (Table 8.) 25% strongly-agree and 46.2% agree that the attendance of P.T.A in meeting is very difficult. 17.2% strongly-disagree and11.5% disagree with [M=2.15, SD=.937]. Engaging parents in meetings could impact positively on the quality of teaching and learning. It has the propensity to enhance the quality mutual understanding between the school and the community. Wright (2009) emphasize that the role of community participation in school can be immensely valuable and that schools cannot and should not operate as separate entities within society. Community participation in school is believed by many to be an important determinant of academic achievement and a key factor in the success of students. Schaeffer (1994), suggest that, one of the ways to ensure community participation is involvement through ‗attendance' (e.g. at parents' meetings at school). In an interview with the headteachers it came out that most parents do not attempt P.T.A meeting. One of the respondents had this to say. MHT-8

> *"I have spent five years in this school and P.T.A meetings has been an issue since I came. Have complained and tried my best but teachers who have been hear for long tells me it is like that, so I have also taken it like that"*

Another headteacher said it is difficult to organise P.TA Meetings but sometimes parents support in some ways.

> *".....in our case it is very difficult to organise P.T.A meeting so we give information to the students to inform parents when the arises and sometimes information are delivered at the chief palace when critical".(M.H.T-6)*

Schools and teachers are considered to be in a key position when it comes to furthering parental involvement and ensuring an effective exchange of information about life at school and home (Oostdam 2009)

Generally, it can be deduced from the findings that the headteachers in the Jomoro Municipality expressed many varying organisational culture prevailing in their school and that hiders school improvement. The data highlighted certain common and context-specific concerns of headteachers. The responses suggested that the headteachers lacked certain qualities in creating a culture that improve schools. Most schools did not have vision and mission statements and the few were not were stated. lezotte (2010) proposed that effective schools ―there is a clearly articulated school mission through which staff share an understanding of and commitments to instructional goal, priorities assessment procedures and accountability". This translate into focus on the teacher and how they need to be able to teach the children and help schools to improve in all aspect. Haberman (2003) puts the onus on the headteacher to create a clear school mission. To be effective in this role a headteacher should: ―create a common vision, build effective terms to implement that vision, and engender commitment to the task. However, for teachers to be an integral part of the change process, they need to do more than blindly accept a headteacher's vision. In this

respect, Cibulka and Nakayama (2000) argue that teachers should be partners with the headteacher in creating that vision.

Headteachers had no event calendar to accomplish planned activities for the schools. There is a saying that ―if you fail to plan, you plan to fail". Events calendar in schools helps leaders or the one to take action plan well and also reduces human errors. It helps in the mobilization of resources needed to execute programme. MacGilchrist argues that the strategies should include: determining the schools' accomplishment, identifying areas for improvement, developing plans to change the running of the school and implementing those plans or new programmes effectively. MacGilchrist (2000) further asserts that school development plans should be identified with shared ownership and purpose along with shared leadership and management. MacGilchrist (2000). It rest on the headteachers to do develop school improvement plans to guide their activities and so that school improvement processes integrated into the school calendar. To Hopkins (2001) school improvement efforts should make schools better places for students to learn, and also provide a strategy for educational change that enhances pupil outcomes as well as strengthening the school's capacity for managing change. Strategic leadership focuses on the specific activities and behaviours of headteachers that can improve the success of the school (Rowe, 2001). This perspective argues that in an ever-changing complex environment, strategic headteachers may be a source of competitive advantage.

The other emerging issue from the table is the culture of truancy and absenteeism. With 65.3% responded strongly-agree or agree and 34.7% responded disagree or strongly disagree obtained mean of 2.21 and SD= 1.035. The culture of truancy and absenteeism was a head age for most headteachers that some could not hide their frustrations in that matter. It was evidence from the table that truancy and absenteeism

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was all over. The interview data proves similar and comments from headteachers were more revealing.

A statement made by a headteacher,

> *"the children do not come to school and some always comes late. I tried to find out the problem but some are beyond my control. The child said he went to farm so that he cans get money for school the next week. And it is mostly on Thursdays and Fridays" hmm.(FHT-4)*

Another headteacher couldn't hide his frustration and had this to say;

> *" the situation is very unbearable and sometimes you don"t know whwt to say. It may interest you to know that some parents just leave with their wards in the name of going to celebrate their festival? They wiil go for about two to three weeks before coming back"(FHT-3)*

Truancy and absenteeism was a major concern to most headteachers. Headteachers been the agent of change in the school are responsible to create and enabling environment to change this narrative.

The data on newly posted teachers leaving or seeking for transfer also generated a percentage of 42% Agree or strongly- agree as against 58% disagree. This phenomenon mostly occurred in the Mangyea and Anwiafutu circuit which happens to be less privilege ones. Therefore, teachers in those areas needs to be motivated and their interest boosted to make them feel at home and comfortable. The newly trained teachers seeking for early transfers is mostly linked to the unhealthy behaviour between the school and the community. The community is seen as a separate entity from the school and do not care about what goes on in the school. Teachers' accommodation, wellbeing and other facilities needed by teachers to boost their work is not a priority for the community.

Lastly the data on item 10 recorded a percentage of 76.9% (36.5% strongly agree, 40.4% agree) in the same manner 23.1% (13.5% disagree, 9.6% strongly-disagree), m=1.96 and sd=0.949. The evidence was clear that most schools have no core values,

history, artefacts that guides the behaviour of persons in the school. The school has no programme that honour its heroes and heroines. People who sacrificed for the schools are not recognised and appreciated by the school. It could have been important to have a monument for past students and individuals who has contributed immensely for the success of the school

4.2.2 In what ways do these Prevailing Organisational Culture Affect Students' Academic Work

The second objective was to establish the how the identified prevailing organisational culture affect the general performance of the pupils in the Jomoro Municipality of Ghana. The responses were measured as follows: 1=strongly Disagree, 2=Disagree, 3=Agree, and 4= Strongly Agree. The respondents responded to four Likert scale questions rated as 1, 2, 3 and 4 respectively. The table below shows.
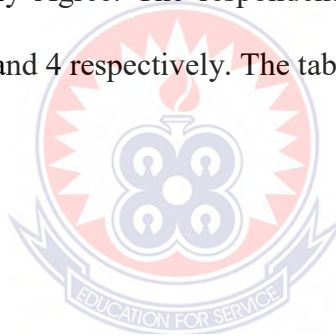
Table 4.9: In what ways do these Prevailing Culture Affect Academic Performance?

Statement	1		2		3		4		M	SD
	F	%	F	%	F	%	F	%		
The school has no clear direction to follow, the headteacher determines the vision and mission of the school.	0	0.0	14	13.5	60	57.7	30	28.8	3.15	.638
The headteachers are the sole decision takers and implementation of ideas in the school.	4	3.8	12	11.5	64	61.5	24	23.1	3.04	.713
Teacher shortage since teachers are not motivated to stay in the school for longer period due to condition of the school.	6	5.8	16	15.4	60	57.7	22	21.2	2.94	.777
Pupils truancy and absenteeism always draws lessons back and discourage teachers.	6	5.8	20	19.2	54	51.9	24	23.1	2.92	.813
Parents sees the school as a separate entity and do not boarder on whatever goes on in the school.	8	7.7	20	19.2	52	50.0	24	23.1	2.88	.855
Parents do not bring in ideas to support the school raise it academic performance.	10	9.6	14	13.5	60	57.7	20	19.2	2.87	.841
Every teacher is an expert in the field and will not need any consultation or collaboration from any one.	14	13.5	56	53.8	18	17.3	16	15.4	2.35	.905
Peer teaching and peer learning is not encouraged.	10	9.6	62	59.6	18	17.3	14	13.5	2.35	.837
Change initiated in school has been always successful since all stake holders are not brought to the front.	10	9.6	58	55.8	28	26.9	8	7.7	2.33	.760
The school has no past history, value, heroes that they look up to. And which guide their ways.	8	7.7	68	65.4	14	13.5	14	13.5	2.33	.810

Source: Field Data (2021)   Key: [1–Strongly Disagree, **2** – Disagree, **3**–Agree, **4**–

Strongly Agree,   **M**–Mean, **SD**–Standard Deviation]

Data was gathered on the effect of prevailing organisational culture among schools in the Jomoro municipality of Ghana and presented in Table 4.3. The survey items attracted a range of mean score and standard deviation of 2.33 to 3.15 and .810 to .638 respectively. The table shows that more than half of the respondents 60 (57.7) agreed that in the absence of specified clear and well writing vision and mission of schools, the headteachers' follows their own visions for the school the presides over. Such ideas or principles not sustainable and cannot survive due to the fact that stake holders do not know whose vision to follows, the headteacher, the community or the teachers or the PTA. Well stated vision and mission help inform and direct all stakeholders on what the journey has been so far, where it took off, where progress has reached and what the future has to look like, clear direction will guide success.

An aspect of data gathered on how decisions taking and implemented in the schools, saw 84.6% of respondents disagreeing to the fact that decision taking and its implementation was solely taking by them leaving 15.4% agreeing to that. The follow up question revealed otherwise.

> *"I always inform teachers on every decision and tell them how we will do it, but not actually something on a planned calendar or not something that was deliberated on, since teachers have been informed, I don"t think it was a solely decision"* (MHT-1)

When interviewees were asked on how they arrived at an agreement on a decision and its implementation, one teacher explained:

> *"All information and decisions are taken at staff meeting, sometimes the information is written on a piece of paper"* (MHT- 10).

According to Arnstein's ladder of citizen participation there are eight rungs that describe three general forms of citizen power in democratic decision- making, the first two is categorised non-participation (no power), the next three shows the degree

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of tokenism (counterfeit power and the next three shows the degree of citizen power (actual power).

Most educational stakeholders are the first to fifth level which gives them no power in the decision making. Headteachers' informing or consulting teachers does not make them part of the decision making. From the data even though most headteachers do not agree that they take sole decision on decision making and it implementation, the responses from the headteacher clearly agrees with Arntein that teachers and P.T.A are not involved in the decision making process (Arnstein, 1969).

Most of the headteachers agreed to the fact that students' absenteeism and truancy draws lesson back and this goes a long way to affect the students' academic performance. With a mean score of 2.94 and a standard deviation of .777, 24 of the headteachers representing 23.1% responded strongly agreed, 54 representing (51.9%) responded agreed, 10(19.2%) indicated disagreed whiles 3(5.8%) only strongly disagreed to students absenteeism and truancy draws lesson back. From the data majority of headteachers representing 75% agreed while on only 25% disagreed. An interviewee, commenting on this had this to say:

> *"truancy of pupils in my school is a problem, in fact I have tried had to solve this but it is very difficult. Somethings in solving this problem you have to spend a lot" (*FHT-2).

Another interviewee had this to add:

> *"The circumstance is very terrible but under this circumstance it is very difficult because most of these people fund for themselves this gives us very little options as headteachers because it"s the parents duty to do that."* (MHT-6).

> *Helping school pupils to solve the problem of truancy is a win-win situation for school heads. Truant pupils makes teaching and learning difficult.*

> *Irregular attendance of pupils has been identified as a major reason for academic backwardness.* Adeyemo (1992).

Peer teaching and peer learning was further identified as one cultural practice not encouraged and adopted by headteachers in the Jomoro Municipality. With a mean score of 2.87 and a standard deviation of .841, 10 of the headteachers representing 9.6% strongly agree, 62(59.6%) agreed, 8(17.3%) disagreed to peer teaching and peer learning, while 14(13.5%) disagreed that peer teaching and learning not encouraged. This is consistent with the interview data collected from the participants.

For example, a headteacher commenting on this issue said:

> *"although providing a friendly atmosphere where teachers work in groups is truly important and through interaction, teachers exchange ideas, experiences and peer-coaching occurs not model teaching. How can this be done in a JHS school where teachers handle different subject. This can be done among primary teachers but not JHS .It is peer tutoring, feedback and self- regulation that leads to a great impact on teachers' performance".* (MHT- 5).

Heads facilitative role is important to provide teachers with opportunities to exchange and reflect on ideas. This provides greater access to information and alternative ideas; promotes reflective instruction and expedites change (Blasé & Blasé 2004). Effective headteachers must, therefore, spot that concerted networks among teachers as it necessary for the creation of a positive culture leading successful instructional process to improve academic performance. They exemplify teamwork, provide time for collaborative work, and actively advocate involvement and peer observation. To improve the culture of an organisation, research suggests that headteachers should provide time and opportunities for teachers to collaborate with one another to improve their instructional strategies and skills (Blasé & Blasé, 1999; Glickman, Gordon & RossGordon, 2004; Sergiovanni & Starratt 1993).

Another issue that came out was the lack of parental involvement in the schools. Parents seem not to care about what goes on in the school and will not contribute meaningfully to the improvement of the school. Data collected on parental

involvement showed that 24 teachers, representing 23.1 % only agreed that parents involved themselves to the development of the school while 80 headteachers, representing 76.9% disagreed. Most headteachers' disagreeing is very alarming. P.T.As not working in schools to assist schools in decision making, teaching and learning materials and infrastructure. Involvement of parents in educational delivery helps builds a positive culture.

4.2.3 Challenges Facing Haeadteachers in Shaping Organisational Culture.

The third objective was to establish challenges headteachers face in their effort to the shaping of school culture in the Jomoro Municipality of Ghana.

The responses were measured as follows 1= strongly Disagree, 2= disagree, 3= Agree and 4= strongly Agree. The respondents responded to four Likert scale questions rated as 1,2, 3 and 4 respectively.

Table 4.10: Challenges Headteachers Face In Shapping School Culture

Statement	1		2		3		4		*M*	*SD*
	F	%	f	%	F	%	f	%		
Lack of collective idea on whose vision and mission to implement.	0	0.0	0	0.0	38	36.5	66	63.5	3.63	.486
Limited funds to carry on planned activities to create a positive for the enhancement of students' academic performance	0	0.0	10	9.6	38	36.5	56	53.8	3.44	.669
Teachers do not support/involve themselves in changes initiated by headteacher in creating a positive culture since there is no motivation attached.	4	3.8	8	7.7	32	30.8	60	57.7	3.42	.801
Headteacher finds it difficult to bring a cease to seasonal absenteeism and punctualities since most pupils cater for themselves.	10	9.6	10	9.6	26	25.0	58	55.8	3.27	.992
Parents are of the view that schooling and anything on education is the government's responsibility and not theirs due to headteachers behaviour.	0	0.0	20	19.2	38	36.5.	46	44.2	3.25	.764
Foreign teachers (teachers not from the municipality) will always want	18	17.3	36	34.6	34	32.7	16	15.4	2.46	.959

								M	SD
to get to their hometown or native region.									
Indigenous teachers will always oppose change initiative.	46	44.2	20	19.2	20	19.2	18 17.3	2.10	1.159
The centralized nature of the educational system.	48	46.2	22	21.2	18	17.3	16 15.4	2.02	1.129
Limited power to apply sanctions especially dealing with recalcitrant teachers The centralized nature of the educational system.	36	34.6	42	40.4	16	15.4	10 9.6	2.00	.950
Familiarity culture as they were once colleague teachers.	54	51.9	42	40.4	8	7.7	0 0.0	1.79	.977

Source: Field Data (2019) Key: [1–strongly disagree, 2 – disagree, 3–agree, 4–strongly agree, M–Mean, SD–Standard Deviation]

Table 4.10 presents the views of headteachers in the Jomoro Municipality of Ghana on the challenges they face in trying to create a positive culture for schools. The data pointed out that with lack of collective idea on whose vision and mission to follow is a big challenge. Schools should have their vision and mission clearly stated and pasted in the office or notice board so as to guide leaders who find their way in the school. Almost all heads disagreed to the assession that lack of collective ideas is a challenge. That is 95.2% of the respondent disagreed leaving 4.8% who agreed with mean=3.63, std. Deviation=.486. In a follow up question on the choice of the headteachers the following was revealed.

HT.1 *There is no problem in implementation of the heads vision and mission. I am the leader and success and the failure is blamed on me. So what I think is best for the school what the rest should follow.*

Collaboration and collective idea building is key to the growth of an organisation. Organisations have their norms and values. They also have a way of doing things in its unique way so anything contrary is always opposed by members of the organisation and not sustainable.

(MHT 5). *I admit that having a collective idea in carrying out vision and missions plans for the school is a challenge, this is so because having people to buy into your vision takes time and patience.*

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Sometimes colleages are not ready to even listen to plans and vision of the headteacher. The common phrase is you planed it so execute it."

This is justified by the statement of Hall and Hord that shaping school culure involves personal mastery, team learning and buiding a share vision. This helps individuals balncing their own goals and advocacy to achieve collaborative decision making serving the well-being of all. (Hall & Hord 2015).

The researcher wanted to find out if funds (limited funds) is a challenges in their quest to create a positive school culture for an enhanced academic performance. The data showed that 53.8% representing 56 repondents strongly agreed, 38 of the respondent representing 36.5% agreed and 10 representing 9.6% disagreed. This means that 90.3 % of the respondents attest to the fact that funds has been a major challenge for headteachers in the creation of a positive culture. Funds are either very minute or not available or not released on time for headteacher's to run programmes that can help create a positive culture for schools.

Gathering data to know the level of other teachers/staff involvement in creating a positive culture for school improvement and academic performance, most headteachers did not have problem with their teachers supporting them. Almost all the headteachers have the support of the teachers. 92 out of the 104 of the respondents representing 88.5% had their teachers' involvement and supported, 12 respondents representing 11.5% had challenges of other teachers involvement. Ensuring that headteachers create a positive culture for school improvement and enhanced academic performance, it was important for the headteachers' to check the punctuality and absenteeism of pupils. The data showed that there were difficulties for most headteachers' putting a stop to students absentism and punctuality, as 80.8%(84) of the respondents agreed of the impossibility and 19.2%(20) disagreeing. Overcoming such obstacle needs top executive leaders who display level of persistence.

In finding out whether PTA participates in school leadership and conduct meetings were also one of the practices of ensuring positive school-community relations. It emerged that almost all of the headteachers were of the view that parents did not care about anything schooling and education. It is the government that should provide, as 84 of the respondents making up of 46(44.2) strongly agreed and 38(36.5) agreeing to the quantitative data on how they view parents having wards in the school and 20(19.2%) of the headteachers having different view. The interview data also suggested that even though they conducted meetings every academic term parents presents was not encouraging. Just few parents attends P.T.A meeting. They attributed this situation to lack of understanding on the mandate of P.T.A. the following depicts:

> *"Headteachers and their teachers always want to exploits we the parents. Government is paying them and providing everything the pupils need but always want us to contribute something. This was a comment made by a parent when a P.T.A was organise to see how best we can help our students not to be seen in town at night..* (MHT-1)
> *"In this high economic times we all need to do something for money, you are always calling for meeting to waste our time meanwhile you will have your pay at the end of the month. I don"thave time for such meeting"* (MHT-5)

Even though the headteachers maintained that they ensure that PTA meetings are held, some pointed out that it comes with a lot of challenges. For example, a headteacher remarked:

> *I ensure I organise PTA two meetings every term. One at the beginning of the term and another at the end of the term. Organizing PTA meetings here is sometimes something. You have to be able to serve them with some snacks. This is to motivate them. However, we have no funds to service our meetings and government policy the capitation grant is also not often released on time. Parents feel reluctant to attend P.T.A meeting.* (MHT-1).

Engaging parents in meetings could impact positively on the quality of teaching and learning. It has the propensity to enhance the quality mutual understanding between the school and the community. Fullan (2000), noted that, leaders with moral purpose,

understanding change process and develop relationships, foster knowledge building and strive for coherence together with school members' commitment ─enhances student performance, increase capacity of teachers, have greater involvement of parents and community members. It creates an all-round satisfaction and enthusiasm about going further and greater pride for all in the system.

One of the main challenges faced by headteachers' in creating and ensuring a positive culture in school is the culture of familiarity as gathered from the data. From the data 54 out of 104 of the respondents strongly agreed to the culture of familiarity as a big challenge, 42 representing (40.4%) also agreed making it a total of 92.3% of respondents agreeing to the question of familiarity. When people get together for a long time there are certain values that bond them and such values are very important to be looked at in other not to create conflict. Since headteachers were once colleages in the same school they have some culture binding them. These values and norms formed by smaller groups in the same organisation are known as subculture. These subcultures have the potential of enhancing, refining, or challenging the dominant culture and at the same time, provide pockets of creativity and innovation (Boisneir & chatman, 2002, Ott, 1989; Siehl & Martin 1994).

4.3 Support/Systems that Headteachers could put in place to Promote Positive Culture to Enhance Students' Academic Performance

Schools are all about relationships. The interactions among headteachers, teachers, students, families, other staff members, and communities set the tone for everything else. The fourth objective was to find out support/systems available for the headteachers in the Jomoro Municipality of Ghana can put in place to enhance positive school culture for school improvement and academic performance. The responses were measured as follows: 1= strongly Disgree, 2= Disagree, 3= Agree, and

4= strongly Agree. The respondents responded to four Likert scale questions rated as 1, 2, 3 and 4 respectively as shown in Table 4.11 below:

Table 4.11: Support Systems Headteachers Need or Could put in place to Promote Positive Culture

Statement	1		2		3		4		M	SD
	f	%	f	%	f	%	F	%		
Regular funds should be release to carry on planned activities to create a positive for the enhancement of students' academic performance	0	0.0	0	0.0	34	32.7	70	67.3	3.67	.474
Headteachers liaise with chiefs and other stake holders to create additional revenue to support shrinking school budget.	0	0.0	26	25.0	26	25.0	52	50.0	3.25	.837
A strong trust relationship existing among headteachers, teachers and parents	0	0.0	10	9.6	58	55.8	36	34.6	3.25	.622
A collaborate with parents and guidance to bring cease to seasonal absenteeism and truancy.	6	5.8	12	11.5	52	50.0	34	32,7	3.10	.823
Consult (P.T.A) to give inputs before important school decisions are made	2	1.9	28	26.9	42	40.4	32	30.8	3.00	.816
A collective decision on way forward to shape school culture embraced by all	16	15.4	18	17.3	36	34.6	34	32.7	2.85	1.059
Feedback and useful information to parents about how to improve a child's learning	10	9.6	28	26.9	42	40.4	24	23.1	2.77	.921
Dealing with cases reported to the office by headteachers	4	3.8	40	38.5	40	38.5	20	19.2	2.73	.819
Sanction teachers who refuse to do work delegated to them	36	34.6	50	48.1	16	15.4	2	1.9	1.85	.751
There should be a programme to recognize school volunteers for their time and efforts	66	63.5	24	23.1	10	9.6	4	3.8	1.54	.828

Source: Field Data (2019)   Key: [**1**– Strongly disagree, **2** – Disagree, **3**–Agree, **A**– Strongly Agree,   **M**–Mean, **SD**–Standard Deviation]

Table 4.11 presents the views of headteachers in the Jomoro Municipality of Ghana on support/system needed or that they could put in place to promote positive culture that enhance students' academic performance. The data pointed out that funds are needed for ensuring and promoting positive culture that enhances students' academic performance. The respondents where partially divided on that question. Whilst half of the respondents, 58 representing 55.7% agreed funds are needed to help promote positive culture in schools, the other half disagreed, 46 representing 44.3%   with

(mean=3.63, std. Deviation=.486). This response got the researcher interested and wanted to find out more on what they make of their decision because funds are needed in every activity and program needed to be taken.

> *"It is very important that funds are release to schools regularly to help schools carry on activities in the school. Before every academic year begins planned activities for the school are indicated in the SPIPand must be carried out as such. The only source of money available for headteachers to carry out such activities is the capitation grant. Meanwhile these money delay and it is very disturbing.* (MHT-1).

> *"The capitation is there to support the activities of the school. Those activities are designed to improve students" performance, the SPIP. The items on the SPIP are verted and approve by officers in-charge in the education office. Even though the grants comes it would have been better if released on time. "*(MHT-5).

Even though some headteachers maintained that funds are not really a problem in their administration and quest to create and maintain a positive culture, these headteachers have the support of the community and are in relatively advantageous towns as compared to the others. This is a remark made by a headteacher.

> *„I normally do not have a problem of carrying on activities that helps in improving pupils" academic performance. Most of the plans are carried out in collaboration with the old students of the school and with the full support of the community members. This is their school and anything that will make their school stand toll is their pride and they are always ready to help. The most important thing here is let them get the result they want."*(MHT-1).

Engaging parents, chiefs, old students and opinion leaders who matter in the school is a great success to achieving a positive culture and a measure to maintain such culture to improving students' academic performance. Rossman et al, (1988) emphasised that school culture is a shared view of what the school is about and how people should behave to ensure that this view is materialized and maintained. When people understands the culture of the organisation and it is accepted by the members the better it is for the school to achieve its goals.

The next item collected data on the possibility of generating additional funds or support for project when headteachers are able to liaise well with chiefs and other stakeholders. The response of the respondents were as follows: 94 out of the 104 respondents 90.4% agreed to the possibility of that to happen. The remaining 10 out of 104 representing 9.6% disagreed with that possibility. The 9.6% who disagreed are not strongly disagreeing but uncertain why the possibility. Those who agreed 36.5% strongly agreed and 53.8 agreed. The finding was interpreted to mean that most headteachers do not have problem in running the school to ensure a positive culture for the enhancement of academic performance. The interview data collected from the participants were consistent with the above, however, most of them were quick to that irrespective of the fact that additional revenue generation is possible by liaising with those who matters it is sometimes very difficult. Some come with a lot of challenges and names calling, sometime negative comments by some parents even make some headteachers reluctant to taking such initiatives.

For example, a headteacher commenting on this issue had this to say:

> *My community they are very difficult, whenever you want to discuss something with them. They will those you up and down for several times before finally agreeing to what you are saying. If you are not patience you will quit the pursuant of that objecting. Infact you have to do everything possible to convince them before they can support u."* (FHT-3).

Another headteacher had this to say:

> *"Getting parents and the community to understand what are saying is very very difficult, somethings you will call them several times for a meeting and they will not come. I sometime meet the chiefs and his elders at the palace and sell the idea to them. Most at time I have to meet them for about three or four time before they invite the community for decision making. It is sometime very worrying, the time and energy wasting in some of these things is not easy."* (MHT-5).

Interestingly another headteacher strongly agreeing to this fact said:

> *"It is difficult though but when you get it right and the right people at involve it yields result. At first I was having a lot of challenges and almost gave up, I visited the palace more than two time then the chief told me it is not a problem, he now realise I mean business in the school. It is now very simple for me. The chief is so powerful that when he add His voice everything works for good. But trust and accountability is very important in this venture."* (MHT-4).

Leadership is important in any organisation. Headteachers who agreed to the fact of liaising chiefs, members of the community and opinion members of the community whose influence are much needed in the school helps to raise additional revenue to help support school budget. This will help schools to implement activities in enhancing organisation culture that in turn improve students' academic performance. It is the ability of the leader to influence change initiative supported by the community to bring the desire goal.

Yukl (1994) describe such leaders as transformational leaders. Transformational leaders have the ability of using their leadership to influence major changes in the attitude and assumptions of organisational members, building commitment for the organisation's mission, objectives and strategies. Having people change their attitude, behaviour, and strategy much depends on the leader. Leaders who are resilient, focused and confidence of achieving desired goals are needed for such to happen. Most headteachers lack such competence and will always give up in they try one or two and do not work. Headteachers should be able to enhance relationship by arousing and maintaining trust, confidence and desire. Headteachers should have the innate ability to motivate the teachers, parents, community members, chiefs and elders who form part of the school organisation and also be visionary and enthusiastic to be able to change the culture of the organisation to the desired goal needed by them.

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A quantitative data seeking to find whether headteachers, teachers and PTA discuss ways to change/create a positive culture collectively reveal that, with mean of 2.46 and std. Deviation of .959 was another area participants were fairly divided. Eighteen (18) representing 17.3% strongly agreed, 36 representing 34.6% agreed, 34 representing 32.7% disagreed and 16 representing 15.4% strongly disagreed. The total percentage of participants agreeing was 51.9% as compared to 48.1% disagreeing. Some half of the participants 51.9% were of the view that it is important to discuss the positive ways/change initiative collectively with all immediate stakeholders for better achievement of organisational goals. They see themselves us working together to change the status quo by altering organisational members' norms, belief and values through evolutionary, additive and transformative processes as posited by Burke (2008), Rossman et al (1988). Headteachers have to get it that they have been sent to the school to help solve problems that will help the schools to be more effective and improve the academic performance of the students. Leadersdip is very important in the creation and maintenance of positive organisation culture. Similarly the qualitative data followed the same trend of half view. The interview data revealed that those belonging to the side that disscuss collectively make good use of their influence as leaders to get teachers, parents and the community (chief and elders) do understand where they are and where they are heading to. This is a comment made by one headteacher:

> ―The teachers, parents and the community leaders are always present when it comes to major decision taken on ways to help improve the academic performance of the students. Not only what happens in the school but what the parents and community should do to augument what the school is doing for the common goal of all.‖(MHT-5).

One headteacher who disagree on the other side also has this comment to say in the interview:

> ―*I have been brought in the school to improve the academic performance of the students. What is important is the result. At the end of the day it is the performance of the students that parents need. My duty is try to get them the result they want. This is the core mandate to me as head of the school.''*(MHT-6).

These category of headteachers have their views that in all their work the result of their students is key. The change in attitude and behaviour of the school. The culture of the school that school be re-cultured in instituting a positive culture that enhances students' academic performance is not their priority. Performance of students should be consistent and maintained. Getting the result does not mean there is a change in culture or behaviour. It is only when schools are re-cultured that change can occur and maintained. As posited by Fullan (2001) short-term gains that are often obtained in student achievement scores do not get at the heart of learning which students need. They do not have depth and they have no staying power.

4.4 Chapter Summary

This chapter has presented and analysed data from the questionnaires administered and the responses of the interviewees. The findings have been discussed in relation to literature, especially those reviewed in chapter 2. Their responses covered four main areas. They were the prevailing organisational cultures in schools, how these cultures affect school performance, challenges headteachers' face in creating a positive school culture for enhanced academic performance and support/system headteachers' need or could put in place in ensuring positive school-community relationships for school improvement and enhance performance. The next chapter will present the summary of findings, conclusions and recommendations of this study. It will also present the

limitations of the study and suggest areas for further research and also provide implications of the data for Educational Administration and Management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides for a summary of the study , recommendations, conclusions and areas that need further research. These items were based on the information from the background, literature review, research methods, data analysis and interpretation which preceded this chapter.

5.1 Summary of the Study

The purpose of the study was to explore organisational culture in basic schools in the Jomoro Municipality of Ghana. Specifically, the study explored organisational culture in public basic schools in relation to organisational culture and its influence on academic performance by looking at the prevailing organisational culture, effect on academic performance, challenges headteachers face in creating and ensuring positive culture as well as the support system for promoting positive school organisational culture. For this case, the study sought to find answers to the following research questions:

1. What are the prevailing organizational culture in basic schools in the Jomoro Municipality?

2. In what ways do these prevailing organisatoinal culture affect students' academic performances basic schools in the Jomoro municipality?

3. What challenges do the headteachers face in creating or ensuring a positive organizational culture?

4. What are the support systems that the headteachers need or could put in place to create positive organisational culture?

Review of literature showed that although many studies have previously been done on the subject of school improvement, the bulk of the studies have their orientation in developed countries. Reviewed literature from Ghana revealed that so far only a few studies have been done on headteachers' role of creating and ensuring a positive culture for an enhanced academic performance of students in public basic schools. In general, reviewed literature showed that although headteachers play cardinal roles in school improving students' academic performance, not much has been established on their role for creating and ensuring a positive culture.

After reviewing the literature, the researcher explained the research design for the study justifying the usage of the sequential explanatory mixed-method design and samplings procedures. Questionnaire and interview guide were the instruments used to gather data from 104 headteachers out of 124 headteachers who were chosen through census frame sampling and 20 headteachers chosen through maximal variation respectively. An instrument with five sections was designed to obtain information about headteachers' leadership role in creating organisational culture. The first section of the questionnaire sought to establish the demographic information of respondents such as age, gender, teaching qualifications and their administrative experience in teaching. The remaining four sections had sought to establish the respondents' disposition and general knowledge on their role in creating and ensuring a positive culture as per the objectives of the study and later interview guide was designed to complement the questionnaire.

Findings of the study were analysed and discussed with each of the research questions.

5.2 Key Findings of the Study

The following are the major findings of the study;

5.2.1 Prevailing Organisational Culture in School

The first research question explored the headteachers view on prevailing organisational culture in the Jomoro Municipality existing in their schools. The study revealed that headteachers did not have vision and mission statements in their schools based on that they do not have any planned events or yearly activity calendar to help create a positive school culture to improve their schools. It emerged also that headteachers did not involve other staff members in planning school activities such as SPIP. Teacher attrition, lack of P.T.A and community involvement, truancy and absenteeism were the major prevailing among school in the municipality.

5.2.2 Ways In Which Prevailing Organisational Culture Affects Students Academic Performance

The second research question asked the participants to share views on ways in which prevailing organisational culture affects academic performance of students. Several issues emerged from the study: these included lack of proper direction for schools in the absence of a vision and mission statement and a planned yearly strategic activity to follow to ensure academic progression and shortage of teachers due to high teacher attrition especially in the Mangyea and Anwiafutu circuits, which renders some classrooms empty without teachers, drawing back of lessons due to truancy and absenteeism. Lack of parental involvement key to academic performance of pupil and provision of infrastructure, lack of collaboration among teachers for school improvement thereby affect the schools performance.

5.2.3 Challenges Headteachers Face in shaping School Culture

The third research question was designed to get the challenges headteachers' faced in shaping a positive school culture for school improvement in basic schools in Jomoro. The study revealed several challenges faced by headteachers in their quest to ensure a positive organisational culture. The findings from the headteachers established that, colleague teachers did not involve themselves much in change activities initiated by headteachers, getting parents to understand that they are an integral factor for school improvement but not only teacher is a difficult one, most parent will not leave their job for P.T.A discussions. Students absenteeism and truancy were also challenge for headteachers most often it was time for students to make money to support themselves. Headteachers had to be ready to always provide for such students to be able to either limit it or bring a closure to that. Other findings also came out that there is often no sustainability of planned program due to teacher attrition and limited power to sanction difficult teachers resistant to change. Limited funds is also a challenge for the creation of positive culture since every activity needs resources and budget to support it implementation.

5.2.4 Support System Headteachers Could put in Place to Promote Positive Culture

The final research question looked at support systems needed by   headteachers to promote positive culture in schools. Findings from the study showed that the proper liaising of headteachers, chiefs, elders and community and other stake holders will create a positive culture for the school and used as a bait to get more support to promote the culture and improve school. When school-community relation is strong the schools will have a strong culture. Headteachers must work hard to win the trust and confidence of the community members and that will translate to full collaboration

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and involvement, transparency, openness and exemplarily leadership will do the magic.

5.3 Conclusion

The following conclusions are made inferring from objectives, discussions and findings of the study.

First, organisational culture can change when it is linked to leadership with vision and mission and a proper plan to whip all stakeholder towards achievement of goals and outcomes. Teachers should not be left out in the whole planning structure, teachers own new changes when they are involved in the discussion of planned activity with their input and opinion respected by headteachers.

Secondly, lack of parental involvement, poor school-community relationship and pupils absenteeism can be overcome by proper communication and liaising well with chiefs, elders and community member. Winning the trust of community members with openness and transparency will open door for parental support and community support in various ways. Also, teacher attrition can be minimized through this means, motivation and sense of belongingness. Chiefs, elders and community opinion leaders are the custodian of culture and therefore should be carried along with any change initiative proper explained.

Also, headteachers faced challenges such is unwillingness of community members and parents to involve themselves with school activities. Economic background of parents leading to truancy and absenteeism. Limited funds and resources to carry on planned activities.

Last but not the least, conclusion made from the tables, discussions and finding showed that collaborative teaching can enhance the individual teaching skill and help improve school. The culture of ―Mr. know all" where every teacher is the boss in the

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field affect performance and does not encourage collaboration. Headteachers have limited power dealing with teachers who will not support anything whether good or bad. The conclusion would not be complete without talking of limited resources both financial and material. However, this can also be supported with good working relationship among chiefs, elders and community members.

5.4 Recommendations

From the findings and conclusions of this study, the researcher strongly recommends the following:

1. It emerged from the study that most school did not have a vision and mission statements and the few that had did not display for all to see. This leads to lack of ownership and direction, which leads to confusion in which part to follow. In light of the above, it is recommended that headteachers in the Jomoro Municipality should ensure that their schools have current vision and mission statements collectively written by teachers and the other stakeholders to provide a clear direction for the school. Headteachers should also speak about the vision and mission statements in most gathering of pupils and other stakeholders to take ownership. This could help headteachers in their way of building a positive culture?

2. The study revealed, as stated above, that most schools did not have vision and mission statements. It also came up that many heateachers did not have planned activities developed towards achieving vision and mission of schools. One of the key pillars of a transformational leader is strategic thinking and business orientation. It is therefore recommended that schools in the Jomoro Municipality should have a yearly planned activities lead by the headteachers

and this should be enforced by the Directorate through the monitoring and supervision officer. Jomoro GES.

3. The study's finding revealed that headteachers play significant and vital role in fostering school-community relationship. It is therefore recommended that headteachers being the leaders of the school lead in the building of school and community relationship by liaison well with chiefs and elders of the community and also help to win the trust and respect from them to help build a positive culture.

4. According to the findings of the study, the school acts as the second home for the students and it contributes to the strong relationship to affect students' academic performance. Headteachers have a negative or positive influence on students' success. Therefore, it is recommended that the headteachers in the Jomoro Municipality must be willing to help students who are in need and should at all times create an environment that is conducive to learning. This will help reduce the rate of absenteeism and increase punctuality among students when students are understood and helped.

5. It emerged from the study that headteachers serves as agents of change and preservation of culture. It is therefore recommended that headteachers collaborate with teachers, parents, chief and others stakeholders to know and understand the prevailing culture in school and how it affect academic performance. This will help win the other stakeholders for a transformation in the school. Knowing the culture gives a clue of where, how and what cultural change to introduce and the timing for operation for the benefit of the school.

6. This study revealed even though the headteachers in the Jomoro Municipality have shown remarkable achievement in areas like ensuring their schools have

active PTAs and ensuring that they encourage their communities to use school facilities as a way of ensuring a positive school-community relationship, the status of school- community relationship existing was low for areas such as; learning at home, volunteering, decision making and collaborating. Practices like headteachers ensuring that they or their staff members reaching out to all parents, informing parents about how their child was doing in school, and giving useful information for the parents about how to improve the child progress were never or rarely happened in the school. It is, therefore, recommended that the school needs to strengthen families' knowledge and skills to support and extend their children's learning at home and in the community; provide training and materials for parents on how to improve children's study skills or learning in various academic subjects. Equip community members with the necessary skills and knowledge of current educational affairs in the school-community relationship. The headteachers should interact more with community rulers and organise frequent internal workshops, targeting community members, their leaders, learners, and teachers.

7. This study revealed even though headteachers related well with chiefs, elders and the community, their relationship should be intensified taken into consideration their role of a transformative leadership, should have time to study and understand the culture of the people through orientation and induction of newly appointed headteachers in the by the P.T.A and SMC to help them settle well before initiating change activities.

5.4 Limitations of the Study

The study encountered the following limitations. There was scarcity of recent literature on organisational culture especially, in the sub-Saharan Africa and Ghana in particular. Latest books and written documents which deal with school culture in basic schools in Ghana were not adequately available in the libraries to which the researcher had easy access. The researcher, therefore, undertook a global perspective in reviewing literature and also gleaned through available relevant studies.

The research was inflation in comparison to actual prevailing culture in the school. The research data collection instruments for this study were developed by the researcher on the basis of reviewed literature. It therefore, may not have been exhaustive.

Another limitation of this study was related to the sampling of the population of the study, which consisted of Public headteachers in the municipality because of time constraints and other practicalities. The researcher recognises that other stakeholders in the schools such as parents, teachers, students and School Management Committee (SMC) members had something to say about the phenomenon investigated. The exclusion of these stakeholders was felt, especially during the presentation of the findings and the data analysis, because their views could have the potential to clarify some issues raised by the participants.

It would have been appropriate for this study to cover the entire country but this was not possible due to time and financial constraints. A major limitation of the study, therefore, was that the scope of the study was restricted to only Public headteachers in Basic schools in the Jomoro Municipality of Ghana. Thus, the results of the study could not be generalised to the whole country given the small sample size used. While the findings were not to be generalised across different districts, it was hoped that it

did reflect a general overview of school organisationa culture and headteachers' role of shaping culture for school improvement. The study should be considered with these limitations.

5.5 Suggestions for Further Studies

It can be ascertained that this study has shed some light on critical issues on organisational culture and the headteachers role in creating a positive culture to improve academic performance. However, inherent in social science research like this one, is the identification of additional opportunities for further research. Some suggestions for further research are anchored on the following:

i. The findings and conclusions of this research were generated from data based on self-evaluation by Basic school headteacher on the prevailing culture in their schools and their role in shaping a positive culture, research on the perspective of others stakeholders on this topic may generate different results. Therefore, conducting research using alternative respondents for instance teachers and parents may be prudent.

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APPENDICES
APPENDIX A
HEADTEACHERS' QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
ORGANISATIONAL CULTURE AND ITS INFLUENCE ON ACADEMIC PERFORMANCE IN PUBLIC BASIC SCHOOLS IN JOMORO MUNICIPALITY

Dear Participant,

I am a student on the Master of Philosophy (Educational Administration and Management) programme at the University of Education-Winneba and for my thesis; I am ─Examinig the ***Organisational Culture and its influence on academic performance in Public Basic Schools in the Jomoro Municipality".*** The findings from this study could provide a basis for school improvement discussions in relation to Culture in the Jomoro Municipality and other districts in the country and could stimulate educational researches geared towards basic school improvement.

It will take around 25 minutes to complete the questionnaire. You do not need to write your name or your school's name in the questionnaire. Please be assured that the anonymity of you the respondent and the information provided by you will be used for academic purpose only and will remain confidential.

Your honest and sincere input is valued, as it will enhance the accuracy of the results of my study.

Thank you in advance for your cooperation.

The following instrument was designed to collect information on the research topic.

SECTION 1:   BACKGROUND INFORMATION

Please tick or provide information as may be applicable.

1. Age Range: 18 - 25 yrs [   ]   26-35 yrs [   ] 36-45 yrs [   ] 46-55 yrs [   ] Above 56yrs [   ]

2. Sex: Male [   ]   Female [   ]

3. Please indicate your highest professional qualification

 Diploma [   ]   (b) First Degree [   ]   Masters Degree [   ]   Others (specify)……………

4. Period served in your current school as a headteacher

 Below 5 yrs [   ]   5-10 yrs [   ]   11-15 yrs [   ]   16 yrs and above [   ]

5. Total experience as a headteacher

 Below 5yrs [   ]   5-10 yrs [   ]   11-15 yrs [   ]   16 yrs and above [   ]

6. Period served in the profession as a teacher

 Below 5yrs [   ]   6-10 yrs [   ]   11-15 yrs [   ]   16 yrs and above [   ]

7. Type of school

 Single stream [   ]   Double stream [   ]

8. Pupils' enrolment in your school. Please indicate ………………

9. Number of teachers in your school.

 Below 6 [   ]   6-10 [   ]   11-15 [   ]   15 & above [   ]

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SECTION B
SECTION 2: WHAT ARE THE PREVAILING ORGANISATIONAL CULTURE IN SCHOOLS

The items in this section are intended to elicit information regarding some prevailing organisational culture in your school. Please respond to these questions by ticking (√) the appropriate number of the 4-point likert scale **(1=strongly Disagree, 2= Disagree, 3= Agree, 4= strongly Agree)** as it sincerely applies to you. Please, there are no rights or wrong answers.

S/No.	Prevailing organisational culture in your school	1	2	3	4
1	My School has no vision and mission statements				
2	My School has a plan to achieve the vision and mission you have set for your school.				
3	I involve other teachers in the planning of activities for your school.				
4	Most newly posted teachers to my school do not stay for long before leaving to other schools due to environment.				
5	The school community relationship does not encourage foreign teachers to stay.				
6	Pupils are not punctual or absent during some seasons/occasions (fishing/Farming seasons)				
7	Difficult to get parents to attend P.T.A meetings to help bring ideas that can grasp the certain situation.				
8	Collaborative teaching is encourage in this school.				
9	I take decisions and propagate change initiative by myself when deem fit.				
10	Schools have core values, history and artefacts that guides its behaviour.				

Please indicate any other prevailing culture in your organisation (school) that has not been captured in the table.

……………………………………………………………………………………

……………………………………………………………………………………

SECTION 3: IN WHAT WAYS DO THIS PREVAILING CULTURE AFFECT STUDENTS ACADEMIC PERFORMANCE?

The items in this section are intended to elicit information regarding how the identify organisational culture affect school performance. Please respond to these questions by ticking (√) the appropriate number of the 4-point likert scale **(1=strongly Disagree, 2= Disagree, 3= Agree, 4= strongly Agree)** as it sincerely applies to you. Please, there are no rights or wrong answers.

	STATEMENT	1	2	3	4
1	The school has no clear direction to follow, the headteacher determines the vision and mission of the school				
2	The headteachers are the sole decision takers and implementation of ideas in the school.				
3	Teacher shortage since teachers are not motivated to stay in the school for longer period due to condition of the school.				
4	Pupils truancy and absenteeism always draws lessons back and discourage teachers.				
5	Parents sees the school as a separate entity and do not boarder on whatever goes on in the school.				
6	Parents do not bring in ideas to support the school raise it academic performance.				

7	Every teacher is an expert in the field and will not need any consultation or collaboration from any one.				
8	Peer teaching and peer learning is not encouraged.				
9	Change initiated in school has been always successful since all stake holders are not brought to the front.				
10	The school has past history, value, heroes that they look up to. And which guide their ways.				

Please indicate any other effect of these prevailing culture on your school.

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…………………………………………………………………………………..

SECTION 4: THE CHALLENGES HEADTEACHERS FACE IN CREATING A POSITIVE SCHOOL CULTURE

The items in this section are intended to elicit information regarding challenges headteachers face in creating a positive culture in school for the enhancement of students' academic performance. Please respond to these questions by ticking (√) the appropriate number of the 4-point likert scale **(1=strongly Disagree, 2= Disagree, 3= Agree, 4= strongly Agree)** as it sincerely applies to you. Please, there are no rights or wrong answers.

	STATEMENT	1	2	3	4
1	Lack of collective idea on whose vision and mission to implement				
2	There are limited funds to carry on planned activities to create a positive for the enhancement of students' academic performance				
3	Teachers do not support/involve themselves in changes initiated by headteacher in creating a positive culture since there is no motivation attached.				
4	Headteacher finds it difficult to bring a cease to seasonal absenteeism and punctualities since most pupils cater for themselves.				
5	Parents are of the view that schooling and anything on education is the government's responsibility and not theirs.				
6	Foreign teachers (teachers not from the municipality) will always want to get to their hometown or native region.				
7	Indigenous teachers will always oppose change initiative.				
8	The centralized nature of the educational system.				
9	Limited power to apply sanctions especially dealing with recalcitrant teachers				
10	Familiarity culture as they were once colleague teachers.				

Please indicate any other challenges you face as a headteacher in creating and ensuring a positive culture in your school.

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SECTION 4: SUPPORT SYSTEMS THAT HEADTEACHERS COULD PUT IN PLACE TO PROMOTE POSITIVE CULTURE

The items in this section are intended to elicit information regarding support system that headteachers/needs or could put in place to promote positive culture to enhancement students' academic performance. Please respond to these questions by ticking (√) the appropriate number of the 4-point likert scale **(1=strongly Disagree, 2= Disagree, 3= Agree, 4= strongly Agree)** as it sincerely applies to you. Please, there are no rights or wrong answers.

	STATEMENT	1	2	3	4
1	Schools should have vision and mission statement				
2	Regular funds should be release to carry on planned activities to create a positive for the enhancement of students' academic performance				
3	Headteachers liaise with chiefs and other stake holders to create additional revenue to support shrinking school budget.				
4	Headteacher collaborate with parents and guidance to bring cease to seasonal absenteeism and truancy.				
5	Communities support for foreign teachers/new teachers will help cub the teacher attrition in schools.				
6	Foreign teachers (teachers not from the municipality) will always want to get to their hometown or native region.				
7	Headteachers, teachers and P.T.As should discuss on ways to change/create a positive culture in your school.(collectively).				
8	There should be a programme to recognize school volunteers for their time and efforts				
9	Educational officers should deal with cases reported to the office by headteachers to encourage them.				
10	Some level of powers should be given to the headteachers to deal with recalcitrant teachers.				

Please indicate any other support you need as a headteacher to be able to create and ensure a positive culture.

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……………………………………………………………………………………………

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THANK YOU FOR YOUR COOPORATION

APPENDIX B
INTERVIEW GUIDE FOR HEADTEACHERS

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
EXAMINING THE ORGANISATIONAL CULTUREAND ITS INFLUENCE ON ACADEMIC PERFORMANCE IN THE PUBLIC BASIC SCHOOLS IN JOMORO MUNICIPALITY

Interview Consent Form

Research project title: *" Organisational Culture and its Influence On Academic Performance in the Public Basic Schools in Jomoro Municipality."*

Researcher: Bernardine Blay Kwasi

Research Participants name:

The interview will take **about 60 minutes**. I don't anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require that interviewees explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for me to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

1. the interview will be recorded and a transcript will be produced
2. you will be sent the transcript and given the opportunity to correct any factual errors
3. the transcript of the interview will be analysed by Bernardine Blay Kwasi as student research investigator
4. any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed
5. any variation of the conditions above will only occur with your further explicit approval

By signing this form I (the interviewee) agree that;

1. I am voluntarily taking part in this research and I can stop the interview at any time;
2. The transcribed interview or extracts from it may be used as described above;
3. I don't expect to receive any payment for my participation;
4. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;
5. I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

Participant's Signature _____ **Date** _____

Researcher's Signature _____ **Date** _____

Introduction

1. Greetings and self-introduction

2. Introducing participant to purpose of meeting and other discussion to set the interview in motion

Headteacher's Background

3. Please what is your previous background experience in any leadership position?
4. Please, in brief, how far have you come as a headteacher of this school?
5. What have been your motivations?
6. What would you say about the performance of the students in this school?
7. Have you put in place any plans to improve their performance?

 School Conditions

8. Would you say the school has seen improvement over the period that you have been in this school? Yes/No? Please explain your answer.
9. How have you contributed as a leader in the changes you have achieved in this school?
10. What has been your motivation?

Prevailing organisational culture

Please let us talk about the prevailing Culture in your school

  ii.   What are some of the prevailing cultures in your school
 iii.   Are there some existing subcultures:
   i.   Pupils subculture
  ii.   Teachers subculture
 iii.   Parents subculture

11. Do these culture affect the academic performance of the pupils?
12. Please explain?
13. How do you intend to change these culture?
14. What are some of the challenges you face in the quest of creating and ensuring a positive culture?
15. How do you manage those challenges?
16. What are some of the support/system you will need in creating and ensuring positive culture?
17. Please would you like to discuss any issue relating to the topic which has been raised?

APPENDIX C
REQUEST OF PERMISSION LETTER

Ahobre
P. O Box 1
Ahobre-Half Assini.
12th September, 2021.
The Municipal Director
Ghana Education Service
Jomoro
Dear Sir,

REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH IN THE JOMORO MUNICIPALITY

I humbly write to your outfit to seek permission to conduct an educational research with headteachers in the Jomoro municipality.

I, Bernardine Blay Kwasi, a student with the University of Education, Winneba (UEW) studying a Master of Philosophy in Educational Administration and Management degree. My Student Number is1839937 . I wish to carry out a study on ―*The Role of Headteachers in Creating Organisational Culture in the Public Basic Schools in Jomoro Municipality"*

The intended participants of the study are headtechers. All headteachers will be selected as participants through a census frame technique. A total of 124 headteachers are earmarked to participate in the study. I therefore request permission to carry out this study at your municipality. The researcher assures you that no anticipated risks are expected to the participants.

The study will surely benefit the Ministry of Education and Ghana Education Service in general and your municipality in particular as the research results will be conveyed to your municipal for use by education officers and headteachers. The findings will enhance the effective administration and management of Basic schools in the Jomoro municipality.

Participation in the study will be purely voluntary. If the participant intents to drop out, he/she will do so freely. If they intent to take their contributions with them they are also free. The data they contribute will be strictly confidential and used for academic purposes only. Anonymity is also assured to all the participants.

Thank you in advance for your cooperation.

Yours faithfully
…………………………
Blay Bernardine Kwasi (0545026264)

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APPENDIX D

GHANA EDUCATION SERVICE

JOMORO MUNICIPAL

231(013194530
213(0)31 94531
M.Ref No: HAMEO.18/od 6/523

Municipal Education Office
P.O.Box 24
Half Assini
15th September, 2021

REPUBLIC OF GHANA

<u>REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH IN THE JOMORO MUNICIPALITY</u>

With reference to your letter dated 12th September 2021 for permission to carry out research on "Organizational Culture And Its Influence On Academic Performance in the Jomoro Municipality" and your subsequent submission of an introductory letter from your university as I requested, I am pleased to inform you that you have been granted permission to undertake the research in the Jomoro Municipality. You are advised to strictly adhere to all principles and ethics associated with educational research. You will be expected to submit a copy of your thesis report to our office on completion of the research.

Thanks

GEORGE EFFAH
MUNICIPAL DIRECTOR

BERNARDINE BLAY
G.E.S.
JOMORO

APPENDIX E

INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

UEW/EAM/MED/6

Date: 8ᵗʰ November, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce Blay Bernadine Kwesi a student on the M.Ed. Educational Administration and Management programme of the Department of Educational Administration and Management.

Blay Bernadine Kwesi is currently working on a research project titled:

"HEADTEACHERS LEADERSHIP ROLE IN CREATING AND ENSURING A POSITIVE CULTURE FOR SCHOOL IMPROVEMENT, THE CASE OF JOMORO MUNICIPALITY".

Please, give him the necessary assistance and co-operation.

Thank you.

Yours sincerely,

Judith Bampo (Ph.D)
Head of Department

cc: Dean, School of Graduate Studies

www.uew.edu.gh

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