

School Learning Culture and School Effectiveness of Secondary Schools

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Abstract:

The research study was undertaken to investigate the School Learning Culture and School Effectiveness of Secondary Schools. The study was conducted on a sample of 451 students, 120 teachers and 451 parents from secondary schools of Bangalore division. The selection of secondary schools was done on the basis of stratified random sampling method. The Patterns of Adaptive Learning Survey (PALS) by Carlo Midgley, Martin L. Maher, Ludmila, Z. Hruda, Eeic Anderman, Lynley Anderman (2000) to assess the School Learning Culture was used. The School Effectiveness Questionnaire (SEQ) (1993) developed by Lee Baldwin, Freeman Coney III, Diane Fridge, Roberta Thomas was used to measure the level of School effectiveness of Secondary Schools.

Objectives formulated were: 1. To assess the level of School Learning Culture (SLC) of Secondary Schools. 2. To assess the level of School Effectiveness (SE) of Secondary Schools. 3. To study the significant difference in the School Learning Culture of Government, Private Aided and Private Unaided Secondary Schools. 4. To study the significant difference in the School Effectiveness of Government, Private Aided and Private Unaided Secondary. 5. To study the correlation between School Learning Culture and School effectiveness of Secondary schools. Descriptive survey method was adopted for the study. The obtained data was analyzed using 't' test, one way ANOVA and Pearson Product Moment Correlation.

Findings of the study were: There are no schools with weak school learning culture in Bangalore. There are no schools with low level of School Effectiveness in Bangalore. There is a significant difference in the school effectiveness of Government, Private Aided and Private Unaided Secondary Schools. There is a high positive correlation between School Learning Culture and School Effectiveness.

Key Words: School Learning Culture, School Effectiveness, Secondary Schools

I. INTRODUCTION

Quality education is the concern of every developing country. Quality education can be achieved only in those organizations which work efficiently and effectively. Various factors determine the quality of education in educational institutions. The effectiveness of any organization is determined by the quality of its output or services and other varied factors.

A positive school image is influenced by the effectiveness of the teaching learning environment in the school. Positive school image would encompass both "goodness" and effectiveness (Glickman, 1987). A 'good' school reflects smiles, care, and concern. An effective school consists of students, teachers, parents and principals who are willing to assume leadership roles. The educational progress of all students, regardless of family background and economic status, is the indicator of effectiveness and improvement in schools. Adding to this, in all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.

Learning should focus on the values, attitudes and behaviors which enable individuals to learn to live together in a world characterized by diversity and pluralism. This can be achieved only in those organizations which work efficiently and effectively. The effective functioning of an organization lies in a strong School Learning Culture.

1.1 School Learning Culture

School Learning Culture perhaps is one of the most fundamental and has far reaching influences on the School Effectiveness. Learning cultures can be considered in a range of ways, including the following:

- A learning culture has often been considered in terms of the environment and experiences created by teachers for students. A learning culture is one in which experiences are structured in such a way that students have opportunities to investigate, explore and take risks in developing new ideas and insights.
- A learning culture has often been thought of as something that is a feature of schools and of school leadership. In this sense a learning culture is the promotion of learning as a normal and valuable part of teachers' work and the collaborative development process and goals for learning. In addition, the culture supports resources and rewards professional learning (Crowther, Kaagan, Ferguson & Hann, 2002).

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School Learning Culture is based on past experience which provides a template for future action based on "how we do things in this organization". This system of meaning often shapes what people think and how they act. The following factors determine the School Learning Culture and finds relation between the learning environment and students' motivation, affect, and behavior:

- Personal achievement goal orientations;
- Perceptions of teacher's goals;
- Perceptions of the goal structures in the classroom;
- Achievement-related beliefs, attitudes, and strategies;
- Perceptions of parents and home life.

Learning Cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction which is determined by the following factors:

- Perception of the goal structure in the school;
- Goal-related approaches to instruction;
- Personal efficacy.

In other word, Learning Cultures is a comprehensive curriculum framework based on the principle that every child can meet his or her potential to reach high learning standards when the classroom culture provides necessary experiences and resources. It is also based on the understanding that social interactions are fundamental to learning.

Hence the School Learning Culture is viewed as the existence of interplay between three factors:

- the attitudes and beliefs of persons both inside the school and in the external environment;
- the cultural norms of the school;
- the relationships between persons in the school.

Each of these factors may present barriers to change or a bridge to long-lasting implementation of school effectiveness. The interrelatedness of these facets of the school strongly affects the effectiveness of schools.

1.2 School Effectiveness

Effectiveness is a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgments about the goals (part of 'inputs') Fraser (1994)

School education is such an important process in modern society that education systems and institutions are constantly under review. School effectiveness and the related area of school improvement have been topics for an increasing body of academic research since the 1960s. Research on school effectiveness has suggested that some schools are more successful than others, which provokes questions about what is effectiveness, what are the factors that contribute to effectiveness and how might this information provide the basis for improvement of schools and student outcomes.

According to Lee Baldwin, Freeman Coney, Diane Fridge and Roberta Thomas the School Effectiveness is determined by the following components:

- Effective Instructional Leadership;

- Clear and Focused Mission;
- Safe and Orderly Environment;
- Positive School Climate;
- High Expectations;
- Frequent Assessment/Monitoring of Student Achievement;
- Emphasis on Basic Skills;
- Maximum Opportunities for Learning;
- Parent/Community Involvement;
- Strong Professional Development;
- Teacher Involvement in Decision-Making.

II. NEED AND IMPORTANCE OF THE STUDY

The significance of the present study is based on the fact that accurate knowledge of the various aspects of a prevailing system leads towards reform and improvement. Quality education is the major concern of our country and it has made tremendous efforts are being put in to make our schools effective by implementing different measures.

The study mainly intends to measure the School Learning Culture level and School Effectiveness of the Secondary Schools in Bangalore. It is an established fact that School Learning Culture is one of the important factors for the effective functioning of schools. The school community consciously and continuously has to build a safe, positive, respectful and supportive culture that fosters student responsibility for learning, resulting in shared ownership, pride and high expectations for all. The quality of a school is determined by the effectiveness of the teaching learning environment in the school. Effective schools go beyond purely academic matters when it comes to bridging home and school. In the most effective relationship between home and school, parents and other community agencies work together to address problems that are not uniquely school-based. How society values school as a whole culture has everything to do with how students will engage with their own education. This depends on how the schools strive to bring about total developments of students in school. Any new movement in educational institution should lead to effective improvement and improved effectiveness to provide high quality education for the benefit of the students which in turn will affect the quality of life.

Secondary School is the right field for the students to develop in them personality traits and values. And the schools should provide ample opportunities for the same. In this competitive world quality education provided by the schools will help the children to shape a bright future and help them live a quality life. The knowledge of the level of School Learning Culture and School Effectiveness will certainly help schools to improve their quality of instruction and other factors that determine School Learning Culture and School Effectiveness.

The review of related literature reveals that there have been no attempts made to study School Learning Culture and School Effectiveness. Hence, the investigator undertook this research study to assess the school learning culture and school effectiveness.

III. OBJECTIVES OF THE STUDY

1. To assess the level of School Learning Culture (SLC) of Secondary Schools.
2. To assess the level of School Effectiveness (SE) of Secondary Schools.
3. To study the significant difference in the School Learning Culture of Government, Private Aided and Private Unaided Secondary Schools
4. To study the significant difference in the School Effectiveness of Government, Private Aided and Private Unaided Secondary
5. To study the correlation between School Learning Culture and School effectiveness of Secondary schools.

IV. HYPOTHESES OF THE STUDY

Ho. 1: There is no significant difference in the School Learning Culture of Government, Aided and Unaided Secondary Schools.

Ho.2: There is no significant difference in the School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.

Ho. 3: There is no significant correlation between School Learning Culture and School effectiveness of Secondary schools.

V. METHODOLOGY

5.1 Statement of the Problem.

A Study of School Learning Culture and School Effectiveness of Secondary Schools in Bangalore

Method

The present study was taken up to investigate the School Learning Culture and School Effectiveness of Secondary Schools in Bangalore and to find whether there is any difference in these variables with respect to the type of Schools. Descriptive Survey Method of study was followed.

5.2 Variables of the study:

Main variables:

School Learning Culture

School Effectiveness

Background variable:

Type of School (Government, Private Aided, Private Unaided)

5.3 Sample of the study:

The study was conducted on a sample of 451 students, 120 teachers and 451 parents from secondary schools of Bangalore division. The selection of secondary schools was done on the basis of stratified random sampling method. The Sampling frame is shown in table No.1

Table No. 1: Table showing the sample of Students, Teachers, Parents and Schools

Type of School	No of schools	Students	Teachers	Parents
Government	10	150	40	150
Aided	11	131	30	131
Private	12	170	50	170
Total	33	451	120	451

5.4 Tools:

The following tools were used for collection of the data:

1. The Patterns of Adaptive Learning Survey (PALS) by Carlo Midgley, MartinL. Maher, Ludmila, Z. Hruda, Eic Anderman, Lynley Anderman(2000) to asses the School Learning Culture was used. This tool was modified by the investigator. The scale was given to experts in the field of education and Psychology to establish validity of the items. They assessed each item of the scale carefully and approved them as they found them to be relevant measure School Learning Culture and hence validity was established. According to their suggestions four items were eliminated. The present study employed Cronbachs Alpha Method to determine the reliability. The reliability of the Cronbachs Alpha test is found to be 0.836.
2. The School Effectiveness Questionnaire (SEQ) (1993) developed by Lee Baldwin, Freeman Coney III, Diane Fridge, Roberta Thomas was used to measure the level of school effectiveness of Secondary Schools. This tool was modified by the investigator. The scale was given to experts in the field of education and Psychology to establish validity of the items. They assessed each item of the scale carefully and approved them as they found them to be relevant measure School Effectiveness and hence validity was established. The present study employed Cronbach's Alpha Method to determine the reliability. The reliability of the Cronbach's Alpha test is found to be 0.839.

5.5 Procedure for Data Collection:

The Data for the study was collected by administering the following tools :

- > The Patterns of Adaptive Learning Survey (PALS);
- > The School Effectiveness Questionnaire (SEQ);

The obtained data with respect to different background variables were tabulated and subjected to statistical analysis employing appropriate statistical techniques.

Statistical Techniques Used For Analysis Of Data: The obtained data was analyzed using 't' test, one way ANOVA and Pearson Product Moment Correlation

VI. ANALYSIS OF DATA AND RESULTS

The analysis of data interpretation and discussion of the results are presented below:

Objective No. 1.To assess the level of School Learning Culture of Secondary Schools

Table No 2: Table showing the percentage of levels of School Learning Culture

School learning culture	Levels of School Learning Culture			Total
	Strong	Moderate	Weak	
frequency	18	15	0	33
Percentage	54.5	45.5	0	100

Table No. 2 shows that 54.5 % of schools possessed a strong School Learning Culture. 45.5% of schools possessed moderate School Learning Culture. No school is found to have weak School Learning Culture.

Objective No. 2: To assess the school effectiveness of secondary schools of Secondary Schools

Table No 3 : Table showing the percentage of Levels of School Effectiveness

School Effectiveness	Levels of School Effectiveness			Total
	High	Average	Low	
Frequency	20	13	0	33
Percentage	60.6	39.4	0	100

Table No 3 shows that 60.6 % of schools possessed high level school effectiveness. 39.4% of schools possess average level of school effectiveness. No school is found to have a low level of School Effectiveness.

Ho. 1 There is no significant difference in the School Learning Culture of Government, Aided and Unaided schools

One way analysis of variance (ANOVA) was calculated to test hypothesis HO 1 (more than two means).

Table No 4: Showing the Summary of One way ANOVA of School Learning Culture of different types of schools in Bangalore

Source of Variance	Sum of Squares	df	Mean square	F value	Level of Significance
Between Group	8036635.159	2	4018317.579	44.790	Sig.*
Within Group	2691458.902	30	89715.297		
Total	10728094.061	32			

*Sig-Significant

The table No 4 shows that the obtained ‘F’ value of 44.790 is greater than the table value of 3.32 at .0000 level of significance for the degrees of freedom 2 and 30. Hence the stated null hypothesis is rejected. It is thus inferred that there is a significant difference in the school learning culture of Government, Private Aided and Private unaided Secondary Schools.

Ho.2: There is no significant difference in the School Effectiveness of Govt, Aided and Unaided Secondary Schools

One way analysis of variance (ANOVA) was employed to test hypothesis HO 1 (more than two means)

Table No 5: Showing Summary of One way ANOVA of School Effectiveness of different types of Secondary Schools

Source of Variance	Sum of Squares	df	Mean square	F value	Level of Significance
Between Group	60135227.410	2	30067613.705	711.094	Sig.*
Within Group	1268508.469	30	42283.616		
Total	61403735.879	32			

*Sig-Significant

Table No 5 shows that the obtained ‘F’ value of 711.094 is greater than the table value of 3.32 at .0000 level of significance for the degrees of freedom 2 and 30. Hence the stated null hypothesis is rejected. It is thus inferred that there is a significant difference in the School Effectiveness of Government, Private Aided and Private Unaided Secondary Schools.

Ho. 3: There is no correlation between School Learning Culture and School Effectiveness of Secondary Schools.

Table 6: Table showing Correlation between School Learning Culture and School Effectiveness of Secondary Schools

Variables	N	‘r’ value
School Learning Culture and School Effectiveness	34	0.822

Correlation is significant at the 0.01 level .

Table No 6 shows that there is a significant correlation at the 0.01 level between School Learning Culture and School Effectiveness of Secondary schools. Therefore the null hypothesis Ho 3 is rejected and it is concluded that that a significant positive correlation exists between the School Learning Culture and School Effectiveness.

VII. FINDINGS OF THE STUDY

The major findings of the study are:

- > 54.5% of schools possessed a strong school learning culture;
- > 45.5 % of schools possessed moderate school learning culture;
- > There were no schools with weak school learning culture in Bangalore;
- > 60.6 % of schools possessed high school effectiveness;
- > 39.4 % of schools possessed average school effectiveness;
- > There are no schools with low level of School Effectiveness in Bangalore;
- > There is a significant difference in the school effectiveness of Government, Private Aided and Private Unaided Secondary Schools;
- > There is a significant difference in the School Effectiveness of Secondary Schools belonging to government, aided and private unaided schools;
- > There is a high positive correlation between School Learning Culture and School Effectiveness .

VIII. EDUCATIONAL IMPLICATIONS

- > Only 54.5 % of schools were found to possess a strong school learning culture and 45.5 % of schools possess moderate school learning culture. The schools could work hard to provide the students with a comprehensive curriculum framework on the principle that each child could have an opportunity to discover his or her potentiality in order to reach high learning standards.

- The teachers could be motivated to establish a learning culture in which experiences are structured in such a way that students are enabled to investigate, explore and take risks in developing new ideas and insights. Workshops and seminars to enhance the capacity of teachers could be organized by the managements for teachers.
 - Only 60.6% of schools were found to have high School Effectiveness where as 39.4% schools have average level of School Effectiveness. In order to enhance School Effectiveness the teachers could be motivated and trained to acquire the skills of instructional leadership, to have a clear and focused mission. Safe and orderly environment should be the concern of every school which will enhance the level of School effectiveness. The management could maximize the opportunities for learning and students could be encouraged. Frequent assessment and monitoring of student achievement by the teachers and head of the school would bring forth positive growth in School Effectiveness. The involvement of parents and community could be enhanced. The strong professional development of teachers surely results in high level of School Effectiveness.
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IX. CONCLUSION

The purpose of a school is at the heart of its learning culture and it is this sense of purpose that is needed to elicit personal investment in learning. It is found that stronger School learning cultures will have better motivated teachers and school Learning Culture also correlates with teachers' attitudes toward their work. It is a positive School Learning Culture that can assist school progress and school Effectiveness and bring about a transformation and boost the quality in education.

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