

## **EFFECT OF SCHOOL CULTURE ON JOB PERFORMANCE OF SECONDARY SCHOOL TEACHERS**

**Dr. Mahvish Fatima Kashif<sup>\*</sup>, Dr. Faiza Shaheen<sup>†</sup>  
& Tahira Mannan<sup>‡</sup>**

### **Abstract**

*The casual comparative study aimed to examine the effect of school culture on the job performance of school teachers. The population of the study was secondary schools teachers of public sector in Lahore. Proportionate stratified random sampling was used to select the sample. Strata were formed to select the sample on the basis of gender. The total number of female school teachers was one thousand one hundred and ten. Three hundred and thirty three female school teachers (30% of the total population) were selected as sample of the study. The total number of male teachers was nine hundred and three. Two hundred and seventy one male school teachers (30% of the total population) were selected as sample of the study. Questionnaire developed by Beets (2008) was used to measure school culture and the questionnaire developed by Amin, Shah, Ayaz, and Ata (2013) was used to measure job performance of school teachers. Multiple regression, and independent sample t-test were used to analyze the data. Major findings revealed that there was significant effect of school culture on job performance of school teachers. It was recommended that training should be provided to teachers to equip them with strategies to develop a good school culture.*

**Keywords:** School Culture, Job Performance, Secondary School Teachers

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<sup>\*</sup> Assistant Professor, Faculty of Education, Lahore College for Women University, Lahore.  
Corresponding Author, Email address: mahvishfatima79@gmail.com

<sup>†</sup> Assistant Professor, University of Education Lahore, Faisalabad Campus, Faisalabad  
[faiza.shaheen@ue.edu.pk](mailto:faiza.shaheen@ue.edu.pk)

<sup>‡</sup> Visiting Lecturer, University of Education, Lahore

## **Introduction**

Teachers from varying cultures (especially in national context) have varied learning, varying degrees of exposure to the technology and varied student experiences. Hence despite being broadly equal in qualifications teachers from different cultures are different in the quality of instruction they can impart. Mere dialects of language can affect their ability to explain to the students in case of subjects like humanities and languages. It cannot be expected to teach profound language where it is observed that the accent hinders in pronouncing masculine and feminine roles properly. Cultural embargoes, especially relating interaction with the opposite gender, inhibit teachers from free expression.

The value of human resources is said to be as significant as the value of material resources in the success of any organization (Bevan, 2012), while among the human resources, teachers take the central place (Bahir, 2020). It does not matter whether they are engaged in inside classroom activities or outside classroom activities, their work defined as performance (Ratnasari, Sutjahjo & Adam, 2020) is the base of achievement of goals of the school (Amin et. al, 2013). Performance is defined as many ways in literature whereas the performance of teachers includes certain characteristics such as curiosity, awareness, and dutifulness (Jain & Verma, 2014). The fulfillment of job responsibilities is referred as job performance (Wula et.al, 2020).

Culture is defined in variety of ways in literature and finds its roots in the disciplines of sociology, anthropology and psychology (Dumay, 2009). Across different definitions of culture (Kalman & Balkar, 2018), some common characteristics include the values, beliefs, norms, and some assumptions those are practiced by the people of any community (Harwiki, 2016). Whatever is practiced in day to day activities of school is referred to be as organizational culture (Schoen & Teddlie, 2008).

The significance of culture is never denied in any organization (Ghanney, Antwi & Ali, 2017) and when the culture of school is defined, it does not have effect on the individuals but also on the groups and the whole organization (Bahir, 2020). It is the culture that motivates the employees to work for the fulfillment of goals in schools (Darmawan, 2013). According to Kandula (2006), culture is the determinant of success in school. It deals with the whole system of school including material and human resources (Pervez, Dahar & Maryam, 2017). Culture persuades the individuals to perform well according to the goals of school Uha (2010). The reciprocal role of culture affects the performance of employees in the school; it is responsible for improvement as well as decrease in the goals of school McShane and Von Glinow (2008) and this factor is subject to more investigation through research (Ghanney, Antwi & Ali, 2017, Nasrun & Ambarita, 2017). The current study was conducted to understand the effects of school culture on the performance of teachers

## **Literature Review**

The tasks performed by teachers show their attitude towards teaching profession (Nasrun & Ambarita, 2017). Keeping the alliance with moral and ethical restrictions, teachers perform their tasks according to the goals of schools (Larsen, Gunawan, & Sumali, 2018). Davoudi and Allahyari (2013) stated that the attitude of teachers towards achieving the goals of school known as their performance. Teachers perform in the harmony of school goals. If they find conducive working environment, unity, positivity and collegiality that in broader terms is called culture of school, then their performance is expected at a high degree of fulfillment of school goals. It is a registered fact that culture translates the ways teachers perform and behave in schools. School culture provides an environment where teachers grow and learn. It does not only help in shaping behavior but also describes the variety of ways they perform their day to day activities by engaging students.

## **Models of Job Performance**

Job performance is considered an important construct of organizational psychology (Austin & Villanova, 1992). Keeping in view its importance it is necessary to have good understanding of this construct and its models.

The concept of performance adds action and outcome facet in it; the behavioral facet refers to what an employee performs in the job situation, while the outcome facet means to the outcome of the employee's behavior (Sonentag & Freze, 2002). Campbell (1990) explains the hidden formation of job performance with factors including task proficiency relating to job, task proficiency relating non- job, indicating effort, supervision, written and oral communication, retaining personal discipline, facilitating peer and group performance, and management or administration.

## **School Culture**

The performance of employees according to the set norms and values that differentiate one organization from the other organizations is known as culture (Robbins, 2016). Culture exists or practiced in the form that an organization strives to achieve (Ratnasari, Sutjahjo & Adam, 2020). Culture is such an interaction among the inside and outside school activities with the behavior of individuals, norms and values, and the stakeholders (Scheerens, 2013). School culture is developed from its sub-culture that is comprised of teachers, colleagues or co teachers, students, staff, and heads (Pavlović and Oljača, 2011).

## **Related Studies**

The related literature identifies the connection between school culture and different factors and outcomes in education. For instance, Zhu, Devos, and Li (2011) explained school culture to be related with a school's positive and imperishable development, school members' development and well-being, and the objectives of the school and education. MacNeil, Prater, and Busch (2009) highlighted the relationship between students' results and culture of schools. Karadağ (2009) found a positive and statistically significant relationship between organizational culture, performance, and peace in schools. Zain, et al. (2009) observed the effect of organization culture on employee performance and explained organization culture as an important determining factor of performance.

A study was conducted with the aim that how school culture has link with transformational leadership and organizational health. Findings were reported that school culture worked as moderator and discovery towards the transformational leadership and organizational health

Arokiasamy (2017). Another study claimed the similar results that leadership was reported having positive effect on teachers' perceptions on school culture (Karadag & Bayir 2018).

According to the findings of study conducted by Ohlson, Swanson, Manning and Byrd (2016), the school culture influences the quality of teaching and ultimately it is connected to the other aspects of students' behavior.

Culture of school was linked and tested through structural equation modeling with student achievement, and organizational cynicism (Karadag, Kilicoglu, Yilmaz, 2014). Another study conducted by Abdullah (2019) that school culture has effect on the success of schools whether with academic or non academic activities.

Duan, Du, and Yu 2018 also studied the relationship of school culture with job satisfaction and school effectiveness.

## **Statement of the Problem**

There prevails an evidence of research that culture is the determinant of success of any organization (Demirtaş, 2010b; Saphier & King, 1985). Studies exhibit that work performed through school is directly influenced with its culture as it is concerned with day to day performance of activities within school that also promotes the well being of teachers as well as students. The current research examined the ways job performance of teachers is affected by the school culture. These three factors of School culture were investigated (affiliative collegiality, professional collaboration, and self determination) against job performance of school teachers (fullan, 2007).

## **Objectives**

The objectives of the study were to:

- Find out the perceptions of secondary school teachers about school culture.
- Investigate among school teachers about the effect of school culture on job performance.
- Explore the difference of perceptions of teachers about school culture across gender.

## **Research Question**

What are the perceptions of secondary school teachers about school culture?

## **Hypotheses**

**H<sub>0</sub>:** There is no significant effect of school culture on job performances of school teachers.

**H<sub>0</sub>:** There is no difference between the perceptions of male and female teachers about school culture.

## **Significance of the Study**

School culture where students are enthusiastic to learn more are perceived as positive and well built (Fyans & Macher 1990), such culture also fascinate teachers and contribute in their improvement (Engles, 2008).

School cultures are strongly associated with gratification of teachers, their achievements and dedication. Teachers perform better in their jobs and contribute more in the development of the institutions if they have positive culture with charismatic leadership, attachment and cooperation (Anderman, Belzer & Smith, 1991; MacNeil et al, 2009).

The study explored the effect of school culture on teacher's performance. The findings of the research may provide guidelines to authorities for developing a school culture where teachers can perform significantly better. It may also highlight possible strategies to establish positive school culture which can enhance teachers' job performance.

## **Research Methodology**

Ex post facto, a quantitative research design was used to explore the effect. Ex post facto research is appropriate for conducting research when the characteristic of participants cannot be manipulated. It is an alternate of true experimental research when cause and effect is measured (Simon & goes, 2013).

**Population**

All the teachers of the public sector schools were the population of the study. There were fifty seven high schools for boys and sixty three were high schools for girls in Lahore according to the website (Organized by Government of Punjab). 30 percent of the total high schools for boys and high school for girls were selected as accessible population which was 17 and 19 respectively. There were 50 teachers on average in each school.

**Sample**

Sample was taken by using proportionate stratified random sampling. Strata were designed on the basis of teacher's gender (male and female) of public schools. Then from each stratum thirty percent teachers were selected randomly.

**Table 1: Male Teachers in Public Schools**

|            | <b>Public Schools</b> | <b>No. of Male Teachers</b> |
|------------|-----------------------|-----------------------------|
| Population | 57                    | 902                         |
| Sample     | 17                    | 271                         |

Table 1 shows that two hundred and seventy one (30% of the total number) male teachers of public sector schools were in the sample.

**Table 2: Female Teachers in Public Schools**

|            | <b>Schools</b> | <b>Teachers</b> |
|------------|----------------|-----------------|
| Population | 63             | 1110            |
| Sample     | 19             | 333             |

Table 2 shows that three hundred and thirty three (30% of the total number) female teachers of public sector schools were included in the sample.

**Instruments**

Information about demographic variables (name of institution and gender) was collected through a demographic information sheet.

**School Culture**

A Five-point Likert type scale having 16 items under three factors (professional collaboration, self-determination/efficacy and affiliative collegiality) developed by Beets (2008) was used to assess the perceptions of teachers about school culture. Five items were measuring Professional collaboration, 6 were for measuring Affiliative collegiality and five were for self-determination/efficacy.

### Job Performance

Five point Likert type scale having 25 items under four factor (teaching skills, interpersonal relations, management skills, discipline and regularity) developed by Amin, Shah, Ayaz, and Ata (2013) was employed to measure job performance of teachers. Factor wise distribution of items is as follows:

**Table 3: Distribution of Items**

| Factors                   | Total Items |
|---------------------------|-------------|
| Management skills         | 5           |
| Teaching skills           | 7           |
| Discipline and regularity | 6           |
| Interpersonal relation    | 7           |

### Procedure of Data Collection

Researchers approached teachers of the selected schools to collect data. Information about demographic variables and both questionnaires were given to the respondents with instructions to guide them. They were allowed to ask questions where they needed.

### Reliability

Reliability of both scales was examined by using Cornbach alpha. Reliability of school culture questionnaire was 0.72 and reliability of job performance questionnaire was 0.84.

### Data Analysis

#### What are the perceptions of secondary school teachers about school culture?

**Table 4: Average Score of Variables**

| Variables                  | N   | Mean  | S.D  |
|----------------------------|-----|-------|------|
| Overall School Culture     | 603 | 77.69 | 2.64 |
| Affiliative Collegiality   | 603 | 24.95 | 4.07 |
| Professional Collaboration | 603 | 21.11 | 3.01 |
| Self-determination         | 603 | 21.32 | 3.24 |

Table 4 shows the result of average scores about the perception of secondary school teachers for overall school culture and its factors. The average score for school culture was 77.69 with SD 2.64 which was very close to the maximum value (80) of overall scale, indicating highly positive perceptions of teachers about school culture.

The maximum values for the factors Professional collaboration, affiliative collegiality, and self-determination were 25, 30 25 respectively. The average scores for professional collaboration, affiliative collegiality and self-determination were 21.11 (SD 3.01), 24.95 (SD 4.07) and 21.32 (SD 3.24) respectively, which showed highly positive perception of school teachers along these dimensions of school culture.

**Ho: There is no significant effect of school culture on job performances of school teachers.**

**Table 5: Multiple Regression**

| Model | R                 | R Square | Adjusted R Square | Std. Err. of the Estimate |
|-------|-------------------|----------|-------------------|---------------------------|
| 1     | .870 <sup>a</sup> | .765     | .764              | 1.41884                   |

Table 5 explains the result of the multiple regression for the variables; school culture and job performance of school teachers. Seventy six percent variance is explained in the dependent variable, job performance of school teachers by the independent variable school culture (R square =  $0.765 \times 100 = 76.5\%$ ). The R square in a multiple regression explains the variance caused by all the independent variables. The value of R square 0.765 shows the 76.5% variance in the job performance by the school culture.

**Table 6: Multiple Regression Test Result**

| Model |            | Sum of Squares | Df  | Mean Square | F       | Sig.              |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1     | Regression | 4119.825       | 3   | 1405.611    | 691.057 | .001 <sup>b</sup> |
|       | Residual   | 1124.612       | 598 | 2.034       |         |                   |
|       | Total      | 5244.437       | 601 |             |         |                   |

**a. Dependent Variable: JP**

F statistic is the regression mean square divided by the residual mean square. The p-value is  $.001 < .05$ , it shows that the school culture significantly contributing for the variation in job performance of teachers.

**Table 7: Coefficient for Multiple Regression Model**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|--------|------|
|       |            | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant) | 20.764                      | 1.761      |                           | 11.737 | .001 |
|       | SCPC       | .911                        | .051       | 0.357                     | 18.139 | .000 |
|       | SCAC       | 1.085                       | .043       | 0.540                     | 25.160 | .000 |
|       | SCDE       | .949                        | .059       | 0.340                     | 15.994 | .000 |



### a. Dependent Variable: JP

Table 7 shows the beta weights and statistical significance. Beta weights for three independent variables were (professional collaboration SCPC = 0.357 ( $p = .000$ ), affiliation collaboration SCAC = 0.540 ( $p = .000$ ), self determination SCDE = 0.340 ( $p = .000$ ). The significance value indicates that all the factors of school culture have significant effect on job performance of school teachers. Beta weight indicated that all factors are positively affecting teachers' job performance.

**H<sub>0</sub>: There is no significant difference between the perceptions of male and female teachers about school culture.**

**Table 8: Difference of the perceptions of Teachers about School Culture across gender**

| Gender | N   | Mean    | SD       | T    | Df      | Sig (2-tailed) |
|--------|-----|---------|----------|------|---------|----------------|
| Male   | 271 | 69.5038 | 12.28934 | 2.90 | 600     | .001           |
| Female | 333 | 85.7612 | 12.97863 |      | 201.272 |                |

Table 8 explains the result of the independent sample t-test to test the hypothesis. t-value  $2.90 > 1.96$  and the p-value  $.001 < .05$  show significant difference between the perceptions of male and female teachers about school culture. The mean value of female teachers is more than male teachers so, it shows that female teachers have more positive perceptions for school culture.

### Conclusion

The study investigated the effect of school culture on job performance of secondary school teachers. Different studies explore how school culture is related with other variables like students' achievement, teacher's job satisfaction, performance management etc. but comparatively lesser work is done on how school culture affect the job performance of the teachers. So, the study was aimed to understand the effect of school culture on job performance of the teachers. It was concluded from the results that school culture significantly affects the performance of the teachers. Positive beta values of the factors (affiliative collegiality, professional collaboration, self-determination) indicated that all of them were positively affecting job performance of the teachers. It was observed that there was significant difference in the perceptions of school teachers about school culture across gender. The mean value of female teachers was more than male teachers so, it shows that female teachers have more positive perception towards school culture.

## Discussion

Results showed that school culture had significantly positive effect on job performance of secondary school teachers. Those who had positive perception about school culture performed better in their job. It has been found that Task Performance was directly and significantly influenced by culture (Robiatun, Putrawan & Rusdi, 2020). Ratnasari, Sutjahjo and Adam (2020) observed that organizational culture had a significant effect on employee performance. Ghanney, Antwi and Ali (2017) also investigated the association between school culture and teacher's job performance and the results of their study indicated that there was a significant positive relationship between school culture and teacher job performance. Nasrun and Ambarita (2017) also observed a significant effect of organizational culture on teachers' performance.

The results of the study also showed that a significant difference exist in the perception of school culture by male and female teachers. Female teachers showed more positive perception of school culture than male teachers. These results are in accordance with the findings of Uçar and İpek (2019) and Çevik and Köse (2017). They also concluded in their studies that the teachers' perceptions about institutional culture varied statistically according to gender. On the other hand, in some studies (Özgenel, Canpolat & Yağan 2020; Özgenel & Ankaralıoğlu, 2020) no significant difference was found in the perceptions of male and female teachers about institutional culture.

## Recommendations

1. The findings of the study may provide guidance for teachers to improve their behavior and give importance to those aspects of school culture that may be neglected by them, like collegiality and togetherness. These certain changes in behavior, thoughts and preferences of teachers could improve overall effectiveness of schools.
2. Institutions should arrange training sessions, seminars and workshops to guide teachers about different important aspects of their school culture and ways to promote and practice them.
3. Qualitative research and mixed method research can help more to explore the variables in detail.

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