SCHOOL CULTURE AND EFFECTIVENESS

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ABSTRACT

School culture is the set of shared values, beliefs and norms that influence the way educators and administrators think, feel and behave in schoolplace. School culture can have an positive impact on student effectiveness. School culture is an important element with regard to student effectiveness in schools. Lately, many researchers have focused on to study school culture concept that provides effectiveness in schools. This goes hand in hand with educators and administrators have now recognized that school culture has a powerful effect on the performance and long term effectiveness of students. The purpose of this research was to analysis qualitative data if there is relationship between school culture and effectiveness. Qualitative method showed that the findings of the lasted researches there is positive impact on school culture and effectiveness. This study employed a process of a theoretical study on school culture with support to student effectiveness. The articles were evaluated by content analysis and findings were given through descriptive statistics. With regard to provides foundational data, document analysis can be seen a way of valuable addition to the research. This study will help inform educators and administrators as they work to develop strong school culture in their schools. It can be concluded that; there are many parallels between a positive school culture and its positive results on the effectiveness.

STRUCTURED ABSTRACT

As technology has advanced in all areas, today many public and private schools are under pressure to increased demands of educational policies. Schools are now more important for a society than ever before. That is to say, for many students school can be served like a home with culturally and socially also ensuring students moral direction and sense of belonging. The schools must continually keep themself open for new developments. There has been a great deal of interest in school culture and effectiveness. School can be defined that, it is an organizational

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institution where learning spaces and learning environments for the teaching of students are taken place under the direction of teachers. In addition to this schools are also the places where socioalizations first began and when it is taken into account it is a community in which students integrating with each other. So the importance of the school culture comes into view. Moreover, the aim of educational systems, educate human beings as human beings every time in every society are the same. It is accomplished through schools by streaming culture. The term school culture is defined as beliefs, attitudes, relationships, written and unwritten rules of a school. Also, students, parents, teachers, educators, administrators, and other staff members all contribute to their school's culture, as the other influences such as the society in which the school is located, the policies that govern how it operates, or the principles on which the school was founded. The aim of this study was to examine the relationship between school culture and school effectiveness using a document analysis technique. Qualitative research design was conducted for this study. Document analysis technique is conducted while collecting documents and examine existing data's. Conclusions are interpreted based on the data has been collected. Document analysis technique is conducted while collecting documents and examine existing data's. Document analysis involves skimming (superficial examination), reading (thorough exam-ination), and interpretation (Bowen, 2009). The articles were evaluated by content analysis. With regard to provides foundational data, document analysis can be seen a way of valuable addition to the research. Most research suggests that, schools with a positive school culture tend to see a higher degree of school effectiveness than do schools with a less positive school culture. Relationship between the students' achievement and culture are an indicator of the overall school culture. This study will help inform educators and administrators as they work to develop strong school culture in their schools. The relationship between school culture and effectiveness has been studied in many areas in the literature. From this point of view, it can be concluded that; there are many parallels between a positive school culture and its positive results on the effectiveness. In recent studies define not only the teacher is the most important factor on student effectiveness, but also school culture, working collaboratively between educators and administrators are the concept which influence the achievement of the students. There is an important role of culture in the construction of a system's educational policies, practices and performance. Moreover, policy makers, educators, school leaders should pay attention the importance of culture in order to promote school effectiveness. Furthermore, schools should modify their curriculum with an eye toward affirming students' historical and cultural background. School culture is a essential for schools and educational systems to support cultural responsiveness in schooling has become more essential as a result of migration. In the light of these definitions, it can be clarified that the countries educational success go along with a strong school culture. School culture can be seen a secret key with relevant to school effectiveness. Teachers and administrators should built a culture on the shared beliefs that students are enable to strong academics success and also create educational equity in school. It is very important for an organization to acquire and protect school culture. In this context,

teachers have a great duty to create a positive classroom environment and school culture. CEP (character education partnership) defines that a positive school culture broadly to include the schoolwide ethos and the culture of individual classrooms, high expectations for learning and achievement, a safe and caring environment, shared values and relational trust, a powerful pedagogy and curriculum, high student motivation and engagement, a professional faculty culture, and partnerships with families and the community. If educators and administrators encourage to build schools with a strong school culture, students success will be opportunity for life long learners and ethical citizens for the 21ˢᵗ century.

Keywords: Culture, School culture, Effectiveness

OKUL KÜLTÜRÜ VE ETKİLİLİK

ÖZET

Okul kültürü, eğitimcilerin ve yöneticilerin okulda düşünme, hissetme ve davranma biçimlerini etkileyen ortak değerleri, inançları ve normları belirtir. Okul kültürü'nün , öğrenci etkililiği üzerinde olumlu bir etkisi olabilir. Okul kültürü, okullarda öğrencilerin etkililiği açısından önemli bir unsurdur. Son zamanlarda, birçok araştırmacı okulda etkililiğini sağlayan okul kültürü kavramını incelemeye odaklanmıştır. Bu eğitimciler ve yöneticiler artık okul kültürünün öğrencilerin performansı ve uzun vadeli etkililiği üzerinde güçlü bir etkisi olduğunu fark edip bu konu hakkında birlikte çalışmaktadırlar. Bu araştırmanın amacı, okul kültürü ile etkililik arasında ki ilişkiyi nitel verileri analiz ederek incelemektir.Nitel yöntem kullanılarak süren araştırmaların bulgularının okul kültürü ve etkililiği üzerinde olumlu etkisi olduğunu gösterdi. Bu çalışma da öğrencilerin etkililiğini destekleyerek okul kültürü üzerine teorik bir çalışma süreci kullanıldı. Makaleler içerik analizi ile değerlendirilmiş ve bulgular betimsel istatistikler aracılığıyla verilmiştir. Temel verilerle ilgili olarak, belge analizi, araştırmaya değerli ek bir yol olarak görülmüştür. Bu çalışma, okullarında güçlü bir okul kültürü geliştirmeye çalışırken eğitimcileri ve yöneticileri bilgilendirmeye yardımcı olacaktır. Olumlu bir okul kültürünün etkililiği üzerine olumlu sonuçları arasında birçok paralellik vardır sonucuna varabiliriz.

Anahtar Kelimeler: Kültür, Okul kültürü, Etkililik

1.Introduction

As technology has advanced in all areas, today many public and private schools are under pressure to increased demands of educational policies. Schools are now more important for a society than ever before. That is to say, for many students school can be served like a home with culturally and socially also ensuring students moral direction and sense of belonging. School can be defined as an organization that produces, presents, and transform knowledge. The schools must continually keep themself open for new developments. The school culture of the organisation in the information society must also show a fundamental change. Thanks to society, culture open its door to scientific development innovation, values, and beliefs helps the individual to realize himself / herself. There

has been a great deal of interest in school culture and effectiveness. Researchers have been taking into consideration strong school culture. So schools need to improve their culture. Improvement isn't just changing curricula, teaching and learning strategies or programes but also change of complex minds. That is to say, it requires understanding and respecting with student and educators. Culture describes how things are and acts as a screen or lens through which the world is viewed (Stoll, 1998). A major concern of educational system and policies of a countries in schools is to increase student effectiveness and achievement. One way to do this is to focus on school culture which influence on student's achievement. Culture can create the best environment for facilitating teaching and learning programs and also engage staff with the school. Culture has been defined in many ways; "Culture is the collective programming of the mind that distinguishes the members of one group or category of people from others" (Hofstede, 2011). A sense of community is important to the development of caring relationships; students need to feel that they are members of a larger group (Leonne, 2009). Culture is thought as being limited to a given a country. Culture is primarly built as individual and then turn to collective. Culture helps to administrators to focus on a common mission, vision, values and goals which foundational components to develop school culture. Principal has a lot of duties to install school culture. The idea isn't to make staff members cooperate with the principal's vision; rather, it is to give all members of the organization the opportunity to help create the vision. In this way, everyone shares the responsibility for culture building (Stolp & Smith, 1995). In this contex, firstly the school should be shared with all the information to staff from the past to the present day. Teachers are supported to utilize culture in their programmes with explaining new ideas and sharing different experiences. Testimony from successful school principals suggests that focusing on development of the school's culture as a learning environment is fundamental to improved teacher morale and student achievement (MacNeil et al, 2009). The relationship between school culture and effectiveness can help school principals' focus their efforts to improve student achievement.

2.Culture

Stoll (1998) defines culture manifests itself in customs, rituals, symbols, stories, and language culture's "artefacts". Thus, whether religion or spirituality, pupils' learning, sporting achievements, or discipline are emphasized in assemblies, provides a lens on one facet of school culture. In relation to school culture it is the most important concept in education. Schein (2010) suggested that; culture is an abstraction and there are several aspects of an organizational culture including:

• Observed behavioral regularities when people interact: when people interact with each other in a variety of situations, they transfer their traditions, customs, languages and rituals that use.

• Group norms: The groups implicit rules and values that engage in.

• Espoused values: These are the principles and values that are publicly accepted by the group.

• Formal philosophy: These are ideological and common policies that becomes references to group's action toward the other stakeholders.

• Rules of the game: Newcomers must learn how to become an accepted member by the help of unwritten rules in the organizations.

• Climate: The feelings of the group members or stakeholders when interact with each other in the organization.

• Embedded skills: Group members try to manage competences and abilities to make some certain tasks, these things are unwritten that get passed on from generation to generation.

• Habits of thinking, mental models, and/or linguistic paradigms: Members of a group guide and teach to newcomers the perceptions, thought, and language in cognitive frames in the early socialization process.

• Shared meanings: When group members interact with each other, they create general understandings.

• Root metaphors" or integrating symbols. The groups characterized themselves the way with buildings and artifacts materials. This level of the culture reflects the emotional and aesthetic response of members as contrasted with the cognitive or evaluative response (Schein, 2010).

• Formal rituals and celebrations: When a group complete an event or a project , members need to celebrate it. The ways the members celebrate reflect important values (Schein, 2010).

Every organization has a culture, that history and underlying set of unwritten expectations that shape everything about the school. A school culture influences the ways people think, feel, and act, being able to understand and shape the culture is key to a school's success in promoting staff and student learning (Peterson, 2002). Organizational culture can be used to increase organizational effectiveness causes it controls the way members make decisions, the way they interpret and manage the organization's environment (Beytekin et al., 2010). In order to expand awareness of school culture in organizations, educators can encourage student growth, self-confidence, achievement. Also, staff members who are working in collaboration must build a common vision, thereby it positively impacting the school. When an organization possesses a strong culture, then the culture may provide a structure to shape employee behavior without the need for a rigid bureaucracy that might adversely affect motivation (Pearson, 2015). From point of this view a strong school culture is a key component in establishing and maintaining a positive and effective relationship between the employees. It also points to the impotance of organizational culture for school organizations reproduction of social relations. Kezar and Eckel found that institutional leaders are more successful when they choose strategies and tactics that are relevant and a fit with the culture. School culture is defined as the underlying norms, beliefs, values, and customs that make up the way the staff members, parents, community members, and students feel, act, and behave within an institution (Coakley, 2013).

Hoy and Miskel's (2005) general definition of organizational culture is a system of shared orientations that hold the unit together and give it a distinctive identity. As seen below the Figure 1. culture is manifested in norms, shared values, and basic assumptions,each occurring at different levels of depth and abstraction (Hoy&Miskel, 2005). Norms are generally unwritten and informal rules that occur with the experience.
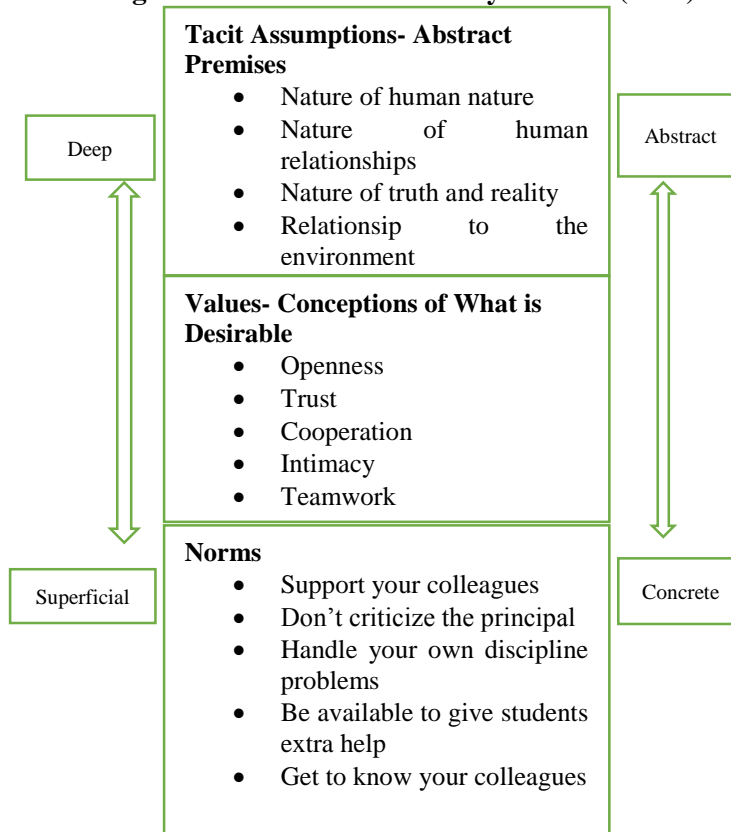
Culture as Shared Beliefs and Values

At a middle level of abstraction, culture is defined as shared beliefs and values. Values are beliefs of what is desirable. They are reflections of the underlying assumptions of culture and lie at the next level of analysis. Values often define what members should do to be successful in the organization (Hoy&Miskel, 2005)

Culture as Tacit Assumptions

At its deepest level, culture is the collective manifestation of tacit assumptions. When members of an organization share a view of the world around them and their place in that world, culture exists (Hoy & Miskel, 2005). To sum up, school culture is a generic term for the underlying

assumptions, values and norms in school, and the myths, heroes, symbols, practices and rituals in which the latent culture manifests itself (Scheerens, 2013).

Figure 1. Levels of Culture Hoy&Miskel (2005)

According to Stoll (1998) defines on school culture;

1.   The school's age can impact cultural change. The history of school defines its cultural identity. It clarifies its beliefs and values. The it opens to door to the future, change becomes easier.

2.   School culture is influenced by a school's external context. Advanced changes in society, national educational policies and economical differences have influences on school culture.

3.   School cultures vary between primary and secondary schools. Primary school students feel more belonging to culture but secondary school students can be reshaping and effect on culture.

4.   School culture is influenced by the school's pupils and their social class background. Every student come to school different family background such as values, belief and socio-economic. School culture combines and create a common culture for their identity and reaching adolences level.

Changes in society pose challenges to a school's culture. Rapid changes in technological and scientific lead to change educational organizations. While different authors have a variety of ideas about what culture is, there appear to be some similarities among these different

definitions. Most of the definitions and descriptions include something about relationships, how people in the organization work together, ceremonies, values, and traditions (Pearson, 2015).

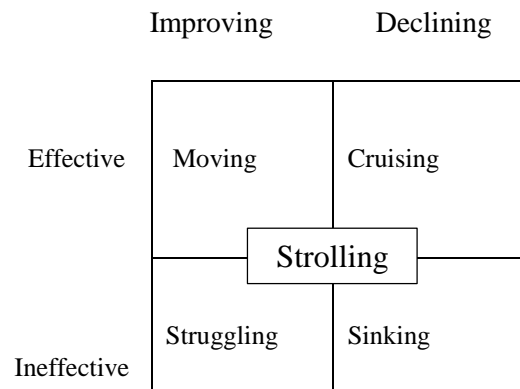### 3. The School Culture in Relation to School Effectiveness

School can be defined that, it is an organizational institution where learning spaces and learning environments for the teaching of students are taken place under the direction of teachers. In addition to this schools are also the places where socoializations first began and when it is taken into account it is a community in which students integrating with each other. So the importance of the school culture comes into view. Moreover, the aim of educational systems, educate human beings as human beings every time in every society are the same. It is accompleshed through schools by streaming culture. The term school culture is defined as beliefs, attitudes, relationships, written and unwritten rules of a school. Also, students, parents, teachers, educators, administrators, and other staff members all contribute to their school's culture, as the other influences such as the society in which the school is located, the policies that govern how it operates, or the principles on which the school was founded. In addition to this; school culture is defined as "the basic assumptions, norms and values, and cultural artifacts that are shared by school members, which influence their functioning at school" (Maslowski, 1997). With the developing technology in the world, the schools' accountabilities increased therefore, educators and educational admistrators are searching for the way how to improve school effectiveness. In the general matter, effectiveness refers to level of goals accessment between input and outcomes. Effectiveness can be associated with school effectiveness since it is a broader concept in educational systems. Altough it is commonly agreed that, it is achievement scores in subjects or end of a fixed curriculum in probable school term, it may also be considered satisfaction of the teachers and students likewise achievement of stakeholders. The researchers have been studied the role of culture in the schools and then draw attention with effectiveness (Ayık&Ada, 2009, Demirtaş, 2010) Culture shifted from being used as a descriptive device to become linked with improvement and success (Kezar&Eckel, 2002). In effective and quality schools, there is considerable investment towards the school culture among educators, administrators and student because it strengthens the school's effectiveness. The culture of a school is often associated with its effectiveness. Deal and Kennedy (1983) argue, for example, appealing to school that a strong culture is essential for enhancing student achievement. In a school with hundreds of students, administrators hardly have the time to develop close and caring relationships with every student (Leonne, 2009) So, if the school provides the opportunity for the students to develop a belief in the school's shared goals, that will encourage a strong climate in the organization. Educators and administrators continuously working together for the ways to improve student achievement.

In the most general sense, 'school effectiveness' refers to the level of goal attainment of a school. Although average achievement scores in core subjects, established at the end of a fixed program are the most probable 'school effects', alternative criteria like the responsiveness of the school to the community and the satisfaction of the teachers may also be considered. (Scheerens, 2013) There has been an increased interest in the build up of a school culture in schools as a viable solution for school effectiveness. Collaborative school cultures are associated with higher student motivation and achievement, teacher collaboration, and attitudes of teachers toward their jobs (Demirtaş, 2010). Working in a collaboratively in a school creates comfortable atmosphere among the teachers and administrators and this will lead to positive effect on student achievement. In fact in the strong organizational culture all employees internalize the cultural values with the process such as teaching, learning, facilitating and sharing. In this way, an increase in the performance of employees is seen in addition to their motivation and loyalty (Yolcu, 2016). The school's stakeholders are able to feel belonging and participaing rather than external control or rules. It must be effectiveness enhancing factors in a school which are likely to ensure sense of unity and

consistency to school members in school. Organizational culture can be used to increase organizational effectiveness cause it controls the way members make decisions, the way they interpret and manage the organization's environment (Beytekin et al., 2010).

A Typology of School Cultures

Figure 2. A Typology of School Culture Stoll& Fink (1996)

Improving   Declining

	Effective	
Effective	Moving	Cruising
	Strolling	
Ineffective	Struggling	Sinking

As seen above the Stoll and Fink's model (1996); there are important concepts that take into considerations, school culture goes along with effectiveness and ineffectiveness and improving to declining. The moving level can be attained by enhancing student progress, development and working collaboratively, if the moving level can't do this, in cruising level students aren't prepared for the changing world. Strolling is main point that is neither effective nor ineffective. If the school pace of change is adequate, it gets better if it isn't adequate it goes to worse. In struggling level, school knows itself as ineffective even it expends considerable energy to improve. Sinking level is defined as falling that is failure of the school culture. A strong culture creates sustainable change in school, it can positively impact on effectiveness.

School effectiveness is concerned with the organization's structures and culture and how these are expressed in its policies and practices, and specifically how they relate to and promote the overall goals of the school and teacher effectiveness at classroom level (Hargreaves, 2001). That is, school effectiveness is in respect of raising and embedding the school's ability to manage its goal and to encourage effectiveness at school. In most studies the school and student level context variables show a fair match with those addressed in school effectiveness research (Scheerens, 2013). In accordance with the studies of Pisa and culture, there is sufficient evidence to support Andrews (2015) and Hagedorn &VenyPurnamasari (2012). Pisa is one of the standardized tests, the sixth Programmed for International Student Assessment (PISA), a test of the science, maths and reading skills of 15-year-olds from across the world, and not only it tests all there is to learning, but also it suggests overall analysis on what educators should do to review their education systems. It can be said that; the most influential research report in education for this reason. In Pisa results some countries go up and some go down, it can be explained with culture with some aspect. Singapore's Pisa results in 2015, it gained the highest score and the highest performance in each subject area. Because, Singapore uses early-years education to preparing children. Students start to engage the lessons and exchange information from their peers at an early age. By this means, students create a cultural network in school earlier. Pisa example clarify that when the student introduces with school culture in early years, effectiveness and achievement of the school go hand in hand. Moreover,

Finland's PISA successes mask not only a general mathematical underachievement but also the largely hidden role of Finnish culture in the construction of Finnish students' PISA-related achievement (Andrews, 2016). The available evidence shows that culture may play a more significant role than pedagogy in determining the educational achievements of country, a finding that should be of great concern to anyone with an interest in improving both mathematics teaching and student achievement (Andrews, 2016). Therefore test scores must not be the only measure of school success. School culture includes high expectation for learning and achievement so many school spend time to improve effective school culture.

4.Methodology

The aim of this study was to examine the relationship between school culture and school effectiveness using a document analysis technique. Qualitative research design was conducted for this study. Document analysis technique is conducted while collecting documents and examine existing data's. Conclusions are interpreted based on the data has been collected. Document analysis technique is conducted while collecting documents and examine existing data's. Document analysis involves skimming (superficial examination), reading (thorough exam-ination), and interpretation (Bowen, 2009). The articles were evaluated by content analysis. With regard to provides foundational data, document analysis can be seen a way of valuable addition to the research.

5.Discussion and Conclusion

Most research suggests that, schools with a positive school culture tend to see a higher degree of school effectiveness than do schools with a less positive school culture. Relationship between the students' achievement and culture are an indicator of the overall school culture. This study will help inform educators and administrators as they work to develop strong school culture in their schools. The relationship between school culture and effectiveness has been studied in many areas in the literature. From this point of view, it can be concluded that; there are many parallels between a positive school culture and its positive results on the effectiveness. A school's culture has far more influence on life and learning in the schoolhouse than the state department of education, the superintendent, the school board, or even the principal can ever have (Barth, 2002). In recent studies define not only the teacher is the most important factor on student effectiveness, but also school culture, working collaboratively between educators and administrators are the concept which influence the achievement of the students. A positive school culture is associated with higher student motivation and achievement, increased teacher collaboration, and improved attitudes among teachers toward their jobs (Stolp &Smith,1995). There is an important role of culture in the construction of a system's educational policies, practices and performance. Moreover, policy makers, educators, school leaders should pay attention the importance of culture in order to promote school effectiveness. Furthermore, schools should modify their curriculum with an eye toward affirming students' historical and cultural background. School culture is a essential for schools and educational systems to support cultural responsiveness in schooling has become more essential as a result of migration. In the light of these definitions, it can be clarified that the countries educational success go along with a strong school culture. School culture can be seen a secret key with relevant to school effectiveness. Teachers and administrators should built a culture on the shared beliefs that students are enable to strong academics success and also create educational equity in school. It is very important for an organization to acquire and protect school culture. In this context, teachers have a great duty to create a positive classroom environment and school culture. School culture thought of as the normative glue that holds a particular school together (Sergiovanni, 2000). That is, culture can be seen all about the stakeholders in the school building . So there is a strong correlation with the principal and teacher and also their beliefs,values and attitudes occurs the normative glue. Wagner (2006) defined that, Relational vitality with students, parents, the community, and especially with

one another is the foundation for a healthy school culture and maximizing student learning. CEP (character education partnership) defines that a positive school culture broadly to include the schoolwide ethos and the culture of individual classrooms, high expectations for learning and achievement, a safe and caring environment, shared values and relational trust, a powerful pedagogy and curriculum, high student motivation and engagement, a professional faculty culture, and partnerships with families and the community. If educators and administrators encourage to build schools with a strong school culture, students success will be opportunity for life long learners and ethical citizens for the 21st century. A true school of character has a school culture that requires the best of students and teachers in both realms doing one's best work and being one's best ethical self . Performance excellence and ethical excellence are born from a culture (CEP, 2010). Students effectiveness are shaped by the school culture around them. This study aims to display the impact of the school culture and effectiveness. Understanding from the document analysis, school stakeholders encourage to build strong school culture for effectiveness. In addition to this, school culture and effectiveness can only be considered as a qualitative research so in order to understand deeply, it necessarily study with quantitative research. It is recommended that policy makers and educators add the element of culture into principal programme and curriculum to increase student achievment. Effectiveness coupled with school culture, students progress further than could be expected from students' outputs. Threfore, school culture add extra value to effectiveness. Effectiveness cannot be considered apart from school culture. As understood from the related literatures, strong school culture means highly motivated teachers, highly motivated teachers means have better effect on student success and performance. Also it has been suggested that, educators administrators use school culture to focus the school's goals on learning is important for the process of improving the school's academic performance and effectiveness. Successful school principals comprehend the critical role that the organizational culture plays in developing a successful school (MacNeil et al, 2009). As a result, principals and teachers have a common goals, peer support , cultural dimensions of co-learning, teacher collaboration and professional development for effectiveness. From this point of view, if shool culture manage well in organizations, effectiveness can be obtained.

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