TEACHER PERCEPTION OF SCHOOL CULTURE AND SECONDARY SCHOOL ADMINISTRATION IN IBADAN NORTH LOCAL GOVERNMENT AREA OF OYO STATE

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Abstract
The study investigated teacher perception of effect of school culture on secondary school administration in Ibadan North Local Government Area of Oyo State. It examined the common values prominent among secondary school teachers that constitute school culture; taken an in-depth study of effect of school culture on school administration and the role of school culture in effective school administration. Descriptive Survey design was adopted for the study with a targeted population of all secondary school teachers in Ibadan North local government. 40 secondary schools were randomly selected for the study, from which 5 teachers were also selected from each of the schools to make a total sample of 200 participants. The instrument Secondary school Administration Questionnaire" (TPESCSSAQ) with Cronbachs' Alpha reliability coefficient value of 0.67. The data collected were analyzed using descriptive and inferential statistics and the results revealed that; a significant mean difference t= 4.122, df =200, p<0.05 existed between male and female teachers in their perception of school culture. Also, the five elements of school culture namely; Staff Support, Collaborative Leadership, Teacher Collaboration, Professional Development, and Unity of purpose significantly and jointly (R = .972, F = 668.492, P < 0.05) contributed to secondary school administrative effectiveness. Furthermore, among all elements of school culture staff support made the highest contribution to school administrative effectiveness (β = -

2.311, p < 0.05) which was significant. The outcome of the study revealed that effective administration of secondary schools is the function of cultural practices inherent in secondary schools. Hence, it was recommended that Stakeholders in secondary school education should respect and support the cultural practices prevalent in secondary schools as they could influence their effective administration.

Introduction
School is an organization of complex activities which are carried out by people and are coordinated by person or persons. Thus administration is necessary in school. Administration in school entails working with and through teachers, non teaching staff and pupils or students to get things done effectively (Jaiyeoba, 2006). School administration has its intention primarily in school. It is more concern with the institution, its goals, policies and execution of these policies. The primary aim of school administration has to do with the improvement of teaching and learning activities.

Education reforms in Nigeria tends to focus on systemic policy changes such as expanding schools, overhauling teacher tenure, or implementing more rigorous standards and accountability. Another stream of school reform focuses on curriculum and methods of instruction (e.g., the relative benefits of science oriented subjects versus other subject areas). While these approaches may ultimately be effective, they also involve substantial resources, or have little research support. School reformers and policy-makers have overlooked a potentially important direction for raising effectiveness of school administration—namely, reforms concerning the management or organization of schools. Emerging evidence suggests that some mundane reforms could produce substantial achievement gains at relatively low cost.

Recent work by Jason Grissom and Susanna Loeb (2009), for example, emphasizes the importance of managerial success of a school principal. They found that a principal's skill at organization management—which includes skills such as managing budgets and resources, hiring personnel, dealing with teacher concerns, managing

non-instructional staff, maintaining school facilities, ensuring a safe school environment, and so on—is more strongly associated with school performance gains than any of the other skills they measured, including a principal's ability to monitor and develop instructional practice within the school. Moreover, a principal's organization and management skill is the only ability that was positively associated with teacher satisfaction and parent assessments of the school's climate (Grissom and Loeb 2009).

Organizational theorists have long reported that paying attention to culture is the most important action that a leader can perform. Educational theorists have likewise reported that the principals' impact on learning is mediated through the climate and culture of the school and is not a direct effect (Angus, 2009). Also, Marcoulides, (2005) in the study on how students' perceptions of the school culture affects students achievement revealed that school culture is one of the determinants of achievement. Maslowski (2001), Tarter and Hoy (2006) corroborate that the culture of a school affect achievement.

School culture reflects the values, beliefs, norms, traditions, and rituals that build up over time as people in a school work together (Peterson, 1999). Culture evolves in the confrontation between the staff members and organisational realities like structure, policies, tasks, goals, leadership, resources, workload, technology, and staff characteristics. The people in the organisation are wearers and exponents of the culture. School culture can affect the way teachers relate with each other, students, parents, administrators, and the community (Eckvall and Ryhammer, 1999). Butler and Dickson (2002) explain that mentors help their protégés by encouraging them to understand how school culture can influence and affect them. School culture can affect how problems are solved, the ways new ideas are implemented and how people will work together. Mitchell (2008) identifies three types of school cultures which are located on a continuum, ranging from bureaucratic, toxic to collegial culture.

According to him, in bureaucratic culture, administrator is at the helm of affairs while teachers are followers of the dictating regime. There are laid down rules and regulations that must be strictly followed, as strong emphasis is laid on following the book (following official rule which may seem unnecessary).Toxic culture is evident in a

negative setting where dissatisfaction is highly palpable. It engenders feelings of hostility and hopelessness, the focus is on failure of programmes and new ideas. Energy is spent on maintaining the negative values causing high levels of stress for those unfortunate enough to be part of that culture. Toxic cultures value traditionalism, teachers fear being different and those who suggest new ideas are often criticized (Sookradge, 2010).

Collegial school culture is referred to as positive school culture and is characterised with: Collegiality, Experimentation, High expectations, Trust and confidence, Tangible support, Reaching out to the knowledge bases (i.e. "going to the source of information"), developing information networks rather than trying to solve problems in isolation, appreciation and recognition, caring, celebration and humor, involvement in decision making, protection of what is important, traditions (i.e. the rituals, ceremonies and symbols that strengthen the school), honest and open communication (Peterson, 2002). Collegial cultures engender a sense of cohesiveness and collaboration. Teachers are encouraged to grow. Community is treasured and sharing of resources and ideas is a common thing. Teachers simply cannot work in isolation to improve student achievement and meet the demands of high stakes accountability. Student achievement increases when teachers work together in teams (DuFour, Eaker and DuFour, 2005).

Collegial cultures also value involvement of parents, teachers, administrators, and even students in solving problems, which are seen as a social not individual challenge. Literature reveals six elements of positive school culture which are Collaborative leadership, Teacher collaboration, Professional development, collegial support, Unity of purpose, and learning partnership (Georgia Department of Education, 2006a). "In a collegial school culture, a team of highly skilled individuals comprising of teaching staff, work continuously with their colleagues to improve their teaching strategies and better manage their classrooms" (Blankstein, 2004). Collaboration is the thread woven through all six school culture elements. DuFour and Eaker (2005) define collaboration as a process in which teams work together interdependently in order to impact their classroom practice in ways that would lead to better results for their students, for their team and

for their school. Therefore this study concentrated on the six elements of a positive school culture (collegial culture) which are:

I. Collaborative Leadership.
II. Teacher Collaboration.
III. Professional Development.
IV. Collegial Support.
V. Unity of Purpose.
VI. Learning Partnership.

Collaborative leadership stresses the importance of the shared decision making process. Teacher collaboration is a process in which teachers' work together interdependently in order to impact their classroom practice in ways that would lead to better results for their students. Constructive dialogue, hard work, and determination that no child will slip through the cracks are elements of teacher collaboration (Reeves, 2004).

Professional development provides opportunities for teachers and communities to learn teaching best practices together (DuFour et al., 2005), Unity of purpose requires the efforts of the stakeholders coming together to work towards the common vision and mission for the school (Brown, 2005), Collegial support encourages colleagues to share their personal professional development experiences (Brosnan, 2003) while Learning partnership is the bond the school has with the community and the sharing of the same high expectations for students' achievement .

School leaders should understand the concept of collaboration within each of the six school culture elements and the importance of focusing on fostering an overall collaborative school culture. Positive school culture may lead to a better learning environment for students thereby enhancing achievement (Craig, Butler, Cairo, Wood, Gilchrist and Holloway 2005). As evidenced in Marcoulides, Heck, and Papanastasious (2005) study on how students' perceptions of the school culture affects students achievement, the results indicated that achievement scores can be explained by students' perceptions of the school culture. Mitchell (2008) in his study used the School Culture Survey and the Criterion Referenced Competency test to measure students' achievement. The analysis of the survey results revealed that a moderately strong correlation exists between the six elements and

students' achievement, but this correlation was found not to be statistically significant.

Other empirical studies on effective school found a close correlation between positive school culture and academic quality: The literature indicates that a student's chance for success in learning cognitive skills is heavily influenced by the culture of the school (Marcoulides, Heck, and Papanastasiou's, 2005). Therefore, this study investigated teachers' perception of influence of school culture on school administration.

Statement of the Problem

Effective school administration was reflected in how school administrators were able to combine and manage school variables that are likely to cause friction in the smooth running of school activities. School culture which varies from school to school is the most prominent suspect to have direct influence on school administration. Since culture as one of school variables that persisted relatively for long time is changing fast in larger societies, this dynamism is likely to affect the culture of the school system. Technological innovation and change in government policy constitute a major factor that is affecting change in culture of the school system which also influences the school administration in a similar way. Therefore, this study examined the level of awareness of influence of school culture among staff and their corresponding perception of it on secondary school administration.

Purpose of the Study

The purpose of this study was to investigate teachers' perception of influence of school culture on school administration. The specific objectives are;
  i.   to examine the common values prominent among secondary school teachers that constitutes school culture.
  ii.   investigate the effect of school culture on school administration.
  iii. examine the importance of school culture to school administration.
  iv.   find out how dynamic is the school culture among secondary schools in Ibadan North Local Government.
  v.   examine factors inhibiting change in school culture.

Hypotheses

Ho$_1$: There is no significant difference in perception of school culture between male and female secondary school teachers

Ho$_2$: There is no significant joint contribution of collaborative leadership, teachers' collaboration, professional development, unity of purpose and staff support on secondary school administration

Ho$_3$: There is no significant relative contribution of collaborative leadership, teachers' collaboration, and professional development, unity of purpose and staff support on secondary school administration

Significance of the Study

Findings from this study will be useful to all stakeholders since it will enhance the efficiency and effectiveness of leaders especially school administrators and enable them to see the necessary things needed and required in the school setting. It will add to research literature and underscore the importance for principals to create and sustain a positive school culture and a better structure and practices even in a climate of high stake accountability.

It will enable teachers to assist their students to develop high academic self- efficacy. Also, it will be an eye opener for teachers to see the need for being innovative, dedicated and hardworking before they can succeed in the teaching profession.

It will help all stakeholders fashion ways of engendering harmonious relationship among students, teachers, principals and the community. The importance of organising workshops, talks, seminar and conferences so as to create an enabling social and academic environment that will be favourable for learning will be revealed to the principals, teachers and students, to jointly improve the degree of attainment of learning outcomes. Also curriculum planners will know other things to include when planning the curriculum.

Method

Research Design
The study adopted the descriptive survey for data collection. Descriptive survey research design is a study which aims at collecting data on a phenomenon and describing it in a systematic manner base on the characteristics features or facts about a giving population. This study is interested in describing certain variables in relation to school culture. The population for the study consists of teachers in the 36 junior and senior public secondary schools in Ibadan North Local Government. Random sampling technique was adopted to select 40 secondary schools out of the 79 secondary schools in Ibadan North local government Area of Oyo State. From each secondary school sampled, 5 teachers were randomly selected for the study. Therefore, the total sample for the study was 200 secondary school teachers in Ibadan North Local Government Area of Oyo state.

Instrument
The instrument used for this study was a questionnaire. The primary data that was used for data analysis was collected through the use of questionnaire. The questionnaire was titled "Teacher Perception of Effect of School Culture on Secondary school Administration Questionnaire" (TPESCSSAQ), to elicit information on teachers' perception of school culture. The TPESCCAQ was structured into five sections, A-E. Section A comprises the bio-data, section B comprises items on collaborative school leadership, section C, elicit responses on relationship among the teachers in the, section D collect information on professional development, while section E elicit responses on unity of purpose in the school. The response was also structured along a modified Likert Scale

Hypothesis 1
There is no significant difference in perception of school culture between male and female secondary school teachers

Table 1: Gender Difference in Perception of School Culture among Secondary School Teachers

Variables	N	Mean	Std. deviation	t	Sig	P	Remark
Male	112	16.4035	2.65983				
Female	88	15.1250	2.86402	3.276 0.05		.001	Significant

An independent sample t-test was used to compare the mean difference of teacher's perception of school culture between male and female teachers. A significant difference in mean exist (t= 4.122, df=200, p<0.05). This implies that male teachers have a more positive perception of school culture (m=16.4035, S.D=2.65983) than their female counterparts in Ibadan North Local Government (m=15.1250, S.D=2.86402). Therefore the null hypothesis is rejected. It then implies that there is a significant gender difference in perception of school culture among teachers in Ibadan North Local Government.

Hypothesis 2
There is no significant joint contribution of collaborative leadership, teachers' collaboration, and professional development, unity of purpose and staff support on secondary school administration

Table 2: Composite Contribution of Staff Support, Collaborative Leadership, Teacher Collaboration, Professional Development, and Unity of purpose to Effective School Administration
ANOVA

Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	9157.584	5	1831.517	668.492	.000[b]
	Residual	536.996	196	2.740		
	Total	9694.579	201			
Model Summary						
Model		1				
R		.972[a]				
R Square		.945				
Adjusted R Square		.943				
Std. Error of the Estimate		1.65523				

Predictors: Staff Support, Collaborative Leadership, Teacher Collaboration, Professional Development, Unity of purpose; Criterion Variable: School effectiveness.

From table 2, the five variables namely: Staff Support, Collaborative Leadership, Teacher Collaboration, Professional Development, Unity of purpose taken together jointly correlate positively (R = .972) with effective school administration. This implies that the five factors have a positive multiple relationships with school administration. Hence they have the potential of explaining change in school administration to a certain extent. Also the five variables could explain 94.5% of total variance in school administration (R^2 = 0.945). This leaves the remaining 5.5% to other factors that were not considered in the study and the error (chance). The level of significance of the joint contribution of all independent variables were presented in the ANOVA Table , the table shows that R value of .972 was significant (F = 668.492, P < 0.05). This implies the five variables jointly contributed to effective school administration. Hence, there is significant joint contribution of Staff Support, Collaborative Leadership, Teacher Collaboration, Professional Development, and Unity of purpose to secondary school effective administration. Therefore, null hypothesis was rejected.

Hypothesis 3
There is no significant relative contribution of collaborative leadership, teachers' collaboration, and professional development, unity of purpose and staff support on secondary school administration

Table 3: Relative Contributions of Collaborative leadership, Teachers' collaboration, and Professional development, Unity of purpose and Staff support

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.472	.896		7.221	.000
	Collaborative Leadership	2.241	.321	.270	6.990	.000
	Teacher Collaboration	-.783	.375	-.080	-2.088	.038

Professional Development	-1.488	.363	-.157	-4.097	.000
Unity of purpose	33.209	.696	2.157	47.683	.000
Staff Support	-30.005	.525	-2.311	-57.152	.000

a.   Dependent Variable: Effectiveness

Table 3: shows that among all elements of school culture, staff support made the highest contribution to school administrative effectiveness (β = -2.311, p < 0.05) and it is significant. This is followed by unity of purpose (β = 2.157, p < 0.05) which also is significant and collaborative leadership (β = .270, p < 0.05) which was significant, professional development (β = -.157, p < 0.05) which was also significant and teacher collaboration (β = -.024, p < 0.05) which was not significant. Hence, there is significant joint contribution of elements of cultural practices in secondary schools to effective secondary school administration; whereas relative contribution of teacher collaboration to effective school administration was not significant.

Discussion of Findings
Hypothesis one try to find out the difference in perception of male and female teachers about school culture in Ibadan North Local Government Area, the result revealed that there is a gender difference in the perception of teachers about school culture. This finding is in line with the finding of DuFour and Eaker (2005) which reported that female teachers tends to embrace cultural element in the school more than male counterpart.

        Hypothesis two was formulated to find out the importance of collaborative leadership, teacher collaboration, professional development, unity of purpose and staff support to effective secondary school administration. The finding revealed that all the elements of school culture are vital to effective secondary school administration. This result also corroborates the findings of Mitchell (2008). More over, all the cultural elements jointly and significantly predict effective school administration. The finding further revealed that teacher's collaboration did not make significant contribution to effective school administration whereas all other cultural elements relatively contributed to effective school administration. These results are in line with the findings of Peterson and Deal (1996) which points out that a

school with a positive school culture is a place with a shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn. Schools that are conducted in a culture exhibiting these positive qualities have teachers and staff members who are willing to take risks and enact reforms. On the other hand, schools with a toxic or negative culture are places where teachers are unwilling to change and where the tone is oppositional and acerbic (Peterson and Deal, 1998).

Conclusions

Base on the results of the findings of this study, the following conclusions were made;

There exists significant difference in the perception of male and female teachers about cultural practices prevalent in secondary schools in Ibadan North Local Government. Effective administration is the function of cultural practices inherent in most secondary schools.

Again, the nature and forms of cultural practices among secondary schools in Ibadan North Local government are uniform across the schools.

Recommendations

Based on the findings of this study, it was therefore recommended that

- Stakeholders in secondary school education should respect and support the cultural practices prevalent in secondary schools as they could influence the effective administration of the school.
- In a case where there is collaboration among teachers, school administrators should examine the nature of such collaboration as it could hamper the effective administration of their schools.
- Unity of purpose among teachers should be strengthened as there is difference in perception between male and female teachers about school culture.
- Parents and guidance should be open to positive cultural change that will enhance the effective administration of secondary schools.

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