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**AN ETHNOGRAPHIC STUDY OF SCHOOL CULTURE,
TEACHERS' JOB SATISFACTION AND
ORGANIZATIONAL COMMITMENT IN A SELECTED
NEW ZEALAND SECONDARY SCHOOL**

A THESIS SUBMITTED TO
THE FACULTY OF EDUCATION
MASSEY UNIVERSITY
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

JOSEPH TZE-KIN MAK

1998

Errata

to the thesis of Joseph Tze-Kin Mak entitled "An Ethnographic Study of School Culture, Teachers' Job Satisfaction and Organizational Commitment in a Selected New Zealand Secondary School"

Page 36, line 1 The concept of culture has received increasing attention ...

Page 203, line 20 the senior school is concerned, with the new national qualifications

Page 244, line 8 I found the job allow~~s~~ me to have some input

Page 319, line 15 something to do with specificity and precision.

Page 331, line 1 How can we succeed in doing it?

Page 333, line 19 as a pat on the back

Page 360, line 8 There was one interesting point which was worth noting

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ABSTRACT

Mak, J.T.K. 1998.

An Ethnographic Study of School Culture, Teachers' Job Satisfaction and Organizational Commitment in a Selected New Zealand Secondary School.

Ph.D. (Education) Thesis submitted to The College of Education, Massey University, New Zealand.

This thesis describes a study of the school culture of a public secondary school for girls in a New Zealand provincial city. The main aim of this study was to investigate the relationship between school culture and teachers' job satisfaction and organizational commitment in a New Zealand secondary school. The study sought to identify the elements of school culture which have an effect on teachers' job satisfaction and organizational commitment. In particular, the study also investigated the ways in which these cultural elements affect teachers' job satisfaction and organizational commitment, and the way in which the school culture can be shaped to enhance teachers' job satisfaction and to foster teachers' commitment.

The present research was an ethnographic case study in which the culture of one secondary school was studied by using the ethnographic research approach for cultural description and interpretation (Geertz, 1975).

With the emphasis on participant observations in the field as the main research technique, the study also employed both formal and informal informant interviews of people in the school and document analysis as data gathering techniques. The researcher spent a substantial period of time at a selected New

Zealand secondary school for a period lasting more than one school year in the field as a participant observer, observing the cultural life of the school as it took place in the participants' daily living in order to provide a "thick description" of this cultural life from the perspectives of the participants themselves (Glaser and Strauss, 1967).

The concept of the interpretive paradigm (Morgan, 1980) was used to interpret the data which were gathered in the fieldwork phase of the study in order to discover the reality from the perspectives of the participants.

The concept of grounded theory (Glaser and Strauss, 1967) was adopted in that there was no preconceived theoretical construct to be proved or disproved during the study (Schatzman and Strauss, 1973), but the study was guided by a selected group of relevant concepts constituting the conceptual framework for the research processes. This group of concepts included the concepts of culture, job satisfaction, organizational commitment, ethnography, interpretive paradigm, and grounded theory approach.

Four cultural themes were generated in the present study which related school culture to teachers' job satisfaction and organizational commitment:

1. Congruence of school values with teachers' professional goals;
2. Mediating factors enhancing teachers' identification with the school;
3. School values and teachers' need satisfaction;
4. Mediating factors enhancing teachers' job satisfaction

**THEME ONE: CONGRUENCE OF SCHOOL VALUES WITH
TEACHERS' PROFESSIONAL GOALS**

The congruence of basic philosophy and core values of the school culture with the personal needs and professional values of the individual teachers is important for the development of teachers' commitment to the school as an organization. This congruence of school philosophy and core values of the school with the personal needs, professional values and expectations of teachers fosters teachers' acceptance for the school values and their identification with the school. And this teachers' acceptance of the school values and their identification with the school is an essential condition for the development of teachers' commitment to the school as an organization.

**THEME TWO: MEDIATING FACTORS ENHANCING TEACHERS'
IDENTIFICATION WITH THE SCHOOL**

The processes leading to teachers' acceptance for the school values and their identification with the school are also mediated by a number of cultural factors: a strong and positive cultural leadership; a collaborative culture with participative decision making process; and the effective means of reaching cultural consensus which include wide consultation network and open communication channels.

THEME THREE: SCHOOL VALUES AND TEACHERS' NEED SATISFACTION

The degree to which teachers are satisfied with their job depends very much on the extent to which teachers' personal needs as a teacher at school are gratified and their professional goals and expectations of their job are met. Teachers' personal needs, their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher. And, teachers' role perception is in turn affected by the basic philosophy and core values of the school's culture.

THEME FOUR: MEDIATING FACTORS ENHANCING TEACHERS' JOB SATISFACTION

The processes of need satisfaction and goal achievement in teachers, as stated in Theme Three, are mediated by a number of cultural factors which can be classified into two categories:

- 4(a) cultural relations which include: teachers' relationships with their students, supervisors and colleagues; and
- 4(b) other cultural factors which include: the organizational characteristics of the school, professional autonomy, recognition of contribution and achievement and the professional support and encouragement provided by the school leaders.

These four cultural themes provide answers to the following four research questions being addressed in the present study:

1. What are the elements of school culture which affect teachers' job satisfaction and organizational commitment?
2. How do these identified cultural elements affect teachers' organizational commitment?
3. How do these identified cultural elements affect teachers' job satisfaction?
4. What are the implications of these research findings for school administrators who seek to shape and sustain a school culture which enhance teachers' satisfaction in their job and their commitment to the school as an organization?

The study concludes with a cultural theory of teacher's job satisfaction and organizational commitment generated from the cultural elements which were identified from the data and the cultural themes derived from the data analysis in the present study. An examination of the methodology was also considered with some directions for further study.

ACKNOWLEDGEMENTS

This thesis would not have been possible without the cooperation and support of a number of people, and I hereby acknowledge my appreciation for their contributions.

I was honoured to be awarded the Massey University Vice-Chancellor's Doctoral Scholarship, and wish to thank the Committee not only for the financial support but also the encouragement and recognition this provided for the present research.

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To the Principal, the members of the staff and the Board of Trustees, parents and students at the New Zealand Girls' High School in which the present study was undertaken. They so willingly took me into their confidence, accepted me into their groups and so openly talked for such lengths of time, and in considerable detail of their cultural experiences, perceptions and feelings at their school world. This thesis owes much more than an expression of gratitude to all participants at this institution.

Finally, to my family who have provided the understanding and support, often under adverse conditions, I dedicate this thesis. To my children, Clarence and Clara, my warm thanks are noted for your understanding and patience when your dad was working "at Massey" "all the time" "day and night" instead of having sports with you over the weekends or sharing with you your favourite books and games in the evenings. To my wife, Barley, in particular, I present this thesis as but a small token in return for her infinite patience, understanding, support and care of so many aspects of family life.

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PART I: RESEARCH BACKGROUND

CHAPTER 1: INTRODUCTION AND OVERVIEW OF THE RESEARCH

CHAPTER 1

INTRODUCTION AND OVERVIEW

OF THE RESEARCH

INTRODUCTION

The best should teach ... The world seldom notices who teachers are; but civilization depends on what they do.

(Stiles, quoted in Eastmond, 1959:410)

As front-line educators, teachers are playing a key role in a child's future. Teachers are instrumental in an area that is most potent for good or bad in the lives of individuals, families, and the nation (Lough Report, 1990). In order to have well-balanced development, children need the best education possible which can only be passed on by devoted teachers who are not just doing a job but also who are enjoying their work and are committed to it (Hargreaves, 1994; Reyes, 1990).

The critical responsibilities of good school administrators include enhancing teachers' job satisfaction, fostering teachers' commitment, shaping and sustaining a school culture which induces effective teaching and learning which brings about well-balanced development in our students (Prosser, 1992; Sergiovanni and Corabally, 1984). It is upon this perspective that the present research is based.

In analyzing the important elements and processes of the ethnographic research approach, this research further examines the culture of a public secondary

school and identifies the elements of school culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization.

This first chapter of the thesis outlines the background of the research, the nature of the study and it provides a statement of the research questions. The significance of the study and the limitations of the study are then discussed, followed by a summary of the organization of the thesis.

BACKGROUND AND RATIONALE OF THE STUDY

The researcher once heard the following dialogue among several teachers chatting in the staffroom of a secondary school:

Teacher A : Eh! Teachers are poor creatures in these days. Many of the kids are not doing any work at all. Its hard to make them settle down in class and get on with their work. They don't see any point of working hard and they can't find the meaning of coming to school.

Teacher B : Yes! Especially under the social climate of these days -- low moral standard, crime and violence, as well as economic recession and high unemployment.

Teacher A : Not only the students, it is the same for some teachers too. Many teachers find that there are many things which they can't help.

Teacher B : Yes! You are right! They can't see much meaning in their job. They just keep repeating the lessons day after day and waiting for the pay day and the school holidays.

Teacher C : No, I am not one of those teachers. I am not so short-sighted.

Teacher A : If you are so far-sighted, have you got any thing to look forward to?

Teacher C : Yes, certainly!

[Both Teachers A and B were so eager to know what Teacher C was looking forward to] and they ask : What is it?

Teacher C : My retirement ... It will be time of great relief for me ... no more fussy kids... no more boring teaching and no more meaningless school work.

During his career at school as a teacher and administrator, the researcher has encountered quite a number of teachers who have lost interest in their job after teaching for some years. The dialogue quoted above reflects the perspectives of some of these teachers. There is no doubt that teaching is a meaningful and worthwhile job, but the factors which make these teachers burn out so easily has been puzzling the present researcher for a long time. Therefore, teachers' satisfaction in their jobs and their commitment to the school are of vital importance in the delivery of high quality education to our younger generations.

The concept of school culture has been receiving increasing attention recently in the literature of education in general, and educational administration in particular (Cusick, 1987). Smircich (1983) pointed out that culture enhances social stability and facilitates the generation of organizational commitment and satisfaction by providing a system of shared assumptions, philosophy, core values, and behavioural norms which influence members' ways of thinking, feeling and doing things. Thus, the study of school culture was vital in investigating the nature of teachers' satisfaction in their job, their commitment to the school and, thus, the delivery of high quality education to our students.

NATURE OF THE STUDY

The present research is an analysis of important elements and processes of the ethnographic case study, in which the culture of one secondary school was studied by using the ethnographic research approach for cultural description and interpretation (Geertz, 1975). Ethnography is a naturalistic research approach in that the ethnographer seeks to understand and describe the cultural world as it is from the participants' perspective without influencing or altering the cultural events or interactions which are taking place at the site of study.

This study was conducted in a public secondary school for girls in a provincial city in New Zealand. As will be discussed in Chapter 7, the school was chosen for the study in a purposive manner as an exemplary school for the reasons of having a good reputation for excellence, a good record of student achievement, a long history and well established tradition, a strong school culture, a dedicated staff and a highly regarded principal (Education Review Office Report, 1992). With these characteristics, the school is well suited for the purpose of this study in seeking to understand the culture of a "good" school and its effects on teachers' job satisfaction and organizational commitment.

With the emphasis on participant observation in the field as the main research technique, the study also employed both formal and informal informant interviews of people in the school and document analysis as data gathering techniques. The researcher spent a substantial period of time, which lasted for more than one school year, in the field as a participant observer to observe the cultural life of the school as it took place in the daily living in order to provide a

"thick description" of this cultural life from the perspectives of the participants themselves (Glaser and Strauss, 1967).

The concept of the interpretive paradigm (Morgan, 1980) was used to interpret the data which were gathered in the fieldwork phase of the study in order to discover the reality from the perspectives of the participants.

The concept of grounded theory (Glaser and Strauss, 1967) was adopted in that there was no preconceived theoretical construct to be proved or disproved during the study (Schatzman and Strauss, 1973). The study was guided by a group of relevant concepts as a conceptual framework for the research processes. Edwards (1986) followed a similar approach. The researcher managed to "move beyond simply telling the story" (Edwards, 1986) but, "out of the mass of this experience and data came a series of theoretical ideas". From the cultural elements which were identified from the data and the cultural themes derived from the data analysis, a cultural theory of teacher job satisfaction and organizational commitment was generated in the present study.

CONFIDENTIALITY AND ANONYMITY

As Fitzgerald (1992:30) pointed out:

The overriding concern of the participants was the maintenance of confidentiality. They did not want their school, or they themselves as individuals, identified.

(Fitzgerald, 1992:30)

Thus, in order to gain trust and support from all parties concerned during the process of the study, the researcher made the following guarantees to the school and the participants concerned:

1. The study will be carried out in an unobtrusive way and causing no disruption to the functioning of the school or any events taking place at the school.
2. All information obtained and its source will be treated confidentially and will not be passed from one person to another.
3. Fictitious names will be used to preserve the anonymity of the school and the people involved so that neither the school nor any individual involved will be identified.

The writer kept all these guarantees in mind throughout the whole process of the research and was very cautious neither to divulge sources of information nor to pass information from one person to another.

When naming people or places, fictitious names were used. For example, the present study was undertaken at "Alice Girls' High School" which is not the real name of the school. By so doing, the anonymity of the school and the people could then be preserved and neither the school nor any individual involved in the present study will be identified.

STATEMENT OF AIMS AND RESEARCH QUESTIONS

The main aim of this study is to investigate the relationship between school culture and teachers' job satisfaction and organizational commitment in a New Zealand secondary school. The study seeks to identify the elements of school culture which have effects on teachers' job satisfaction and organizational commitment. In particular, the study also investigates the ways in which these cultural elements affect teachers' job satisfaction and organizational commitment, and the way in which the school culture can be shaped to enhance teachers' job satisfaction and to foster teachers' commitment. The study will lead, hopefully, to better educational outcomes in our students.

In order to understand school culture and its effect on teachers' job satisfaction and organizational commitment, and the way in which school culture can be shaped to enhance teachers' job satisfaction and organizational commitment, the following research questions were posed for the present study:

1. What are the elements of school culture which affect teachers' job satisfaction and organizational commitment?
2. How do these identified cultural elements affect teachers' organizational commitment?
3. How do these identified cultural elements affect teachers' job satisfaction?
4. What are the implications of these research findings for school administrators who seek to shape and sustain a school culture which enhance teachers' satisfaction in their job and their commitment to the school as an organization?

Having identified the research questions posed for the present study, the writer now discusses the significance of the study.

SIGNIFICANCE OF THE STUDY

In educational administration, the problem of maximizing teachers' performance is a major concern of school administrators and educational researchers. The importance of the teacher's role in achieving educational effectiveness has long been realized (Medley, 1982). Teachers are playing an important role in providing a high quality education for our students. Mowday et al. (1982) have suggested that, "employee's level of commitment to an organization may make them more eligible to receive both extrinsic and psychological rewards associated with membership." Extrinsic rewards refer to salary and benefits while psychological rewards refer to job satisfaction and relationships with coworkers.

Hence, the more teachers are satisfied with their job and find their job worth doing, the more likely it is that they will have a greater sense of achievement and be more committed to their work. A high level of commitment is often associated with high performance of teachers (Miskel et al. 1979; Mathieu and Zajac, 1990; O'Reilly and Chatman, 1986). Therefore, teachers' job satisfaction is an important factor in schools. It not only has an effect on the individual teachers but also it influences the effectiveness of the school as well as the educational outcomes in our students. Hence, the issue of teachers' job satisfaction and commitment has aroused some concern in educational research

(Carver and Sergiovanni, 1971; Chapman and Lowther, 1982; Gorton, 1971; Grasse and Carss, 1973; Holdaway, 1978; and Pastor and Erlandson, 1982).

The concept of culture has received increasing attention in the literature of organizations in general and educational administration in particular (Cusick, 1987). As discussed before, culture enhances social stability and facilitates the generation of organizational commitment and satisfaction (Smircich, 1983) by providing a system of shared assumptions, philosophy, core values, and behavioural norms which influence members' ways of thinking, feeling, and doing things. Thus, the purpose of this research is to seek to understand the culture of the school and its effect on teachers' job satisfaction and organizational commitment.

Almost all studies which the writer found in the literature on teachers' job satisfaction and organizational commitment employed the cross-sectional quantitative survey approach to analyze the factors and their relationships on teachers' work attitudes. A number of ethnographic studies were found in the literature which applied the concept of culture to studies in educational settings (Edwards, 1986; Poskitt, 1989; Fitzgerald, 1992). Other studies focused on cultural leadership and the role of principals in shaping school culture (Firestone and Wilson, 1985; Blase, 1987; Pavan and Reid, 1990; Reitzug and Reeves, 1992; Southworth, 1993). A smaller number of studies on school culture focused, in general, on a wider range of areas covering curriculum, staff relations, school boards, student bodies, and the community (Neville, 1993; Mitchell and Willower, 1992; Shaw and Reyes, 1992).

Only some quantitative survey research found in the literature sought to investigate the relationship between school culture profiles and teachers' work

attitudes such as job satisfaction (Cheng, 1993). Hence, a gap was noted in the literature employing the ethnographic research approach to investigate the effect of school culture on teachers' work attitudes such as job satisfaction and organizational commitment. Therefore, this study was appropriate.

Thus, the present study seeks to fill this gap in the literature by identifying and examining the elements of school culture which affect teachers' job satisfaction and organizational commitment. This study contributes to the recent continuing research on organizational culture in educational settings but it has a specific focus on organizational behaviour, teachers' work attitudes and performance. The present study also helps in deepening the understanding of the culture of a school and its effect on teachers. Findings of this study, hopefully, would be helpful to school administrators who wish to improve school effectiveness through organizational development (Miles and Schmuck, 1971).

DEFINITIONS OF TERMS

Certain terms will be used in this study and the definitions of them are given below in order to clarify the context in which each of these will be used in the thesis.

JOB SATISFACTION

Teachers' job satisfaction was defined for the purpose of the present study as the overall orientation which teachers have towards their work in schools (Miskel et al, 1979). This overall orientation is comprised of feelings or affective responses to facets of the job situation (Smith et al., 1969). And, these feelings are

seen as a function of teachers' perceptions of the various facets of the job situation and the cultural aspects at school which they perceived as having effects on their feelings and attitudes towards their job as a teacher at school (Locke and Henne, 1986).

ORGANIZATIONAL COMMITMENT

The type of organizational commitment most commonly studied is attitudinal type. It is defined as the relative strength of an individual's identification with and involvement in a particular organization. Conceptually, it can be characterized by at least three factors (Mowday et al. 1982):

1. A strong belief in and acceptance of the organization's goals and values;
2. A willingness to exert considerable effort on behalf of the organization;
3. A strong desire to maintain membership in the organization.

This three-part definition of organizational commitment (Mowday et al. 1982) is most comprehensive and was adopted for the study of teachers' organizational commitment planned for the present study.

SCHOOL CULTURE

For the purpose of the present study, school culture was defined as the system of shared assumptions, philosophy, core values and behavioural norms which influence teachers' ways of thinking, feeling, and doing things at school. The present study also adopted the functional perspective of organizational culture in which school culture was seen as something which, to a certain extent, can be consciously shaped or created for more effective teaching and learning.

Hence, the intent of the present study was to identify the cultural elements which affect teachers' work attitudes. With the understanding of these cultural elements and their effects on teachers' work attitudes, school administrators, to some extent, can shape or maintain a school culture which brings about teachers' job satisfaction and foster teachers' organizational commitment. And these, in turn, hopefully, would lead to high teacher performance and better educational outcomes in our students. The reasons why these definitions were adopted for the present study will be discussed in more details in the following four chapters which review the literature on these core concepts involved in the present study.

LIMITATIONS OF THE STUDY

The present study is an ethnographic case study of the culture of a public secondary school in New Zealand; as such, the scope of the study is delimited in several ways as discussed below:

1. Only one school was examined in the study in order to make the research manageable so that the school culture and its effect on teachers' job satisfaction and organizational commitment can be studied in considerable depth.
2. The scope of the data gathered in this study is limited by the physical ability and time availability of the researcher to be present at the school, to participate in school activities and to collect data. Edwards (1986:17) has pointed out similarly, even though

the researcher gathered data to the fullest extent of his ability to follow and record events during his

periods on-site. ... it is not possible for an observer to record every event, in full, due to the sheer physical limitations of keeping track of every utterance and activity which occurs.

3. The study is limited in time to the school year in which the fieldwork was undertaken. Data were gathered during the fieldwork phase of the study which spanned from the second term of 1993 to the end of 1994 school year.
4. As will be discussed in Chapter Seven on the selection of the site of study, the school studied in this research was chosen in a purposive manner. Therefore, the school chosen is not supposed to be an average or typical New Zealand secondary school. For this reason, the findings of this study cannot be generalized with absolute certainty to any wider population of secondary schools in the country.
5. The scope of the study is also limited by its focus on the elements of the school culture which were identified as having effects on teachers' job satisfaction and organizational commitment. These cultural elements and cultural themes were identified and unfolded during the research processes and data analysis. They were further verified and validated for the purpose of generating theoretical ideas and a cultural theory which relates school culture to teachers' job satisfaction and organizational commitment.
6. Since the culture of a school is dynamic and this study is limited in time to the school year in which the fieldwork was undertaken, the study is not repeatable in order to gather exactly the same data as those of this study. But the cultural themes and theoretical ideas which were generated in the present study can be subjected to validation by further research.

7. This study does not serve the purpose of proving or disproving any pre-existing theory. The study is interpretive and generative in order to produce theoretical ideas about school culture and its effects on teachers' job satisfaction and organizational commitment.

Having discussed the limitations of the study, the writer outlines the way in which the thesis is organized in the next section.

THE ORGANIZATION OF THE THESIS

This thesis is organized into the following five major parts:

- Part I: Research Background
- Part II: Conceptual Foundations and Literature Review
- Part III: Research Design and Methodology
- Part IV: Presentation and Discussion of Data
- Part V: Conclusion

Part I contains this introductory chapter which sets the scene of the study in providing a background of the reasons for the study and defines the nature of the study. It also identifies the research questions and discusses the significance of the study to educational research and school administration. This section is followed by the discussion of the limitations of the study.

Part II contains four chapters which provide the reader with conceptual backgrounds in considerable depth by reviewing the related literature on the main

concepts relevant to the present research. These concepts include the concept of culture, teachers' job satisfaction and organizational commitment.

Chapter 2 discusses the origin and historical development of the concept of culture, its characteristics, definitions and functions, as well as its applications to the studies in organizational settings in general and educational administration in particular. It also reviews the model of Beare et al (1989) proposed for the study of school culture in the present research.

In Chapter 3, the writer reviews a selection of works which applied the concept of culture to studies in educational settings together with the discussions of their significance to the present research.

Chapter 4 reviews literature on job satisfaction and organizational commitment. It discusses the research findings in the literature on these two work attitudes, the definitions of these two concepts to be adopted for the present study, the factors affecting these two main teachers' work attitudes at schools, and their implications to teacher performance and educational administration.

Chapter 5 discusses the relationships between school culture, teachers' job satisfaction and organizational commitment as revealed in the literature. Because they are the three main concepts involved in the present study and the investigation of the relationships between them was the main aim of the present study.

Part III contains two chapters on the research approach and methodology which was employed in the present study:

Chapter 6 discusses the choice of research approach, the characteristics of the ethnographic research approach, the concept of grounded theory and the interpretive paradigm.

Chapter 7 describes the fieldwork programme undertaken at the site of study, such as selecting the site, gaining entry to the school, establishing rapport and the use of various research techniques in gathering, recording and analyzing the data.

Part IV contains four chapters for the presentation and discussion of data:

Chapter 8 discusses the identification of cultural elements which would have effects on teachers' job satisfaction and organizational commitment.

Chapter 9 relates school culture to teachers' commitment to the school as an organization.

Chapter 10 discusses the mediating factors which affect the development of teachers' commitment to the school as an organization.

Chapter 11 discusses the effects of school culture on teachers' job satisfaction.

Part V of the thesis contains the conclusion (Chapter 12) in which the writer presents, based on the theoretical ideas and cultural themes identified in the present study, a cultural model relating school culture to teachers' job satisfaction and organizational commitment. The chapter also completes the study by discussing the implications of the research findings of the present study for school leaders who seek to shape and sustain a school culture which enhance teachers' satisfaction in their job and their commitment to the school as an organization. It is then followed by a discussion of the place of the present study in relation to the literature, a reconsideration of the methodology used in the present study, and, finally, some suggestions for further research.

PART II: CONCEPTUAL FOUNDATIONS AND LITERATURE REVIEW

- CHAPTER 2: THE CONCEPT OF CULTURE
- CHAPTER 3: CONCEPT OF CULTURE APPLIED TO
STUDIES IN EDUCATIONAL SETTINGS
- CHAPTER 4: J O B S A T I S F A C T I O N A N D
O R G A N I Z A T I O N A L C O M M I T M E N T
- CHAPTER 5: R E L A T I O N S H I P S B E T W E E N S C H O O L
C U L T U R E , T E A C H E R S ' J O B
S A T I S F A C T I O N A N D O R G A N I Z A T I O N A L
C O M M I T M E N T

CHAPTER 2

THE CONCEPT OF CULTURE

INTRODUCTION

People are affected by the culture in which they live. A person growing up in a particular society will be taught the values, beliefs, and expected behaviours common to that society. The same is true for organizational participants. Society has a national or societal culture, while an organization has an organizational culture. The present study concentrated on the organizational culture at the school level -- that is the school culture.

The study of school culture is important because it affects teachers' way of thinking, feeling and doing things. Thus, school culture has great influence on teachers' work attitudes which in turn affect the educational outcomes in their students. For this reason, the intent of the present study was to investigate the elements of a school's culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization.

Since the concept of culture is a central focus of the present study, this chapter discusses the origin and historical development of the concept of culture, its characteristics, definitions and functions, as well as its applications to the studies in organizational settings in general and educational settings in particular.

THE DEVELOPMENT OF THE CONCEPT OF CULTURE

The development of the concept of culture originated from the work of anthropologists. Early anthropological studies focused on tribal cultures. Examples of these studies were the work of Margaret Mead (1943) in Samoa and Franz Boas (1964) in an Eskimo village. The common goal of these studies, according to Fitzgerald (1992), was the traditional one of anthropology which seeks "to make seemingly exotic places and people understandable by exploring all aspects of their life during an extended period in residence" (Fitzgerald, 1982:8).

This value of anthropology was utilized by sociologists like Ruth Benedict (1974) in her study of the Japanese culture which provided an anthropological analysis of Japanese society. This kind of study aroused the interest of sociologists in cross-cultural studies in order to deepen cross-cultural understanding by discovering the similarities and differences among cultural patterns in various societies.

This cross-cultural method was also adopted by multinational corporations when they realized the importance of culture as an internal organizational variable that may offer opportunities for control and change (Nath, 1985). Scholars began to contrast the working culture of Japanese and American companies. Through their comparative studies, researchers like William Ouchi (1981) highlighted the importance of organizational culture that accounted for the success of the organization.

Until the last two decades, organizations were mostly regarded as formal structures of authority relationships and rational means by which a group of people

are co-ordinated and controlled to attain certain goals. Recently, the term organization means more than just hierarchical relations and means of control, but organizations have personalities, just like individuals, which distinguish one organization from another and influence or control the behaviour of their members. For each organization, there is a distinct system of shared meanings among its members. In every single organization, there is a set of common attributes held by the organization members as an understanding of "the way things are done around here", or "what is important", and the like. This set of shared norms and values among members is referred to as the "culture" of the organization (Deal & Kennedy, 1982).

But the concept of organizational culture is not a new one. The studies of organizational culture can be traced back as far as the Western Electric Studies in the 1930's (Roethlisberger & Dickson, 1939). It was noted in the research that some management styles and the organizational atmosphere elicited feelings of affiliation, competence and achievement from workers, leading to more productive work as well as greater satisfaction from workers than under different styles of management and organizational atmospheres.

In the late 1930's, Lewin and other researchers (1939) conducted a number of studies to explore the proposition that organizations could be made more effective by shifting the social norms of managers and workers. Effectively, these are among the earliest studies investigating the influence of organizational culture on members.

In modern organizational behaviour research, the forces and processes through which members of an organization are socialized into the organization has been one of the major concerns of modern human resource management (Owens,

1987). The way in which members develop perceptions, values and beliefs concerning the organization, as well as the influence these inner states have on the behaviour of members in an organization, are subjects of studies in the field of organizational culture (Owens, 1987:163).

During the last decade or two, scholars have been applying the concept of culture to organizational studies in order to identify the characteristics of effective organizations, the influence organizational culture has on the functioning and success of organizations and the ways in which culture can be maintained, transmitted or changed for organizational success. For this reason, the central intent of the present study undertaken at Alice Girls' High School was to identify the cultural elements of a secondary school and to examine the effects of these cultural elements on teachers' job satisfaction and organizational commitment. With such understandings, school administrators can, hopefully, shape or maintain a school culture for school success.

Since the concept of organizational culture is central to the present study, the next section discusses the flourishing of organizational culture studies in the last decade or two and reviews some influential studies of organizational culture and their significance to the present study.

THE FLOURISHING OF ORGANIZATIONAL CULTURE STUDIES

As Alvesson and Berg (1992) pointed out, "few concepts have had such an impact on organizational and corporate management research in recent years as that of organizational culture". In the early 1980's, organizational culture became a central concern in the study of organizational behaviour.

The importance of the concept in organizational studies was reflected in the increasing number of published works appearing over the years. Barley et al. (1988) performed a quantitative count of the number of studies published through a computer search based on six bibliographic data bases and identified a total of 192 papers on organizational culture published in 78 different outlets up to 1986.

Alvesson and Berg (1992) also identified 281 specialized publications in the corporate culture field, issued between 1942 and 1986, and a count of no fewer than 2550 studies or publications on the topic of organizational culture up to December 1990 with almost half of the items published between 1988 and 1990 (Alvesson and Berg, 1992).

This rapid increase in the number of published works was partly because of the publishing of a number of special issues on the topic by some leading academic journals, such as *Administrative Science Quarterly* 1983 (3), *Organizational Dynamics* 1983 (2), *Journal of Management* 1985 (2), *Journal of Management Studies* 1986 (3), *Organizational Studies* 1986 (2) and *Educational Administration Quarterly* 1987 (4).

INFLUENTIAL STUDIES OF ORGANIZATIONAL CULTURE

The growth of interest in the concept of organizational culture is also a result of some influential writings and publications which appeared over the last two decades.

As Hoy and Miskel (1991) noted, the popularity of the term organizational culture is in a large part of successful business corporations which display strong and distinctive corporate cultures. They also noted that Ouchi's (1981) *Theory Z*

was one of the first of the contemporary analyses that emphasized the function of an organizational culture on the success of effective corporations in Japan and America. It was published at the right moment when American corporate managers were groping for some solution to their difficulties in meeting Japanese competition (Owens, 1987).

Ouchi pointed out some of the differences in management practices between American and Japanese corporations and suggested:

Of all its values, commitment of a Z Culture to its people -- its workers -- is the most important. ... Theory Z assumes that any worker's life is a whole, not a Jekyll-Hyde personality, half machine from nine to five and half human in the hours preceding and following. Theory Z suggests that humanized working conditions not only increase productivity and profits to the company but also the self-esteem for employees. ... Up to now American managers have assumed that technology makes for increased productivity. What Theory Z calls for instead is a redirection of attention to human relations in the corporate world.

(Ouchi, 1981:165)

Because of this insightful contribution, *Theory Z* became one of the most influential and best-selling books on organizational behaviour and corporate management.

In 1982, the year following the publication of *Theory Z*, another influential publication appeared on the best-seller lists. It was called *In Search of Excellence*, written by Thomas Peters and Robert Waterman (1982). They initiated the search for cultural characteristics of excellent companies and identified eight management characteristics that sixty-two successful American corporations had in common (Peters and Waterman, 1982).

Owens (1987) summarized the main theme of these eight characteristics to be:

"the power of values and culture in these corporations, rather than procedures and control systems, provides the "glue" that holds them together, stimulates commitment to a common mission, and galvanizes the creativity and energy of their participants. These values are not usually transmitted formally or in writing. Instead, they permeate the organization in the form of stories, myths, legends, and metaphors -- and these companies have people in them who attend to this awareness of organizational culture."

(Owens, 1987:165)

Peters and Waterman's book laid the foundation for the concept of culture to be applied to business corporations. Another influential book which also contributed to making the concept of culture of practical importance to managers and administrators is *Corporate Cultures: The Rites and Rituals of Corporate Life*, by Terrence Deal and Allan Kennedy (1982). They help to clarify the concept of culture as being a system of shared values and beliefs that interact with an organization's members, organizational structures, and control systems to produce behavioural norms which influence the behaviours of organization members (Deal and Kennedy, 1982). This simple definition of organizational culture provided a brief but concise conceptual framework for the concept of culture to be applied to organizational settings. They defined shared values as "what is important", beliefs as "what we think is true", and behavioural norms as "how we do things around here." These are important cultural elements of an organization and they would be examined in the present study of school culture undertaken at Alice Girls' High School.

With these ideas and concepts clarified, Deal and Kennedy (1982) concluded that people are a company's greatest resource and the way to manage them is by the subtle cues of a corporate culture. A strong corporate culture is a powerful tool for influencing behaviour and it helps employees do their jobs a little

better. A strong culture is a system of informal rules that spells out how people are to behave most suitably and appropriately. A strong culture also enables people to feel better about what they do, so they are more likely to work harder and to be more committed to their jobs as well as to the organization. For this reason, one of the main aims of the present study was to identify the cultural elements of a school which affect teachers' job satisfaction and organizational commitment.

DEFINING THE CONCEPT OF CULTURE

Before the concept of organizational culture can be applied to the study of school culture and its effect on teachers' job satisfaction and organizational commitment planned for the present research, it is necessary to have a clear understanding of the concept of culture being applied to organizational studies, in general, and to educational settings, in particular.

THE ANTHROPOLOGICAL PERSPECTIVE OF CULTURE

As discussed above, the concept of culture now being used in organizational studies owes its origin to anthropology. Anthropologists first developed the concept of culture to explain differences among the entire life patterns of tribes, societies, and national groupings. They seek to understand how the values and beliefs that make up the culture of these societies affect the structure and functioning of the societies. From an anthropological perspective, culture is the set of ideas, values, and belief systems that people in a social group are taught. Tylor (1871) first

defined culture as "that complex whole which includes knowledge, beliefs, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society."

Since that time, anthropologists started to study culture with the main concern being to gain an understanding of human lives. After a century of exploration, there are still some questions to be resolved concerning the concept of culture, such as: what culture is, what does it mean, what are its characteristics, of what is it composed, what does it do, and how it should be studied? (Sackmann, 1991b)

A thorough literature research by Kroeber and Kluckhohn (1978) identified 164 definitions of the term "culture". These definitions included components such as ideas, concepts, ideologies, values, attitudes, goals, norms, learned behaviours, symbols, rites, rituals, customs, myths, habits, or artifacts such as tools and other material manifestations of culture. Summing up the central ideas in these definitions, Kroeber and Kluckhohn formulated their definition of the term "culture" as follows:

Culture consists of patterns, explicit and implicit, of and for behaviour acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional (i.e., historically derived and selected) ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other as conditioning elements of further action."

(Kroeber and Kluckhohn, 1978: 181)

CONCEPT OF CULTURE APPLIED TO ORGANIZATIONS

Social scientists and organizational theorists have recently been applying the concept of culture to the more limited aspects of life within organizations. But the concept of culture, when being applied to organizational studies, has been developed very much from the original concern of anthropologists. As Edwards (1992) has pointed out, anthropologists are concerned with understanding the culture of a group of people while managers are concerned with manipulating the culture. Therefore, anthropologists seek to "see" the culture from the perspective of participants. They try to allow their own presence to exert minimal effect on the group. But, managers are concerned with directing or channelling behaviour for the purpose of increasing effectiveness of the work being done by the group (Edwards, 1992:3).

Hence, anthropologists are concerned with the nature of culture and what culture is while organizational theorists are concerned with the cause and effect of culture and what culture has and does (Smircich, 1983; Sackmann, 1992; Neville, 1993).

This dichotomy is a result of the differences in interests and approaches among researchers (Sackmann, 1991b and 1992). It is a dichotomy between the functional and interpretive perspectives (Smircich, 1983; Sackmann, 1992; Neville, 1993). Those scholars who adopt the interpretive perspective would pursue the same interest as anthropologists. They "try to gain an in-depth understanding of organizations as cultural settings" by treating "culture as something that an organization is" (Sackmann, 1991b).

On the other hand, managerial practitioners and organizational theorists who adopt the functional perspective would see culture as something which can be consciously changed or created; as a variable that can be brought under managerial control and manipulation. Their interest is in creating conditions for more effective organizations. Therefore, their concern in culture "goes beyond description, understanding, and explanation to prediction and control" (Sackmann, 1991b).

The present study adopted this functional perspective of organizational culture in which school culture was seen as something which, to a certain extent, can be consciously shaped or created for more effective teaching and learning (Sergiovanni, 1987). Hence, the intent of the present study was to identify the cultural elements which affect teachers' work attitudes. With the understanding of these cultural elements and their effects on teachers' work attitudes, school administrators, to some extent, can shape or maintain a school's culture which brings about teachers' job satisfaction and foster teachers' organizational commitment (Hargreaves, 1994; Reyes, 1990). And these positive work attitudes in teachers, in turn, hopefully, would lead to high teacher performance and better educational outcomes in our students (Reyes, 1990).

Having discussed the dichotomy between the functional and interpretive perspectives of the concept of culture, the writer now turns to discuss the way in which the concept of culture can be applied to studies in organizational settings.

In fact, from the anthropological perspectives, Kroeber and Kluckhohn's (1978) definition of culture incorporates the concept of organizational culture, which encompasses the totality of socially transmitted behavioural patterns, values, and all other products of an organization's members' behaviours and interactions.

But this definition of culture is too broad to be applied to the present study of school culture undertaken at Alice Girls' High School.

DEFINITION OF ORGANIZATIONAL CULTURE

When this concept of culture is being applied to the studies of organizational behaviours and administration, the interpretation of the concept of organizational culture varied greatly among researchers (Sackmann, 1992). As Hoy and Miskel (1987) noted, "the notion of culture brings with it conceptual complexity and confusion". Hence, a large number of greatly diverse definitions can be found in the literature.

In the introduction of the September, 1983, special issue of *Administrative Science Quarterly*, which was entirely orientated to articles on organizational culture, Smircich (1983) describes organizational culture "as a code of many colours". Articles from various perspectives were included in this special issue covering such topics as organizational culture, myths, paradigms, shared meanings, and special languages, resulting in Jelinek et al. (1983) stating that the nine articles in this issue would speak of nine varieties of culture.

Despite the large number of greatly diverse definitions found in the literature, some common themes can be identified by reviewing some of the typical examples of definitions and perspectives of organizational culture.

Some researchers, in defining and explaining culture and its various facets, present culture in a role which appears to have the ability to structure organizations. Culture has been termed "a normative glue holding organizations together" (Tichy, 1982), or as the "master contract" providing context for

interaction (Harris and Cronen, 1979). Pugh et al. (1968) noted that customs are an alternative to standardization and formalization of organization. Hedberg and Jonsson (1978) note that myths define the world for organizations, dominate behaviour, are habit forming, and act as powerful informational filters. Schall (1983) has termed culture as a sense-making device by defining culture as communication rules.

From this perspective, organizational culture is viewed as a variable that integrates and synchronizes the social structural components to help an organization operate as a functioning whole. Culture appears to be viewed as a variable defined as "social or normative glue" that holds an organization together (Tichy, 1982). It expresses the values of social ideals and the beliefs that organization members come to share (Louis, 1980). Culture's values or patterns of belief are manifested by symbolic devices such as myths (Boland, 1982), rituals (Deal and Kennedy, 1982), stories (Mitroff and Kilmann, 1976), legends, and rites and ceremonials (Trice and Beyer, 1984).

In this sense, as Smircich (1983) expressed, the major functions that organizational culture provides seems to be a sense of identity for the organization's members, commitment to the organization, and norms and values that guide behaviour. This provided some important guidelines to conceptualize the concept of culture to be applied to the present study of school culture undertaken at Alice Girls' High School. With these guidelines, the writer endeavoured to synthesize more definitions of organizational culture used by other researchers before adopting a definition of school culture to be used in the present study.

Other researchers also have differing views on organizational culture. To Schwartz and Davis (1981), organizational culture is a pattern of beliefs and

expectations shared by the organizational members. Ouchi (1981:37) contended that "the organizational culture consists of a set of symbols, ceremonies, and myths that communicate underlying values and beliefs of that organization and its employees." Daft (1983:482) pointed out that "culture consists of the behavioural patterns, concepts, values, ceremonies, and rituals that take place in the organization." And Deal simply defined culture as "the way we do things around here", and he further described culture as an abstraction that ties to the unconscious side of the organization (Deal and Kennedy, 1982).

Organizational culture is also defined by Gibson et al. (1985) as a unique system of values, beliefs, and norms that members of an organization share. Furthermore, culture consists partially of recurrent and predictable behaviour patterns (Firestone and Corbett, 1988). According to Williams et al, 1989, culture is the commonly held and relatively stable patterns of beliefs, attitudes and values that exist within the organization.

From the above typical examples of definitions of organizational culture, it is obvious that, although the definitions may be diverse, to a certain extent, there is consensus that organizational culture is a system of shared assumptions, philosophy, core values, and behavioural norms which influence members' ways of thinking, feeling, and doing things in an organization. This definition of organizational culture was adopted in the present study for understanding and examining the culture of a school and its effects of teachers' behaviour and work attitudes.

Having established a concise definition of organizational culture to be applied to the present study of school culture undertaken at Alice Girls' High School, it is appropriate at this stage to look at some of the functions that

organizational culture performs in an organization and their significance to the present study in the following sections.

FUNCTIONS OF ORGANIZATIONAL CULTURE

Researchers using a functional perspective to conceptualize organizational culture found that organizational culture serves a number of functions within the organization (Beardsmore, 1985; Cheng, 1993). These functions can be summarized as follows:

1. As Deal (1987) stated that "culture is a social invention created to give meaning to human endeavour", culture describes the way things are and it gives meanings to events and behaviours (Corbett et al., 1987). Sergiovanni (1982) emphasized that organizational culture provides organizational members with a clear understanding of the organization's norms, beliefs, principles, and guidelines and offers meaningfulness to the members of the organization.
2. By offering meanings to things and behaviours, organizational culture generates shared values, beliefs and assumptions. These shared values and assumptions in an organization shape the organizational structures and processes and also shape individuals' values and perceptions (Deal and Kennedy, 1982; Wilkins and Ouchi, 1983; Schein, 1985). Therefore, culture serves as a sense-making device that can guide and shape behaviour (Smircich, 1983).
3. By guiding and directing the particular way in which organizational members do things (Osborne, 1992), culture serves to indicate how

- behaviour should be controlled in an organization and depicts what qualities and characteristics of organization members should value, and how behaviour should be rewarded and punished (Harrison, 1972). Thus, culture defines what is true and good (Corbett et al., 1987) and "culture is socially shared and transmitted knowledge of what is, and what ought to be" (Wilson, 1971 quoted in Corbett et al., 1987).
4. Through the guiding of members' behaviour, culture "ensures consistency of action" (Beardsmore, 1985). This regularity of behavioural patterns and norms provides members with "emotional security because outcomes are predictable" (Beardsmore, 1985).
 5. By "consciously submitting to the norms of the culture, an individual can feel accepted" (Beardsmore, 1985). Thus, culture conveys a sense of identity for organization members (Smircich, 1983).
 6. The development of identity and sense of belonging makes it possible that organizational culture serves as a social glue that helps hold the organization together. The culture of an organization prescribes the relationships between individuals and the organization by showing members how they should treat each other (Harrison, 1972).
 7. Culture also provides a common purpose for members of the organization by specifying the goals and values toward which the organization should be directed (Harrison, 1972). This strong bond brings members together to work on behalf of the organization to attain its goals (Sergiovanni, 1982).
 8. As a result, organizational culture enhances social stability and facilitates the generation of organizational commitment (Smircich, 1983).

Hence, the main purpose of the present research is to examine the relationships between school culture and teachers' work attitudes and to investigate the effects of school culture on teachers' job satisfaction and their commitment to the school as an organization.

The writer now turns to discuss the model of Beare et al (1989) for describing and assessing school culture.

CONCEPTUAL FRAMEWORK FOR ASSESSING SCHOOL CULTURE

Beare et al. (1989) have proposed a conceptual framework for assessing and developing school culture. According to Beare et al. (1989), the school culture consists of two groups of components (as shown in Figure 2.1 below).

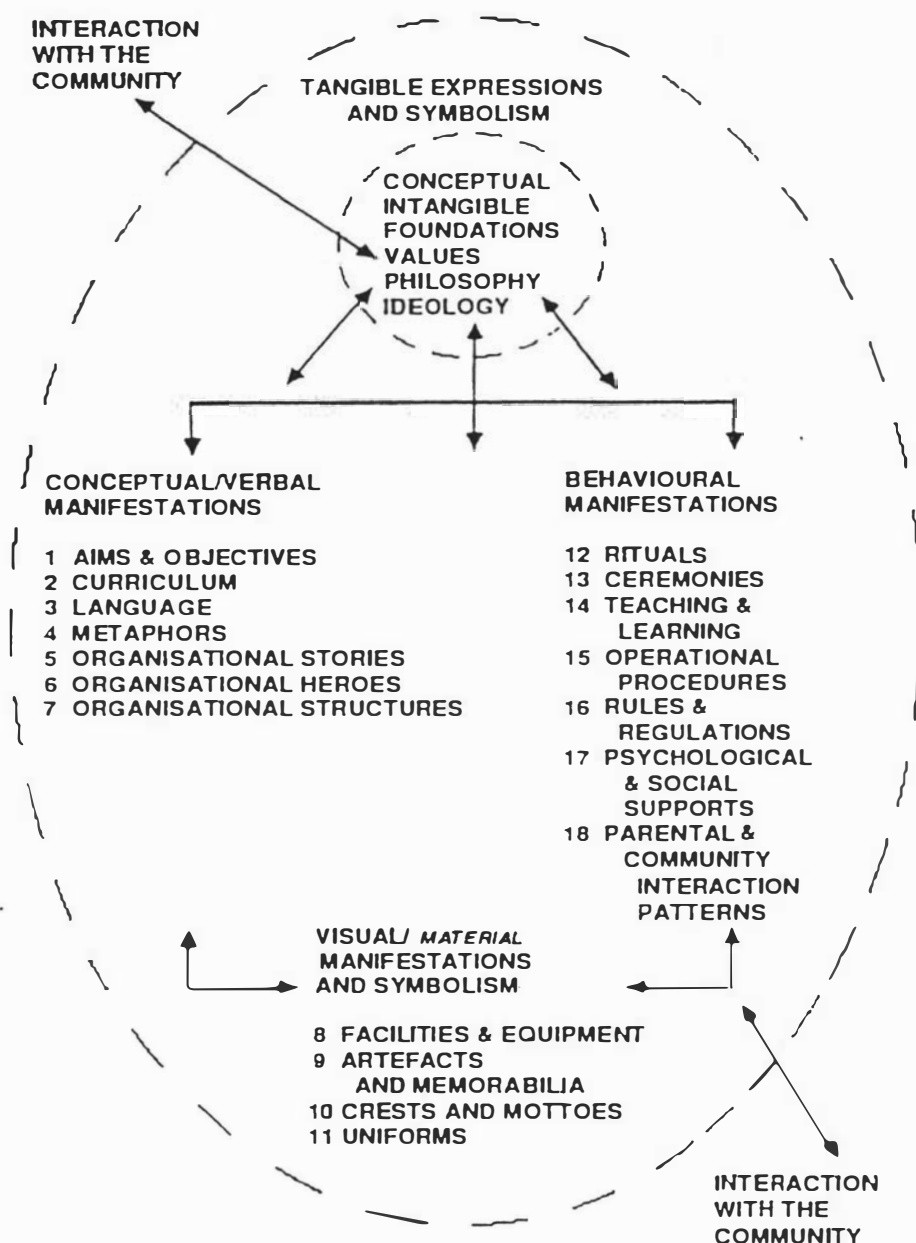
The first group is the conceptual intangible foundations which comprise of values, philosophy and ideology. The second group of components is tangible expressions and symbolism which composed of three groups of manifestations of the school culture, namely, the conceptual/verbal manifestations, the behavioural manifestations and the visual/material manifestations.

The first group, the intangible values, philosophy and ideology, strongly influences the latter group of components, the manifestations, of the school culture. Beare et al. (1989) suggested that, by examining and assessing the tangible manifestations, the intangible conceptual foundations of the school culture can then be revealed.

This conceptual framework points out the areas of focus and the cultural elements to be examined in the present research.

FIGURE 2.1

A CONCEPTUAL FRAMEWORK FOR ASSESSING SCHOOL CULTURE



(From: Beare et al., 1989:176)

SUMMARY

The present study adopted the functional perspective of organizational culture in which school culture was seen as something which, to a certain extent, can be consciously shaped or created for more effective teaching and learning. Hence, the intent of the present study was to identify the cultural elements which affect teachers' work attitudes. With the understanding of these cultural elements and their effects on teachers' work attitudes, school administrators, to some extent, can shape or maintain a school culture which brings about teachers' job satisfaction and foster teachers' organizational commitment. And these, in turn, hopefully, would lead to high teacher performance and better educational outcomes in our students.

Having established a concise definition of organizational culture to be applied to the present study, the chapter concluded with a discussion of some of the functions that organizational culture performs and its significance to the present study. The model of Beare et al (1989) which was adopted in the present study for describing and assessing school culture was also discussed.

The next chapter reviews a selection of studies which applied the concept of culture to educational settings and their significance for the present study of school culture undertaken at Alice Girls' High School.

CHAPTER 3

CONCEPT OF CULTURE APPLIED TO STUDIES IN EDUCATIONAL SETTINGS

INTRODUCTION

The concept of culture ^{has} received increasing attention in the literature of education in general and educational administration in particular (Cusick, 1987). The intent of this study was to investigate the elements of a school's culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization. Deal (1987) explained the reasons why culture is so important as a means to understand schools:

Culture as a construct helps explain why classrooms and schools exhibit common and stable patterns across variable conditions. Internally, culture gives meaning to instructional activity and provides a symbolic bridge between action and results. It fuses individual identity with collective destiny. Externally, culture provides the symbolic facade that evokes faith and confidence among outsiders with a stake in education.

(Meyer and Rowan, 1983 quoted in Deal, 1987:6)

In this chapter, the writer reviews a selection of studies which applied the concept of culture in educational settings together with the discussions of their

significance to the present study of school culture undertaken at Alice Girls' High School.

ETHNOGRAPHIC STUDIES ON SCHOOL CULTURE IN NEW ZEALAND

Examples of research applying the concept of culture in studies of educational settings are not rare in the literature. Edwards (1986) was among the pioneer researchers who applied the concept of culture in studies of educational settings in this country.

With his background in anthropology, Edwards (1986) employed the ethnographic approach to study the school world from the perspectives of a secondary school principal in New Zealand. The concept of culture was defined in the study as a "way of life" and "implied that behaviour in a group is governed by patterns and rules" (Edwards, 1986:450). Focusing on the principal of the school, the researcher endeavoured to "get inside" this principalship by means of a prolonged fieldwork phase of the study which lasted for one school year.

Employing participant observation as the main research technique, supplemented by interviews, discussions and document analysis, Edwards (1986) sought to understand, describe and explain the school life from the perspective of the principal in order to present a "thick description which provides a picture and the flavour of the principal's school world" (Edwards, 1986:451).

The fieldwork phase of the study was undertaken in three stages. The first month was spent in the field as "the period of exploration" during which the researcher "ranged freely throughout the school ... in order to become familiar and accepted in the college" (Edwards, 1986:380).

The "period of exploration" was followed by the "period of inspection" during which the arenas constituting the principal's school world were described. These arenas include those concerning the "big three" who were the three senior members of the staff, the Heads of Departments and other holders of positions of responsibility, the staff members, the students and the Board of Governors of the school, and a small group of miscellaneous events.

Following the descriptions of these arenas in which the principal was observed at work, a series of strategies, by which the principal coped with "life in the cultural milieu of his school world", were identified. These strategies were triangulated and verified by the data gathered in a week's close observation of the principal at work and the discussion with him during the latter stage of the fieldwork phase of the study.

Edwards' (1986) study was a good example of applying the concept of culture to studies in educational settings. It contributed to the present study by providing an example of ethnographic study in an educational setting and demonstrated the suitability and appropriateness of the ethnographic approach for studying the culture of a school. Therefore, in the present study, in order to gain an understanding of the cultural life at school, the researcher as an ethnographer "got inside" the cultural world of the participants at the site by means of a prolonged fieldwork phase of the study which lasted for more than one school year. In the present study, participant observation was employed as the main

research technique, supplemented by interviews, informal conversations and discussions with the participants and document analysis in order to understand, describe and explain the cultural life at school from the perspectives of the participants.

As Edwards (1986) pointed out, a good ethnographer, like Whyte (1955) "... moved beyond simply telling a story. Out of the mass of his experiences and data came a series of theoretical ideas". Edwards' (1986) study has accomplished this end by concluding his study with a cultural theory of the principalship which explains the ways in which the principal copes with life in his school world.

Hence, on a second level, Edwards' (1986) work was significant to the present study for generating theoretical ideas from the cultural experience and mass of data gathered from the field by ethnographer during the prolonged fieldwork phase of the study. This approach is suitable for the present study in order to generate theoretical ideas and a cultural theory relating school culture to teachers' job satisfaction and organizational commitment.

Two further studies, like Edwards' (1986), of school culture in New Zealand schools also demonstrated the usefulness of the ethnographic approach for detailed description and analysis of cultural life at the school from the perspectives of the participants. These two studies are reviewed below.

Two New Zealand schools, one primary and one intermediate, were studied in depth by Poskitt, (1989) using an ethnographic research approach. With the emphasis on observations in the field as the main research technique, the study

also employed a survey of pupils, formal and informal interviews of people in the school community and document analysis.

Making use of the rapport and access already established in these two schools as part of the Curriculum Review Schools Project, Poskitt (1989) spent one school year at the two schools observing school life in the natural settings trying to "understand the culture of each school, its way of life, the responses each made to change and the means each used to begin the process of school improvement."

The definition of culture which Poskitt (1989) adopted in her study was:

the conceptual glue that binds a school together by its shared patterns of beliefs, values, attitudes and behaviours, symbolized in its rituals, cultural players, myths, stories, slogans and symbols.

(Poskitt, 1989:19)

In her descriptions and interpretations of the culture of the two schools, focused on the processes of change and school improvement, Poskitt (1989) revealed some "sacred values" such as concern for people, teamwork, concern for learning and teaching, openness, consultation and involvement, putting people first, family feeling, shared decision-making and positive reinforcement. These "sacred values", she contended, "provide a possible key to why changes occurred" (Poskitt, 1989 p.v). From these "sacred values", she proposed, "a theory of change is derived."

Poskitt's (1989) study contributed to the present study by its way of revealing the "sacred values" commonly shared among participants at school. These core values make up the conceptual "intangible foundations" (Beare et al., 1989) of the school culture. Identifying these core values commonly shared among participants at school and deriving a cultural theory which relates these cultural

elements to teachers' work attitudes were also among the main aims of the present study.

Another example of studies of school culture in New Zealand was undertaken by Fitzgerald (1992) at Western High School. With the main aim of discovering the process and politics of culture and the central role of the individual in the school culture, Fitzgerald (1992) adopted ethnographic research techniques to study the school in depth. Spending one school year in the field, she employed participant observation as the main data collection technique which was supplemented by survey, interview, and document analysis in order to understand the culture of the school.

Being fascinated by the proposed changes to the structures of the school after a new principal was appointed, Fitzgerald (1992) was interested in describing and documenting the structural changes taking place in the school and its effect on the culture of the school. In her study, Fitzgerald (1992) sought to examine the factors which contributed to the formation of a new culture after the structural changes. The nature of cultural politics and the role of the individual in this process of cultural changes were also examined in the study.

From the findings of her study, Fitzgerald (1992) offered a theory which identifies the participatory nature of culture and describes the integral role of the individual in participating, negotiating and communicating culture. Fitzgerald (1992) further pointed out that:

Through the actions of the individual in carrying and communicating culture, a degree of ownership of that culture can

be achieved. Culture therefore, is owned by its individual members who have a collective responsibility to participate in it.

(Fitzgerald, 1992, p.vi)

Besides the participatory nature of culture, Fitzgerald (1992) also pointed out some other implications of culture for school administrators. She contended that culture gives meanings to the organization and shapes and directs the daily lives of its participants. Fitzgerald (1992) also argued that culture gives a sense of identity to its participants and, hence it generates a sense of commitment to the organization and provides the knowledge necessary to exist within the organization (Fitzgerald, 1992).

Fitzgerald's (1992) study contributed to the present study by emphasizing the participatory nature of culture and the importance of cultural players in the process of cultural changes. Hence, in the present study, the relationships and cultural interactions among participants at school and the roles of various cultural players in building, maintaining and shaping the school culture were also examined.

The three studies (Edwards, 1986; Poskitt, 1989; and Fitzgerald, 1992), reviewed above, share some common features which are significant to the present research. Firstly, they all employed the ethnographic research approach for the study of school culture with participant observation as the main data gathering technique which is supplemented by informant interviews and document analysis. These research techniques were adopted in the present study of school culture undertaken at Alice Girls' High School.

Secondly, in each of the three studies reviewed above, the researcher spent a substantial period of time in the field as a participant observer. They spent time to gain access to the field and to build rapport with the participants inhabiting the culture.

Thirdly, as an ethnographer in the field, they observed the cultural life as it took place in daily living. They placed this subjective cultural life of the people inhabiting the place under close scrutiny in order to provide "thick descriptions" of this cultural life from the perspectives of the participants. These strategies were also employed by the present researcher in this study of school culture at the research site.

And finally, in Edwards' (1986) words, they all managed to "move beyond simply telling a story. Out of the mass of his [their] experiences and data came a series of theoretical ideas".

Thus, in the present study, out of the cultural experience gained and the mass of data gathered in the field, the researcher also endeavoured to generate the theoretical ideas leading to a cultural theory on teachers' job satisfaction and organizational commitment.

Having reviewed a selection of the ethnographic studies on school culture done in New Zealand, the writer now turns to review some overseas studies on school culture in the following sections.

OVERSEAS ETHNOGRAPHIC STUDIES ON SCHOOL CULTURE

Quite a number of studies on school culture found in the literature focussed on the role of cultural leaders in shaping the culture of the school. Some of the typical examples are reviewed together with their significance and contributions to the present study are discussed at this point of the thesis.

In the "Invited Perspective" of the Spring 1985 issue of *Educational Administration Quarterly*, Firestone and Wilson (1985) discussed the principal's contribution in using both bureaucratic and cultural linkages to improve instruction at schools. They pointed out that principals can influence instruction by working through the linkages that govern teacher behaviour and there are two kinds of linkages: bureaucratic and cultural. Past research has put much emphasis on bureaucratic linkages while neglecting the cultural one (Firestone and Wilson, 1985). Thus, the present study endeavoured to fill this gap by investigating the role of the Principal as an important cultural leader in building and shaping the school culture which foster teachers' job satisfaction and organizational commitment.

Bureaucratic linkages, Firestone and Wilson (1985) pointed out, are formal arrangements of an organization which include the roles, rules, procedures, and authority relations which allow an organization to operate. Although these bureaucratic linkages control behaviour, the emphasis on them "ignores a great deal of the activity in organizations that shapes how individuals in the organization interact" (Firestone and Wilson, 1985:9).

Hence, educational leaders should pay more attention to the cultural linkages which, Firestone and Wilson (1985:13) contended, "work directly on people's consciousness to influence how they think about what they do". These cultural linkages not only affect how teachers think about their job, Firestone and Wilson (1985) argued, but also they affect individual teacher's commitment to their jobs. This commitment refers to "the individual's willingness to devote energy and loyalty to the organization and the attachment of that person to the organization" (Firestone and Wilson, 1985:13).

Thus, Firestone and Wilson (1985) pointed out the importance of cultural studies in educational settings and the role of school leaders in shaping school culture and developing teachers' commitment which is one of the main aims of the present study.

Blase (1987) conducted an ethnographic case study, which lasted for two and a half years (1983-1986), in an urban high school in the southeastern United States. The study sought to examine teachers' perspectives on effective school leadership. Using the qualitative research guidelines for grounded theory research, the study began with open-ended questions rather than hypotheses. Data were collected and scrutinized concurrently throughout the research process in order to shape the research focus, to produce thick description and to general theoretical ideas.

Blase (1987) found that the teachers in the school under study were highly educated, highly satisfied with the current school principal, and seriously committed to their work. Analyzing the data collected by participant observation, questionnaires, and in-depth interviews with teachers, Blase (1987) found that,

among other things, the leadership effectiveness of school principal was a significant factor in shaping the teachers' work perspective and affecting significantly the behavioural patterns and norms in the culture of the school.

These findings also contributed to the present study by providing further evidence for the importance of the principal's cultural leadership role in shaping school culture which, in turn, affects teachers' work attitudes and behaviours. Therefore, these were also some of the important areas of focus to be examined in the present study of school culture undertaken at Alice Girls' High School.

Using the sample of all the principals and 151 teachers in the five most effective elementary schools participating in a school improvement program, Pavan and Reid (1990) also conducted a study to identify principals' instructional leadership behaviours and the ways in which principals build school cultures. Since one of the main aims of the present study was to examine the way by which the culture of the school can be shaped and sustained in order to enhance teachers' job satisfaction and develop teachers' commitment to the school as an organization, Pavan and Reid's (1990) study was significant to the present study in shedding some light on the aspect of the Principal's cultural leadership at school and its effects on teachers' work attitude.

Purkey and Smith's (1983) model of four process variables, or culture concepts, necessary to sustain a productive school culture, were applied to the principals' reported behaviours. These four process variables include:

1. collaborative planning and collegial relationships;
2. building a sense of community through appropriate use of ceremony, symbols and rules;

3. sharing clear goals and high expectations; and
4. maintaining order and discipline.

(Pavan and Reid, 1990:2)

Pavan and Reid (1990) found that most principals have internalized the norm of high expectations for their students and teachers, and were least concerned with behaviours related to maintaining order. Pavan and Reid (1990) also noted that effective principals, who serve as good cultural leaders, incorporate all the elements of Deal's (1987) cultural framework in the operation of the school. Effective principals communicate shared values through slogans, ceremonies and stories, and they also emphasize the school's history and tell stories which centre on school improvement and the successes of students. These were also the cultural elements being examined in the present study undertaken at Alice Girls' High School.

In order to improve school effectiveness and to enhance teachers' job satisfaction, which were also the main aims of the present study, Pavan and Reid (1990) recommended that principals should be encouraged to build positive school cultures that support academic success, to articulate visions and to express goals for their schools which centred on student achievement, and to empower teachers and develop a sense of community and collaboration. Therefore, these cultural elements were also examined in the present study.

Realizing the lack of descriptive school-based examples that portray symbolic leadership and inform the issue of cultural manipulation, Reitzug and

Reeves (1992) conducted an ethnographic study of an elementary school in a large urban district in the United States. The main objectives of the study were to:

- (a) provide a rich description of symbolic leadership,
- (b) increase the conceptual understanding of symbolic leadership behaviour, and
- (c) explore the distinction between using symbolic leadership in manipulative versus nonmanipulative ways.

(Reitzug and Reeves, 1992:188)

Adopting the interpretive paradigm, Reitzug and Reeves (1992) employed the frequently used ethnographic research techniques which include participant observation, informant interviews and document analysis to collect data for the thick description and analysis of symbolic leadership in the school under study.

Reitzug and Reeves' (1992) study is relevant to the present research in three ways. First, the detailed discussion of the ethnographic research techniques which they used and the process of data analysis they have employed in their study provided practical guidelines for the present study of school culture and its effects on teachers' job satisfaction and organizational commitment.

Secondly, the vivid narration of the cultural life, when separated from the analysis, is an example of an innovative way for data presentation and thick description which "allow readers to interact with the data in as original a form as possible" (Reitzug and Reeves, 1992:194).

Finally, based on the qualitative research guidelines for grounded theory research, categories, themes, and cultural theories were constructed directly from the data (Bogdan and Biklin, 1982; Glaser & Strauss, 1967; LeCompte & Goetz, 1982). Themes of cultural leadership were identified in the study under categories

of cultural beliefs, values, and assumptions. Based on these themes, a theory was constructed for the "conceptualization of symbolic leadership behaviour" (Reitzug and Reeves, 1992:211). These procedures for the generation of grounded theory were also adopted for the present study of school culture undertaken at Alice Girls' High School.

Further on the research in cultural leadership at schools, Southworth (1993) was involved in two school-based research projects: The Primary School Staff Relationships Project (PSSR) and The Whole School Curriculum Development Project (WSCD), which took place in the United Kingdom between 1985 and 1990. Both projects employed the ethnographic research approach with three researchers acted as participant observers in five British primary schools per project.

The research team worked as part-time teachers for one day a week in the project schools over the course of one school year. Towards the end of the school year, all staff in the schools were interviewed and case studies were constructed based upon extensive field notes and interviews for each of the project schools. The research team then compared and contrasted the case studies in order to look for themes and overarching concepts.

The main concept which has emerged from the PSSR study, Southworth (1993) pointed out, was that of organizational culture. The concept of culture was loosely defined, for this study, as 'the way we do it around here'; that is, "as a set of norms about ways of behaving, perceiving and understanding underpinned by jointly held beliefs and values" (Southworth, 1993:74).

It was found that each of the five schools involved in the project had its own culture and each of these school cultures embodied strongly held beliefs about

the social and moral purposes of education (Southworth, 1993:74). These cultural elements were also examined in the present study.

Southworth (1993) contended that the headteachers of the schools had played important roles in developing and sustaining these school cultures which enabled the teaching and ancillary staff to work closely together. This kind of school culture was described by the research team as a "culture of collaboration" (Nias et al., 1989 quoted in Southworth, 1993:74). This "culture of collaboration" was found to be related to teachers' job satisfaction and organizational commitment. Thus, it was also one of the main areas of focus in the present study.

The culture of collaboration, Southworth (1993) argued, rested upon four interacting beliefs:

1. individuals should be valued;
2. since individuals are inseparable from the groups of which they are a part, groups too should be fostered and valued;
3. the most effective way of promoting these values is by developing a sense of mutual security; and
4. fostering openness amongst staff.

(Southworth, 1993:74)

In order to establish and sustain such a collaborative culture, it was found that (Southworth, 1993) headteachers of the schools did the following things:

- * provided an educational vision which had become the school's mission;
- * articulated their individual philosophies;
- * actively and self-consciously exemplified their philosophies when they taught, took assemblies and met with staff face-to-face;
- * used themselves as role models, teachers, and coaches;

- * developed extensive communication networks to know what was happening in the school;
- * worked hard at not forgetting individuals and their contributions to the school;
- * toured the school, visiting everyone in their work places;
- * were accessible to staff, being approachable and available;
- * sought out news and information;
- * were very perceptive;
- * used positive reinforcement to increase teachers' confidence and self-esteem; and
- * were considerate of others.

(Southworth, 1993:74-75)

These points are worth noting for the present research during the observation of staff relationship at school as well as the leadership behaviours of the principal in shaping and sustaining a collaborative culture.

The studies reviewed above placed strong emphasis on the leadership role of Principals or school leaders in shaping school culture, but neglected other cultural elements or areas of focus which would have effects on teachers' work attitudes and, hence, the effectiveness of the school and the educational outcomes in the students.

Therefore, besides those studies focusing on the leadership role in school culture such as the ones reviewed so far, ethnographic studies on school culture in general, focusing on a wider range of areas and cultural elements, were also located in the literature and two of this kind of studies are discussed below.

After reviewing briefly the concept of culture, Neville (1993) adopted the cultural models proposed by Schein (1985), Harris and Moran (1987), Owens and Steinoff (1989), and that of Beare et al. (1989) as conceptual frameworks for a study of the cultures of effective schools in Singapore. Taking into account the national values delineated by the Singapore government and the cultural models mentioned above, Neville (1993) formulated a conceptual framework for the analysis of school culture in Singapore.

Neville (1993) defined the characteristics of effective schools in Singapore to be: the principal's leadership, instructional focus, an orderly, safe climate conducive to teaching and learning, high expectations; and the use of measures of pupil achievement as the basis for program evaluation. She then selected two effective school for her study of school culture.

The first school selected was a rural government neighbourhood school which caters for a population of less affluent and mainly Chinese-speaking students. The school was "well-known not only for its outstanding examination results but also for its innovative programmes, extra-curricular activities and care of students" (Neville, 1993:35).

The second school selected for the study was founded by nuns who envisioned an all-round education and provided for the disadvantaged. The school caters for students with lower results but takes pride in the progress achievements of average learners by providing a caring and rich programme of education (Neville, 1993).

Recognizing the "use of metaphors as a way of understanding organizations" and "a way of bringing to the consciousness what has been

internalized by the participants" (Neville, 1993:31), Neville adopted Owens and Steinoff's (1989) questionnaire, known as the Organizational Culture Assessment Inventory (OCAI), for probing the deeper levels of culture in a school. The questionnaire, Neville (1993:31) put it, "explores culture by asking respondents to perceive the culture of their institutions in terms of metaphors". Staff of the schools were asked to select metaphors for their principals, schools and communities. But the use of questionnaire can only reveal the superficial level of the school culture (Schein, 1985) because the essence of school culture lies in the basic assumptions and core values which are taken for granted and lying deeply inside the heart and minds of the participants involved (Schein, 1985). They can only be revealed by getting inside the cultural world of the participants through prolonged fieldwork phase of the study (Edwards, 1986). For this reason, the questionnaire approach was not adopted for the present study.

Despite its research approach, Neville's (1993) study attracted the interest of the present writer in the way that it offered an example of cross-cultural studies of school cultures in an Asian country which has a national culture which differs from what we have in this country. The cultural participants used the metaphors with differing perceptions from those used in countries of Western cultural backgrounds. An example of this was the use of the "family metaphor" in traditional Chinese terms (Neville, 1993:37) in which the participants perceived "the school as a typical Chinese family - there is a sense of togetherness among the staff with the old taking good care of the young" (Neville, 1993:37), while the principal was perceived as the father of the family in a patriarchal sense in which "he makes sure his home is well run" and "whatever he says all must obey" (Neville, 1993:37).

This example suggested that educational ethnographers should take into account the cultural context beyond the school level in making interpretations of the cultural life at school. We need to have a good understanding of the cultural background at the national level and the cultural context both inside and outside the school at the community and society levels in order to have valid assessment and interpretation of school life from the perspectives of the participants. These perspectives were also adopted in the present study of school culture undertaken at Alice Girls' High School.

Mitchell and Willower (1992) also employed the ethnographic approach in studying the organizational culture of a "good" high school located in a small city in the north-eastern United States. The school was termed "good" because it was chosen for study in a purposive manner "based on its reputation for excellence among knowledgeable persons and on its student achievement scores" (Mitchell and Willower, 1992:7).

Major ethnographic techniques such as participant observations, informant interviews and document analysis were employed for data gathering. The findings of the study led the researchers to conclude that there was a shared culture that cut across groups at the school and this school culture "centred on the importance of academics and it was abetted by school spirit associated with pride in both a good school and in the school's athletic teams" (Mitchell and Willower, 1992:8).

Mitchell and Willower's (1992) study provided an example of the study of school culture in general, instead of just focusing on cultural leadership and administration, like those studies reviewed earlier. Mitchell and Willower's (1992) study provided thick descriptions and discussions on a wide range of areas ranging

from displays and symbols, the staff, curriculum and administrators to the School Board and the student body.

In addition to these cultural elements, Mitchell and Willower (1992) also took into account the influences from the community, such as that of the medical centre, on school culture. It was because the medical centre was the most important employer in the area. The participants perceived an important influence of the medical centre on both the community and the school in the way that it "dominated" the school board and it also dominated the community. It was also found that "doctors' children" who attended the school also had influence on the teachers' work attitudes and their expectations for the students (Mitchell and Willower, 1992).

Thus, these two studies, Neville's (1993) together with Mitchell and Willower's (1992), shared some common features which contributed to the present study. Firstly, based on certain established criteria, both studies selected, in a purposive manner, the schools for study as exemplary schools which were supposed to be "effective" or "good" schools. The school as the research site for the present study was also selected in the similar manner. The criteria based on which the school was selected will be discussed in more details in the chapter on methodology.

Secondly, in addition to focusing on leadership and administration, the two studies covered a wider range of areas and cultural elements which have effects on teachers' perception of the school culture, and hence, their attitudes towards their work. The identification of these cultural elements provided some guidelines on focussing the main areas for the present study.

And finally, both studies took into account factors and influences from the cultural context beyond the school level for the analysis of the cultural life of the schools. These factors were also taken into account in the present study of school culture undertaken at Alice Girls' High School. For example, the educational reforms which are taking place at school in New Zealand such as the Tomorrow Schools reforms, the restructuring of the National Curriculum Framework and the National Qualification Framework and the effects of these on the work of teachers at school were also taken into account in the present study.

Besides the ethnographic studies on school culture reviewed above, quantitative survey studies on school culture are also located in the literature. Two examples of this kind of studies are reviewed and their significance to the present research is also discussed in the following section.

QUANTITATIVE SURVEY RESEARCH ON SCHOOL CULTURE

Based on the review of literature in organizational culture (Smircich, 1983; Schein, 1985; Millikan, 1985; Sergiovanni and Corbally, 1984), Cheng (1993) assumed that:

- (a) the stronger the school's organizational culture, the more satisfied, motivated, and committed the teachers and the higher the students' academic achievement; and
- (b) strong schools' organizational culture is associated with strong principals' leadership, formalized and participative

organizational structure, and positive social interactions among teachers.

(Cheng, 1993:88)

Based on these assumptions, Cheng (1993) sought to investigate:

how school organizational culture is related to important organizational characteristics and observe how the profiles of strong culture-effective schools are different from those of weak culture-ineffective schools in terms of organizational variables (such as principal's leadership, organizational structure, and teachers' social interactions), teachers' job attitudes, and school effectiveness criteria.

(Cheng, 1993:85)

In order to do this, Cheng (1993) conducted cross-sectional survey research involving 54 randomly sampled Hong Kong secondary schools and 588 teachers. Based on Price and Mueller (1986), an index of organizational ideology was used to describe the strength of the school culture under study. Other survey instruments were also adopted and developed to measure teachers' job attitudes and commitment as well as school effectiveness (Cheng, 1993).

It was found that teachers' esprit and principal's leadership contributed significantly to the prediction of school's strength of organizational culture and the profile of strong culture-effective schools is contrastingly different from that of weak culture-ineffective school (Cheng, 1993).

The findings of the study resulted in Cheng's (1993) conclusion which stated that:

the differences in organizational culture [between strong culture-effective schools and weak culture-ineffective schools] can be reflected at least in three overt levels:

1. organizational level in terms of principal leadership behaviours (initiating structure, consideration, and

- charisma), organizational structure (formalization and participation), and teachers' social norms (esprit, intimacy, and disengagement);
2. teachers' attitudinal level in terms of organizational commitment, social job satisfaction, intrinsic job satisfaction, and influence job satisfaction; and
 3. school effectiveness level in terms of perceived overall organizational effectiveness and even academic achievement in the public examinations.

(Cheng, 1993:103)

Although the ethnographic rather than the quantitative research approach was preferred for the study of school culture, Cheng's (1993) study is significant to the present study in the way that it provided evidence for relating school culture to teachers' job satisfaction and organizational commitment which is the main aim of the present study undertaken at Alice Girls' High School.

With the aim of examining school organization from a cultural perspective which focuses on value orientation and commitment, Shaw and Reyes (1992) also conducted a survey research of teachers from 53 elementary schools and 51 high schools. A cluster-sampling procedure first selected schools as the unit of analysis, and then randomly selected five teachers from each school to make up a sample of 265 elementary and 255 secondary teachers.

The two constructs, value orientation and organizational commitment, were measured by a 30-item questionnaire developed from the Organizational Value Orientation Questionnaire (Reyes, 1990a) and the Organizational Commitment Questionnaire (Mowday et al., 1979). Shaw and Reyes (1992) adopted a three-part definition of organizational commitment (Mowday et al., 1982): a strong belief in

and acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization. This three-part definition of organizational commitment was also adopted for the present study and will be discussed in more details in the next chapter.

The findings of Shaw and Reyes' (1992) study suggested that differences in organizational culture exist between elementary and high schools, and that such differences are not a function of demographic or organizational variables.

The second finding, which is of greater significance to the present research, indicates that the higher the level of normative value orientation, the higher the level of teacher organizational commitment. Hence, as Shaw and Reyes (1992) put it,

schools emphasizing normative, as opposed to utilitarian orientations (contract stipulations and monetary incentives), generate higher levels of teacher commitment.

(Shaw and Reyes, 1992:301)

Since the core values formed the basic foundation of the school culture, this research finding of Shaw and Reyes' (1992) study demonstrated that these cultural elements are related to teachers' organizational commitment. This relation was examined in the present study with the ethnographic research approach.

The significance of the two studies, reviewed in this section, to the present research lies in the fact that they both sought to examine how school culture, in different national contexts, is related to teachers' job attitudes such as job satisfaction and organizational commitment. This is also the main purpose of the

present research. The two studies tried to identify the elements of school culture and to see the way in which these cultural variables affect teachers' job satisfaction and organizational commitment.

Although the objectives are similar to that of the present research, the two studies reviewed in this section employed the quantitative survey techniques while qualitative ethnographic approach is planned for the present study. The differences between these two kinds of approaches and their suitability and appropriateness for applying to studies of school culture will be discussed more details in the chapter on methodology.

CONCLUSION

Since the intent of the present study was to investigate the elements of a school's culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization, this chapter reviewed a number of studies on school culture found in the literature and their significance to the present study of school culture undertaken at Alice Girls' High School.

Most of the reviewed studies demonstrated the suitability and appropriateness of adopting the ethnographic research approach for the study of school culture in which participant observation was used as the main data gathering technique supplemented by informant interviews and document analysis. These research techniques which were also adopted for the present study will be discussed in more details in the chapters on methodology.

The studies reviewed also demonstrated the feasibility of adopting the grounded theory research approach for the generation of theoretical ideas and grounded theory by interpreting and analyzing the data from the perspectives of the participants. Thus, the grounded theory approach and the interpretive paradigm were also adopted for the present study.

Many of the research studies found in the literature, which applied the concept of culture to studies in educational settings, focused on cultural leadership and the role of principals in shaping school culture. While a number of studies on school culture in general focused on a wider range of areas covering display and layout of schools, curriculum, school values, teachers' work attitudes, staff relations, school boards, student bodies, and communities. All these works provided theoretical bases and practical guideline for focussing the present study.

Only some quantitative survey research found in the literature sought to investigate the relationship between school culture profiles and teachers' work attitudes and job satisfaction. A gap was noted in the literature employing the ethnographic research approach to investigate the effect of school culture on teachers work attitudes.

Thus, the present research seeks to fill this gap in the literature by adopting the ethnographic research approach to identify and examine the elements of school culture which affect teachers' job satisfaction and organizational commitment.

CHAPTER 4

JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

INTRODUCTION

Job satisfaction and organizational commitment are closely related concepts on teachers' work attitudes. They have been extensively studied in educational research because of their importance in affecting teachers' performance, school effectiveness and educational outcomes in our students.

The intent of the present study was to investigate the elements of a school's culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization. Hence, the main concepts involved in this study include organizational culture, teachers' job satisfaction and organizational commitment.

The concept of culture and its application to organizational studies and to studies in educational settings have been discussed in the last two chapters. This chapter reviews the related literature on the concepts of job satisfaction and organizational commitment, and their significance to the present study.

JOB SATISFACTION

The development of the concept and theories on job satisfaction will be reviewed in the following sections, followed by the discussion on the factors affecting teachers' job satisfaction.

DEFINING JOB SATISFACTION

In their widely cited book, Smith et al. (1969) offer a very simple definition of job satisfaction as: "the feelings a worker has about his job". While numerous other conceptual and operational definitions have appeared in the literature, there is a general consensus that "job satisfactions are feelings or affective responses to facets of the job situation" (Smith et al., 1969). These feelings are seen as a function of the worker's perception of the difference between what is expected or aspired to in the job and what is actually experienced. Hence, job satisfaction is very subjective and it can only be understood in the cultural context and through the participants' perspectives. For this reason, teachers' job satisfaction is closely linked with the culture of the school, and thus, one of the main objectives of the present study is to examine this relationship.

Definitions of job satisfaction, in line with this view, were also suggested by other researchers. Lofquist and Dawis (1969:53) defined job satisfaction as "a function of the correspondence between the reinforcer system of the work environment and the individual's needs". To Porter, Lawler, and Hackman (1975:53-54), job satisfaction is the feeling about a job that "is determined by the

difference between the amount of some valued outcome that a person receives and the amount of the outcome he feels he should receive".

Locke (1976:1300) also noted that job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Locke and Henne (1986:21) contended that "the achievement of one's job values in the work situation results in the pleasurable emotional state known as job satisfaction". In the educational settings, Miskel et al. (1979) defined teachers' job satisfaction as the overall orientation which teachers have towards their work in schools.

Getting the essence of the above definitions, teachers' job satisfaction was defined for the purpose of the present study as the overall orientation which teachers have towards their work in schools. This overall orientation is comprised of feelings or affective responses to facets of the job situation. And, these feelings are seen as a function of teachers' perceptions of the various facets of the job situation and the cultural aspects at school which they perceived as having effects on their feelings and attitudes towards their job as a teacher at school. Hence, teachers' job satisfaction is closely related to teachers' way of thinking and way of feeling about their job at school. Teachers' ways of thinking, feeling and doing things are strongly affected by the culture at school. Thus, examining the relationship between school culture and teachers' work attitudes is the major intent of the present study.

Having defined job satisfaction for the purpose of the present study, the writer now turns to discuss the applications of the concept of job satisfaction to social science research in general and educational research in particular.

APPLICATIONS OF JOB SATISFACTION

Job satisfaction is one of the most widely discussed and extensively studied concepts in such fields as industrial psychology, organizational behaviour, personnel and human resource management as well as educational administration. In the most extensive literature review on job satisfaction, Locke (1976) reported a total of 3,350 articles or dissertations on the subject. If a count of relevant articles and dissertations was made today, it would undoubtedly be more than 5,000 such works (Cranny et al., 1992). A more significant indication of the importance of this topic, however, is illustrated by the central role which the study of job satisfaction has played in the history of industrial and organizational psychology.

Frederick Taylor, in his advocacy of scientific management, was concerned with "a complete and mental revolution on the part of the working man engaged in any particular establishment or industry" (Taylor, 1967). The goals of scientific management were to increase productivity for management and earnings for the worker, with the underlying assumption being that the worker who accepted the scientific management philosophy and who received the highest possible earnings with the least amount of fatigue would be satisfied and productive (Locke, 1976).

This definition provides a functionalist's point of view of job satisfaction in which the concept is regarded as a way of increasing workers' productivity. The main aim of the present study is to identify the elements of school culture which affect teachers' job satisfaction. With these understandings of the relationships between school culture and teachers' job satisfaction, hopefully, school administrators can shape and maintain a school culture which enhances teachers'

job satisfaction and which, in turn, leads to a higher level of teachers' performance and better educational outcomes in our students.

The human relations school also had an early interest in job satisfaction. While Taylor was concerned with the impact of economic incentives on workers' attitudes, interpretation of the Hawthorne studies focused on the role of interpersonal relations in determining employee satisfaction and productivity (Mayo, 1945). The function of the informal organization, work group and supervisor behaviour in shaping employee attitudes was emphasized by proponents of this school (Mayo, 1945). This, in turn, led to interest in participatory management as a way of increasing productivity, worker satisfaction and morale.

Hence, job satisfaction is closely related to cultural elements of an organization such as the functions of informal organization, work group relations, leader behaviour and management styles, employee attitudes and morale. All these cultural elements were among the main areas of focus to be examined in the present study.

ANTECEDENTS AND DIMENSIONS OF JOB SATISFACTION

There is common agreement that satisfaction with a job is not an affective response to a single global factor such as the "job". Most theories assume that job satisfaction has a number of different dimensions (Maslow, 1954; Herzberg, Maumer & Snyderman, 1959; Smith et al., 1969; and Locke, 1976).

In his extensive review of the job satisfaction literature, Locke (1976) notes that there are four major job dimensions conducive to job satisfaction:

1. The work itself -- including the level of mental challenge the job demands, personal interest in the work, and absence of physical strain;
2. Pay and promotions -- that is the rewards for performance which are just, informative and in line with the individual's personal aspiration;
3. Working conditions -- which are compatible with the individual's physical needs and which facilitate the accomplishment of his/her work goals; and
4. Supervision and co-workers -- that is the agents in the workplace who help the employee to attain self-esteem.

Since the early sixties, organizational research has devoted increasing attention to the job itself; in particular, to ways in which jobs can be enlarged or enriched to increase employee motivation and job satisfaction. The premise here is that real job satisfaction can only come through offering the individual opportunities for growth, by designing jobs that challenge him/her mentally. Focus on the job itself has led to numerous studies of job characteristics and methods of job design that can increase worker performance and satisfaction.

In educational settings, educational research has identified a number of factors which exert effects on teachers' job satisfaction. In schools, these factors include the following dimensions:

1. Physical-economic factors:

These factors include the physical environment, working conditions of teachers (Lester, 1987; Avi-Itzhak, 1988) and work load; salary and benefits (Pastor and Erlandson, 1982; Lester, 1987); job security (Holdaway, 1978; Lester, 1987; Avi-Itzhak, 1988); social status and

prestige (Trusty and Sergiovanni, 1966; Holdaway, 1978; Pastor and Erlandson, 1982; Avi-Itzhak, 1988).

2. Social (or Human Relations) factors:

These factors comprise the interpersonal relationships of teachers with their principals, management teams, fellow teachers and students (Hoppock, 1935; Sergiovanni, 1967; Holdaway, 1978; Pastor and Erlandson, 1982; Lester, 1987; Avi-Itzhak, 1988; Heller et al., 1993) as well as leadership styles and supervision (Sergiovanni, 1967; Grassi and Carss, 1973; Heller et al., 1993), recognition and appraisal (Sergiovanni, 1967), cohesive work group reactions, friendly and supportive management relations and the like (Holdaway, 1978; Lester, 1987).

3. Organizational factors:

These factors include the school policies and administration (Sergiovanni, 1967), organizational structures (Grassie and Carss, 1973; Lee et al., 1991), reward system (Lortie, 1975), work allocation and division of labour, centralization and control system (Holdaway, 1978), job formalization and standardization (Lee et al., 1991), organizational communication (Allen, 1992), involvement in administration and participation in decision making process (Avi-Itzhak, 1988; Mak, 1991).

4. Job characteristics and job experience:

These factors include role identity and role significance (Kniveton, 1991), task and skill variety, job perception, goal achievement, recognition of contribution and effort (Sergiovanni, 1967; Lester, 1987; Avi-Itzhak, 1988), sense of achievement from seeing responsive students (Holdaway, 1978; Kniveton, 1991; Lee et al, 1991), realizing the influence of one's

work on students and seeing students growth (Hoppock, 1935; Trusty and Sergiovanni, 1966; Sergiovanni, 1967; Pastor and Erlandson, 1982), possibility of personal and professional growth in skill, efficacy (Trusty and Sergiovanni, 1966) and responsibility through meaningful and challenging work, professional autonomy (Sergiovanni, 1967; Lester, 1987; Avi-Itzhak, 1988) and possibility of professional development and advancement (Lester, 1987).

These categories of factors are summarized in the following table:

These categories of factors are significant to the present study and they provide some important guidelines for the identification of elements of school culture which affect teachers' job satisfaction in the present study.

TABLE 4.1
CATEGORIES OF FACTORS AFFECTING
TEACHERS' JOB SATISFACTION

DIMENSIONS	FACTORS
Physical-economic	physical environment, working conditions and work load; salary and benefits; job security; social status and prestige
Social (Human Relation)	Interpersonal relationships of teachers with their principals, management teams, fellow teachers and students; Leadership styles and supervision; recognition and appraisal; cohesive work group reactions; friendly and supportive management relations
Organizational	School policies and administration; organizational structures; reward system; work allocation and division of labour; centralization and control system; job formalization and standardization; organizational communication; involvement in administration; and participation in decision making process
Job Characteristics and Job Experience	Role identity and role significance; task and skill variety; job perception; goal achievement; recognition of contribution and effort; sense of achievement; personal and professional growth; meaningful and challenging work; professional autonomy; professional development and advancement

ORGANIZATIONAL COMMITMENT

Besides job satisfaction, organizational commitment is another important concept about teachers' job attitude which affects their job performance, school effectiveness and educational outcomes. It is also one of the main aims of the present study to identify the cultural elements of the school which affect teachers' organizational commitment. The following sections review the concepts of organizational commitment and the factors affecting it.

DEFINITIONS OF ORGANIZATIONAL COMMITMENT

Organizational commitment has been defined and measured in several different ways, for example:

1. Organizational commitment can be defined as an attitude or an orientation towards the organization which links or attaches the identity of the person to the organization (Sheldon, 1971).
2. Organizational commitment has also been defined as a structural phenomenon which occurs as a result of individual-organizational transactions and alternations in side bets or investments over time (Hrebiniak and Alutto, 1972).
3. Organizational commitment has also been viewed as a state of being in which an individual becomes bound by his/her actions and, through these actions, to beliefs that sustain the activities and his/her own involvement (Salancik, 1977)

All of the above definitions share a common theme such that it is considered to be a bond or linking of the individual to the organization. The definitions differ in terms of how this bond is considered to have developed (Mathieu & Zajac, 1990).

Several types of organizational commitment have been studied. They are attitudinal commitment, calculative commitment, normative commitment, and organizational identification. However, organizational identification constitutes one of the subdimensions of attitudinal commitment (Mathieu & Zajac, 1990), and normative commitment only describes a process of organizational actions (e.g. selection, socialization procedures) as well as individual predispositions (e.g. personal-organizational value congruence and generalized loyalty or duty attitudes) (Wiener, 1982).

Calculative organizational commitment is defined as "a structural phenomenon which occurs as a result of individual-organizational transactions and alternations in side bets or investments over time (Hrebiniak & Alutto, 1972)". This definition is also too narrow to be applied to the present study of teachers' work attitudes at school.

The type of organizational commitment most commonly studied is attitudinal type. It is defined as the relative strength of an individual's identification with and involvement in a particular organization. Conceptually, it can be characterized by at least three factors (Mowday et al. 1982):

1. A strong belief in and acceptance of the organization's goals and values;
2. A willingness to exert considerable effort on behalf of the organization;
3. A strong desire to maintain membership in the organization.

This three-part definition of organizational commitment (Mowday et al. 1982) is most comprehensive and best suited for the study of teachers' organizational commitment planned for the present study.

Having reviewed the concept and definitions of organizational commitment, the writer now turns to discuss the antecedents and factors affecting organizational commitment in the next section.

ANTECEDENTS OF ORGANIZATIONAL COMMITMENT

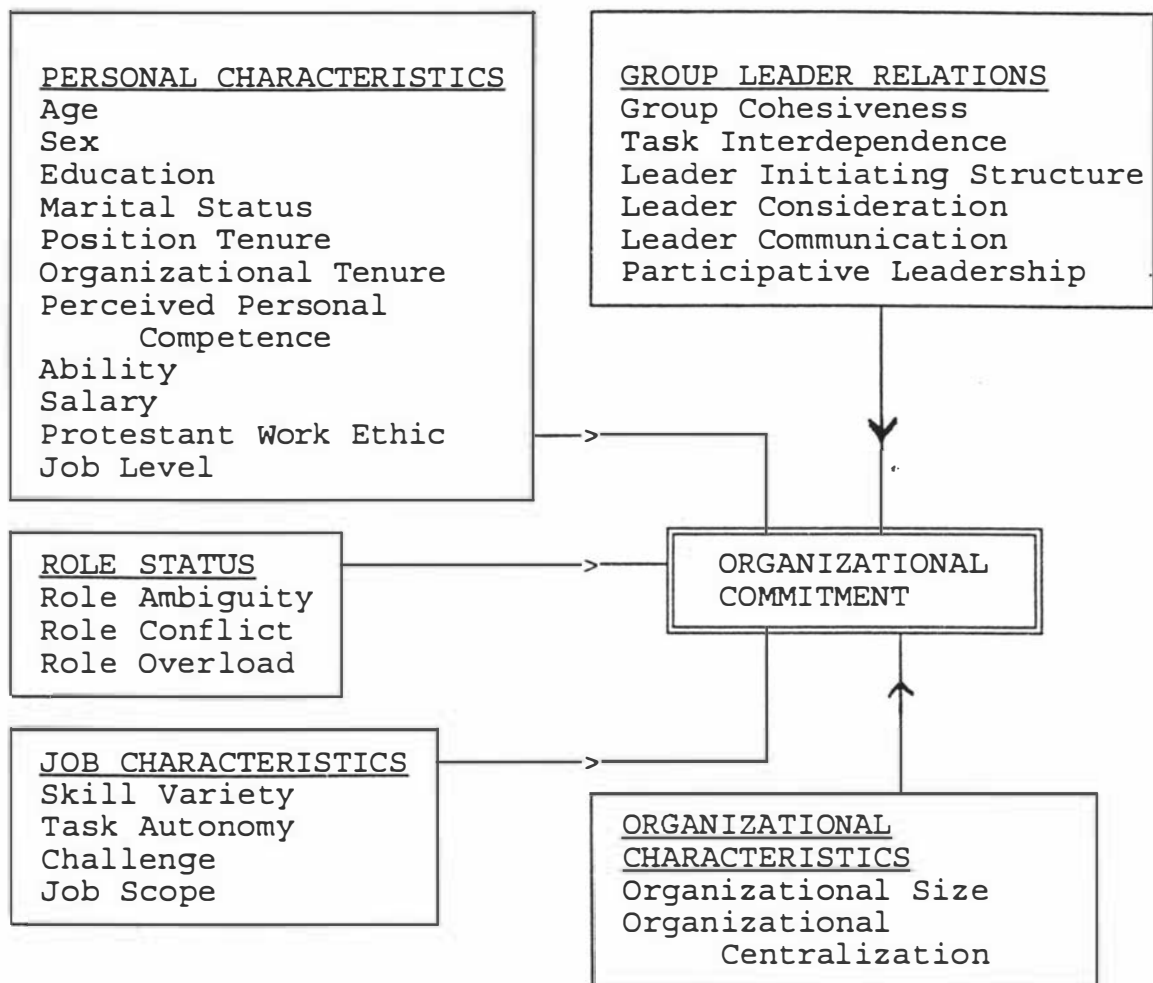
In order to study the effect of the antecedents on organizational commitment within an organization, different researchers have grouped the antecedents into different categories. Steers (1977) has suggested grouping the antecedents into three main categories: (1) personal characteristics, (2) job characteristics and (3) work experience which includes group attitudes and organizational dependability.

Morris & Steers (1980) later suggested the need to add a fourth category of antecedents, namely, structural characteristics which include formalization, functional dependence and decentralization of the organization. Glisson & Durick (1988) classified the antecedents into three categories: (1) worker characteristics, (2) job characteristics and (3) organization characteristics.

Mathieu & Zajac (1990) conducted an article-by-article search of the *Journal of Applied Psychology*, the *Academy of Management Journal*, *Administrative Science Quarterly*, *Human Relations*, *Organizational Behaviour & Human Decision Processes*, and *Personnel Psychology* for the period from January

1980 through September 1987. After reviewing numerous articles, they consolidated and classified those variables as antecedents, correlates and consequences; their relationships could be depicted as in figure 4.1.

FIGURE 4.1
CLASSIFICATION OF ANTECEDENTS OF
ORGANIZATIONAL COMMITMENT



(Adopted from Mathieu & Zajac, 1990)

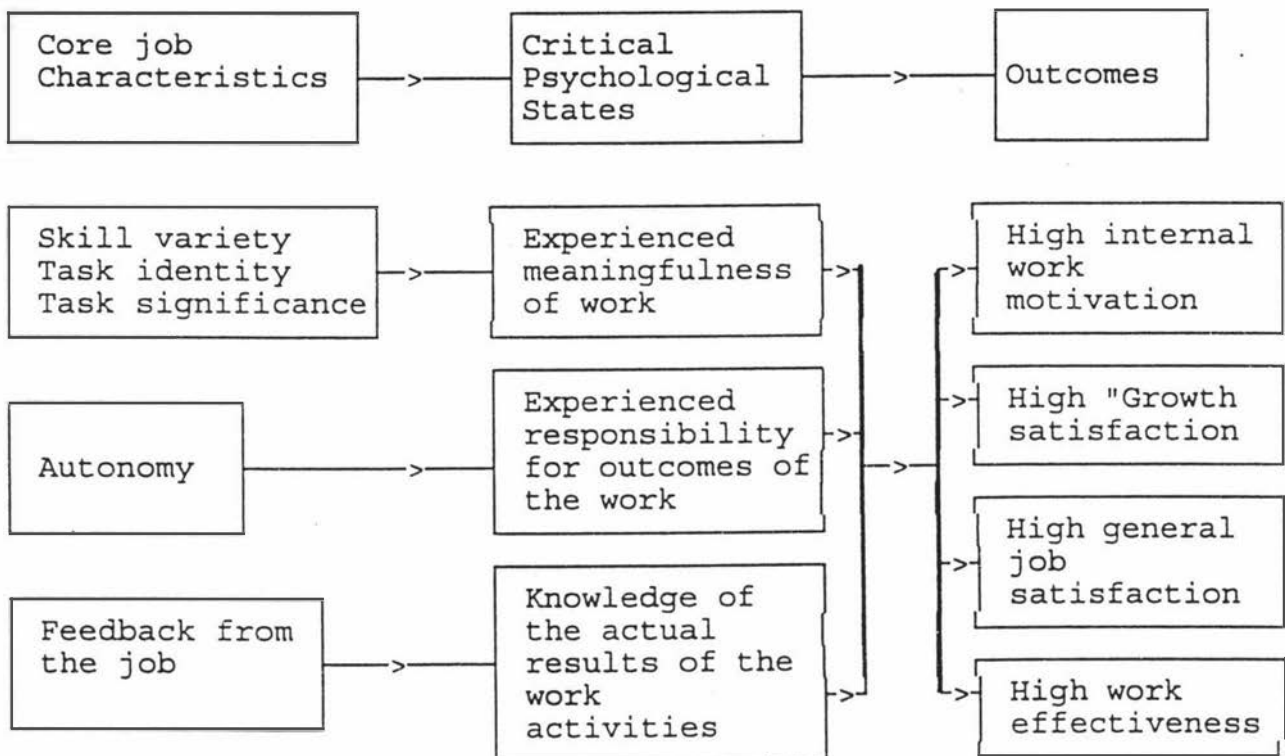
According to Mathieu & Zajac (1990), personal characteristics, job characteristics, group-leader relations, organizational characteristics, and role states have generally been considered as antecedents of organizational commitment. In addition, skill variety, autonomy, job challenge and job scope have commonly been employed as antecedents of organizational commitment. According to Mathieu & Zajac (1990), job challenge is not formally a component of the job characteristic model. Instead, job scope is generally regarded as a component of the job characteristic model. Therefore, only two characteristics of job, skill variety and autonomy, have generally been adopted.

According to Hackman (Hackman & Oldham, 1975; Hackman et al. 1983), there are five core attributes of job characteristics which contribute to subordinates' performance. These include skill variety, task identity, task significance, autonomy and feedback from job. All of these items may influence subordinates' performance outcomes. For example, when a job draws upon several skills of an employee, that individual may find the job to be of very high personal meaning and perform better than he/she usually do. When individuals understand that the result of their work may have a significant effect on the well-being of other people, the experienced meaningfulness of the work usually is enhanced and the person will be more committed to work. Moreover, to the extent that autonomy is high, work outcomes will be viewed by workers as depending substantially on their own efforts, initiatives, and decisions, rather than on the adequacy of instructions from the boss or on a manual of job procedures. In such circumstances, individuals should feel a strong personal responsibility for the successes and failures that occur on the job.

All the core job characteristics are supposed to exert influence on subordinates' psychological states and, hence, on subordinates' performance outcomes. Hence, skill variety, task identity and task significance influence the experienced meaningfulness of the work; subordinates' autonomy influences the experienced responsibility for outcome of the work; and feedback from job influences the knowledge of the actual results of the work activities. These relations can be illustrated in figure 4.2 below:

FIGURE 4.2

JOB CHARACTERISTICS MODEL



(Adopted from Hackman & Oldham, 1983)

It is obvious from the antecedents of organizational commitment which have been discussed so far that most of these antecedents, including organizational characteristics and job characteristics, are actually important cultural elements which can be found at schools. Hence, these categories of antecedents provide important guidelines for the identification of cultural elements which affect teachers' organizational commitment planned for the present study.

In addition to those antecedents discussed above, the effect of external environment on employees' commitment should not be neglected. Getzels and Guba (1957) suggested that an organization is a social system which includes an organizational dimension and an individual dimension. The interaction of these two dimensions influences the organizational behaviour such as the commitment of the employees in the organization. Based on this conceptualization, the antecedents of organizational commitment can be grouped into two categories: (1) Personal factors and (2) organizational factors.

In view of organizations as social systems which are open, Bolman and Deal (1984) suggested that:

"everything outside the boundaries of an organization even though the boundaries are often nebulous and poorly drawn, is seen as (external) environment." (Bolman and Deal, 1984:44)

Moreover, Zaltman et al. (1973) comment that:

"the external environment consists of those relevant physical and social factors outside the boundaries of the organization ... that are taken into consideration in the decision making behaviour of individuals in that system." (Zaltman et al., 1973:114)

It follows that the effect of external environment on teachers' commitment should also be taken into consideration even though, in educational settings, the

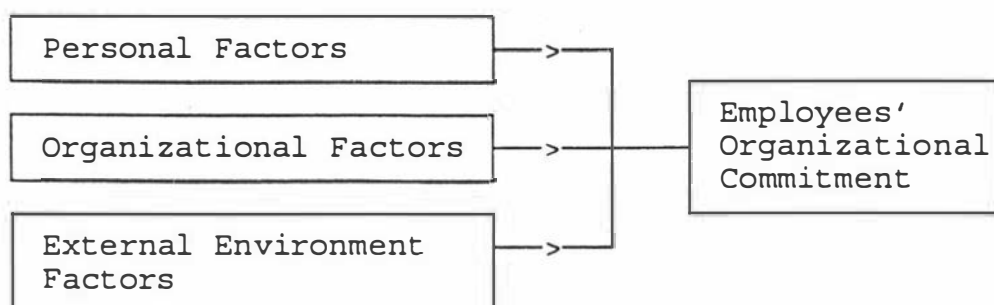
external environment is complex and difficult to analyze. For this reason, in seeking to understand the effects of cultural factors on teachers' work attitudes in the present study, external factors beyond the school level were also taken into consideration. Such factors might include the economic situation of the country, the situation of educational funding, job choice availability (O'Reilly and Caldwell, 1981; Rusbult and Farrell, 1983), social status of teachers, and teachers' professionalism (Popperton, 1992; Reyes, 1992).

CATEGORIES OF ANTECEDENTS

In summary, the study of employees' commitment to an organization were conceptualized by the present researcher as the behavioural outcome of the interaction of the three factors: (1) personal factors, (2) organizational factors and (3) external environment factors as shown in figure 4.3.

FIGURE 4.3

FACTORS AFFECTING ORGANIZATIONAL COMMITMENT



These categories of factors can also be summarized as in the following sections:

A. Personal Factors:

The employees' commitment could be predicted by personal characteristics which include age and tenure (Angle & Perry, 1981), gender (Grusky, 1966; Hrebiniak & Alutto, 1972; Marsden et al. 1993), and education (Morris & Steers, 1980; Steers, 1977).

Factors of non-demographic individual difference include central life interest (Dubin et al. 1975), work ethic (Hulin & Blood, 1968), job and role expectations (Stumpf & Hartman, 1984) and personal needs (Steers, 1977).

B. Organizational Factors:

The organizational factors consist of job characteristics, leadership, work group and organizational characteristics.

The job characteristic factors such as job scope, challenge, or motivation potential (Bateman & Strasser, 1984; Buchanan, 1974; Hall et al., 1970), task identity, feedback, responsibility and autonomy (Steers, 1977, Kock & Steers, 1978) are found to be related to employees' commitment.

Organizational commitment is also found to be related to leadership such as supervisory relations (Fukami and Larson, 1984), initiating structure and consideration (Morris & Sherman, 1981), leader reward behaviour (Bateman and Strasser, 1984) and charismatic leader behaviour

(Conger et al., 1988). In fact, Sergiovanni (1984) and Bennis (1984) have suggested that the cultural leadership has significant impact on the employees' behaviours.

Interaction between members of the work group was found to result in greater social involvement of the members in the organization. Moreover, the more positive was the group attitudes towards the organization, the higher was the employees' organizational commitment to the organization (Buchanan, 1974; Steers, 1977). In fact, researchers who focus on using social norms as theoretical frameworks to investigate organizational commitment argue that the social relationship dominate employees' perceptions and commitment to the organizations (Moch & Seashore, 1981; Hackman, 1976).

Furthermore, organizational commitment was found to be related to organizational characteristics such as formalization, functional dependence on the work of others, decentralization and participation in decision making (Morris and Steer, 1980; Rhodes and Steers, 1981). Moreover, employees' commitment was also found to be related to organizational culture (Hunt et al., 1984; Schein, 1985; Selznick, 1957).

C. External Environment Factors:

Organizational commitment is found to be related to economic factors such as job choice availability and job attraction (Forrest et al., 1977; Pfeffer & Lawler, 1980; O'Reilly & Caldwell, 1981; Rusbult & Farrell, 1983). Furthermore, teachers' commitment is also related to the social status of teachers and teachers' professionalism (Martinez-Pons, 1990; Poppleton, 1992; and Reyes, 1992).

As discussed before, most of these categories of factors are actually important elements of a school's culture. Therefore, these categories are significant to the present study in the way that they provide some guidelines for the identification of elements of school culture which affect teachers' organizational commitment planned for the present study.

Having reviewed the theories and concepts of school culture, teachers' job satisfaction and organizational commitment, the writer will discuss, in the following chapter, the relationships between them and the ways they interact in affecting teachers' work attitudes and job performance.

CONCLUSION

The intent of the present study is to investigate the elements of a school's culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization. In this chapter, the researcher reviewed the related literature on the concepts of job satisfaction and organizational commitment, and their significance to the present study.

For the purpose of the present study, teachers' job satisfaction was defined as the overall orientation which teachers have towards their work in schools. This overall orientation is comprised of feelings or affective responses to facets of the job situation. And, these feelings are seen as a function of teachers' perceptions of the various facets of the job situation and the cultural aspects at school which they perceive as having effects on their feelings and attitudes towards their job as a teacher.

Educational research has identified a number of factors which exert effects on teachers' job satisfaction. These factors are grouped into four categories: (1) physical-economic factors, (2) social factors, (3) organizational factors, and (4) job characteristics and job experience. These categories are useful for the identification of cultural elements affecting teachers' job satisfaction in the present research.

Besides job satisfaction, organizational commitment is another important concept on teachers' work attitude reviewed in this chapter. Following the review of various definitions and typologies of organizational commitment, a three-part definition of organizational commitment (Mowday et al. 1982) was adopted for the present study:

1. a strong belief in and acceptance of the organization's goals and values;
2. a willingness to exert considerable effort on behalf of the organization; and
3. a strong desire to maintain membership in the organization.

This three-part definition of organizational commitment (Mowday et al. 1982) is comprehensive and was adopted for the study of teachers' organizational commitment planned for the present study.

Antecedents and factors leading to the development of teachers' organizational commitment were also identified in this chapter and categorized into three groups: personal factors, organizational factors, and external environment factors. Most of these antecedents including organizational characteristics and job characteristics are actually important cultural elements that can be found at schools. Hence, these categories of antecedents provided important guidelines for the identification of cultural elements which affect teachers' organizational commitment planned for the present study.

As the main aim of the present research was to find out the relationships and interactions of these factors with school culture in affecting teachers' work attitudes and job performance, the writer now turns to discuss the relationships between school culture, teachers' job satisfaction and organizational commitment in the next chapter.

CHAPTER 5

RELATIONSHIPS BETWEEN SCHOOL CULTURE, TEACHERS' JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

INTRODUCTION

The intent of the present study was to investigate the elements of a school's culture which affect teachers' satisfaction about their work and their commitment to the school as an organization. Hence, the main concepts involved in this study include organizational culture, teachers' job satisfaction and organizational commitment. In this chapter, the researcher discusses the relationships between these core concepts and their significance to the present study.

TEACHERS' JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

Price and Mueller (1986) proposed that commitment mediates the influence of satisfaction on turnover, which places satisfaction causally prior to commitment. Indeed, some scholars have assumed that satisfaction is a determinant of commitment (Angle & Perry, 1981; Buchanan, 1974; Hrebiniak & Alutto, 1972; Koch & Steers, 1978; Reichers, 1985; Steers, 1977). In contrast, Bateman and Strasser (1984) suggested that commitment is causally antecedent to satisfaction.

In order to verify the finding of Bateman and Strasser (1984), Curry et al. (1986) conducted a similar study. Their analysis did not indicate that satisfaction is a determinant of commitment or that commitment is a determinant of satisfaction. The argument concerning the correct causal ordering of these variables has not yet been settled.

Furthermore, researchers have investigated either the predictors of satisfaction or those of commitment, making comparisons impossible between the relative effects on satisfaction and commitment of each predictor studied (Glisson and Durick, 1988). These gaps in the literature suggest that more work is needed to clarify this important relationship between job satisfaction and organizational commitment (Shin & Reyes, 1991). Therefore, the determinants of job satisfaction and organizational commitment and their relations are worth studying in educational administration and school management.

Locke (1976) defined job satisfaction as the "positive emotional state resulting from the appraisal of one's job or job experiences", while Mowday,

Porter, and Steers (1982) defined organizational commitment as a strong belief in the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to remain a member of the organization.

These two concepts can be further distinguished by defining job satisfaction as a positive emotional response to the appraisal of specific job tasks or experiences and organizational commitment as an effective response to beliefs about the organization (Williams & Hazer, 1986; Brooke et al., 1988; Mowday, Porter & Steers, 1982). Hence, commitment emphasizes attachment to the employing organization, including its goals and values, while satisfaction emphasizes the specific task environment where an employee performs his or her duties (Mowday, Steers, and Porter, 1979).

In fact, Glisson & Durick (1988) found that job satisfaction and organizational commitment are each affected by a unique hierarchy of predictors. They found that two job characteristics, skill variety and role ambiguity, are the best predictors of satisfaction, while two organizational characteristics, leadership and the organization's age, are the best predictors of commitment. However, in some research, the antecedents of job satisfaction and organizational commitment are similar. The antecedents include job characteristics, organizational characteristics, leadership and work group (Morris & Sherman, 1981; Steers, 1977; Rusbult & Farell, 1983; Williams & Hazer, 1986). Actually, the classification of antecedents for job satisfaction and organizational commitment has not yet been compromised. Hence, in the present study, the antecedents for job satisfaction and organizational commitment will be viewed from a wider cultural perspective at both organizational and social (or community) levels and will not be

confined to any particular groups of antecedents to job satisfaction or organizational commitment only.

SCHOOL CULTURE AND TEACHERS' JOB SATISFACTION

As Smith et al., (1969) defined, job satisfactions are feelings or affective responses to facets of the job situation. Hence, job satisfaction is very subjective and it can only be understood in the cultural context and through the participants's perspective. Thus, teachers' job satisfaction is affected by the school culture.

Hence, teachers' job satisfaction are feelings to facets of the job situation (Smith et al., 1969) which comprised many cultural elements at school such as the cultural leadership, relationships and cultural interactions among participants at school and the participative decision making processes. Teachers' feelings or perceptions of these cultural aspects at school would have effects on their feelings and attitudes towards their job as a teacher at school. Hence, teachers' job satisfaction is closely related to teachers' way of thinking and way of feeling about their job at school. Teachers' ways of thinking, feeling and doing things are strongly affected by the culture at school. Therefore, all these cultural aspects at school would have effects on teachers' job satisfaction.

Furthermore, the human relations school emphasized the role of interpersonal relations in determining employee satisfaction and productivity (Mayo, 1945). The function of the informal organization, work group and supervisor behaviour in shaping employee attitudes was also emphasized by

proponents of this school (Mayo, 1945). This, in turn, led to interest in participatory management as a way of increasing productivity, worker satisfaction and morale.

Hence, job satisfaction is closely related to cultural elements of an organization such as the functions of informal organization, work group relations, cultural leadership and management styles, employee attitudes and morale.

Sergiovanni (1982) also emphasized that organizational culture provides organizational members with a clear understanding of the organization's norms, beliefs, principles, and guidelines and offers meaningfulness to the members of the organization. Thus, schools with a strong culture offer meaningfulness to teachers. In these schools, teachers will find their work as a teacher meaningful and worth doing which, in turn, contributes to teachers' satisfaction in their job at the school.

By guiding and directing the particular way in which organizational members do things (Osborne, 1992), culture serves to indicate how behaviour should be controlled in an organization and depicts what qualities and characteristics of organization members should value, and how behaviour should be rewarded and punished (Harrison, 1972).

Thus, culture defines what is true and good (Corbett et al., 1987) and "culture is socially shared and transmitted knowledge of what is, and what ought to be" (Wilson, 1971 quoted in Corbett et al., 1987). Through the guiding of members' behaviour, culture "ensures consistency of action" (Beardmore, 1985). This regularity of behavioural patterns and norms provides members with "emotional security because outcomes are predictable" (Beardmore, 1985). Furthermore, by "consciously submitting to the norms of the culture, an individual

can feel accepted" (Beardsmore, 1985). These emotional security and feeling of social acceptance is important in fostering teachers' satisfaction in the job at school. All these cultural elements were among the main foci of the present study.

SCHOOL CULTURE AND TEACHERS' ORGANIZATIONAL COMMITMENT

Organizational commitment is considered to be a bond or linking of the individual to the organization while organizational culture is also considered to be the conceptual glue holding the organization and bonding its members together (Tichy, 1982). Therefore, it is obvious to follow that organizational culture and organizational commitment are related and interacting, in some way, to affect members' ways of thinking, feeling and doing things.

As Smircich (1983) expressed, the major functions that organizational culture provides seems to be a sense of identity for the organization's members, commitment to the organization, and norms and values that guide behaviour. The development of identity and sense of belonging makes it possible that organizational culture serves as a social glue that helps hold the organization together (Harrison, 1972). These important functions of organizational culture relate closely with the three-part definition of organizational commitment (Mowday et al. 1982) which was adopted for the present study:

1. a strong belief in and acceptance of the organization's goals and values;
2. a willingness to exert considerable effort on behalf of the organization; and
3. a strong desire to maintain membership in the organization.

Therefore, a strong school culture with commonly shared core values generates in teachers a strong belief in and acceptance for the school's goals and values which is essential for the development of teachers' commitment to the school as an organization. According to Harrison (1972), culture also provides a common purpose for members of the organization by specifying the goals and values toward which the organization should be directed (Harrison, 1972). This strong bond brings members together to work on behalf of the organization to attain its goals (Sergiovanni, 1982). Hence, a strong school culture also provides for the teachers a strong sense of identity which creates a willingness in teachers to exert effort on behalf of the school and a strong desire to stay and teach at the school. These are important indicators of teachers' commitment to the school as an organization.

Furthermore, according to Mathieu & Zajac (1990), job characteristics, group-leader relations, organizational characteristics, and role states have generally been considered as antecedents of organizational commitment. In fact, many of these antecedents of organizational commitment, such as cultural leadership, school goals and values, expectations, relationships and cultural interactions among teachers and with their school leaders, participative decision making and communication patterns are considered to be important components of the school culture. And these cultural elements at school are important factors affecting teachers' commitment to the school. Hence, school culture is closely related to teachers' organizational commitment and the investigation of this relationship is the main aim of the present study.

Having discussed the relationships between school culture, teachers' job satisfaction and organizational commitment, the writer now turns to compare the factors affecting teachers' job satisfaction and organizational commitment.

COMPARISON OF FACTORS AFFECTING TEACHERS' JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT

The following table (table 5.1) compares the factors affecting teachers' job satisfaction and organizational commitment:

TABLE 5.1

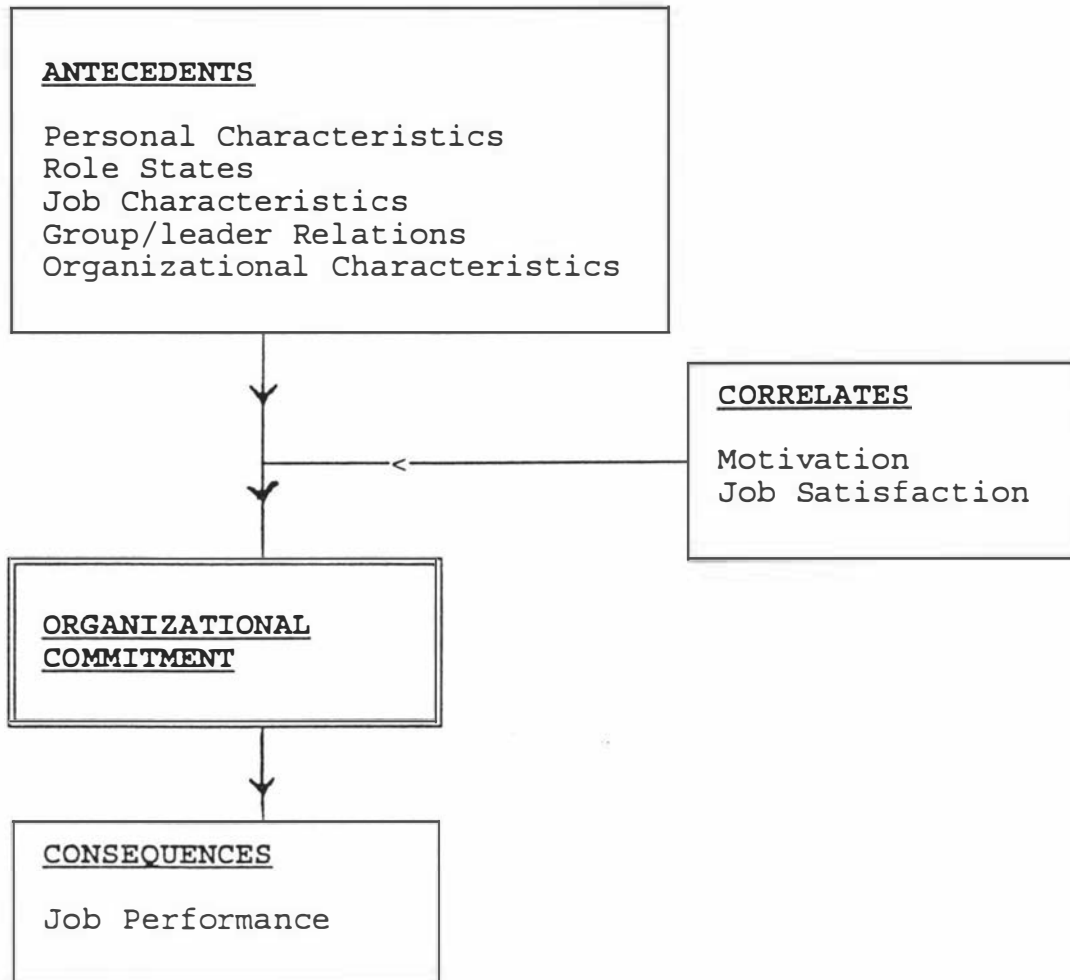
**COMPARISON OF FACTORS AFFECTING TEACHERS'
JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT**

JOB SATISFACTION	BOTH JOB SATISFACTION AND COMMITMENT	COMMITMENT
<p><u>Job Experience Factors:</u> e.g. goal achievement, recognition, responsibility, professional growth, role identity and role significance, job perception, seeing students growth</p>	<p><u>Social Factors:</u> e.g. interpersonal relations, leadership, supervision</p> <p><u>Organizational Factors:</u> e.g. organizational structure, reward system, power distribution, communication, centralization and control system, job formalization and standardization, involvement in administration and decision making process</p>	<p><u>Personal Factors:</u> e.g. gender, age, education, career stages, work ethics, value system, personal needs and expectations, central life interest</p>

As can be seen from the table, personal factors contribute more to organizational commitment while the job characteristics and job experience factors have a greater effect on job satisfaction. The social factors and organizational factors affect both job satisfaction and organizational commitment. In fact, most of the social and organizational factors are important components of the school culture and these cultural elements which have effects on teachers' job satisfaction and organizational commitment are the main areas of focus of the present study.

Mathieu and Zajac (1990) has also demonstrated that job satisfaction and organizational commitment are closely related to each other as illustrated in Figure 5.1 below:

FIGURE 5.1
CLASSIFICATION OF ANTECEDENTS, CORRELATES,
AND CONSEQUENCES OF ORGANIZATIONAL COMMITMENT



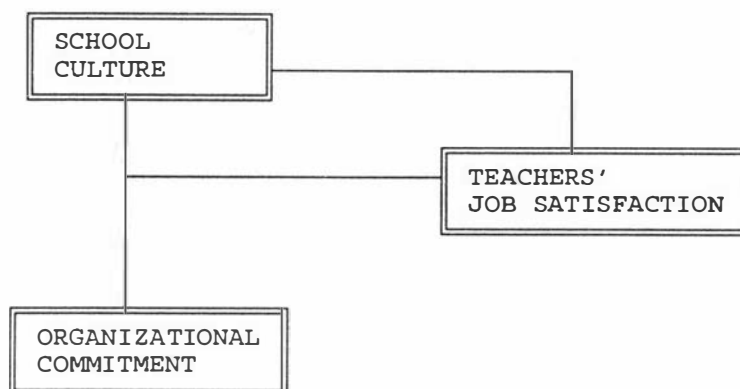
(Adopted and simplified from: Mathieu and Zajac, 1990:174)

As can be seen from Figure 5.1 (Mathieu and Zajac, 1990), most of the factors affecting these work attitudes of teachers are, in fact elements of a school culture.

Therefore, a model is developed by the writer, as shown in Figure 5.2, to provide an conceptual framework to guide the investigation of the relationship of school culture with teachers' job satisfaction and organizational commitment.

FIGURE 5.2

A MODEL RELATING SCHOOL CULTURE, TEACHERS' JOB SATISFACTION, AND ORGANIZATIONAL COMMITMENT



CONCLUSION

The intent of the present study was to investigate the elements of a school's culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization. Hence, the main concepts involved in this study include organizational culture, teachers' job satisfaction and organizational commitment. In this chapter, the researcher discussed the relationships between these core concepts and their significance to the present study.

This chapter concluded with a discussion of the relationships between job satisfaction and organizational commitment and summarized the relationships and factors with Mathieu and Zajac's (1990) model. From this model, a model relating school culture, teachers' job satisfaction and organizational commitment was developed to provide an important conceptual framework for the investigation of the effects of school culture on teachers' job satisfaction and organizational commitment planned for the present study.

PART III: RESEARCH DESIGN AND METHODOLOGY

CHAPTER 6: RESEARCH DESIGN AND METHODOLOGY

CHAPTER 7: ETHNOGRAPHY IN ACTION

CHAPTER 6

RESEARCH DESIGN AND METHODOLOGY

WHY QUALITATIVE METHODS IN CULTURE

RESEARCH ?

People who write about methodologies often forget that it is a matter of strategy, not of morals. There are neither good or bad methods but only methods that are more effective under particular circumstances in reaching objectives on the way to a distant goal.

(Hamons, 1949:330)

As Hamons (1949) pointed out, the choice of methodologies is a matter of strategy rather than morals. The approach adopted by a particular piece of research should be best suited for the circumstances and the objectives of the research (Hamons, 1949).

The main aim of the present research is to study the culture of a secondary school and to identify the elements of the school culture which affect teachers' job satisfaction and organizational commitment. Before the elements of the school culture which affect teachers' job satisfaction and organizational commitment can be identified, a thorough understanding of the school culture under study is necessary. Hence, a research approach which is appropriate for the in-depth study of school culture has to be chosen for the present study.

According to anthropologists, (Geertz, 1973) culture is "in the minds and hearts of men" and it operates at the preconscious level of the human mind. Firestone and Wilson (1985) contended that the culture of an organization refers to the subjective side of the organization which includes beliefs, perceptions, values and assumptions. Owens and Steinhoff (1989) also pointed out that

understanding the organizational culture of a school requires one to uncover the assumptions -- unspoken, taken for granted, in the preconscious -- that give rise to organizational culture.

Because of the subjective, deep-lying, preconscious and taken for granted nature of organizational culture, it is difficult to study using quantitative methods.

As Owens (1987) has pointed out:

... important elements of culture are subtle, unseen, and so familiar to persons inside the organization ... Collecting, sorting, and summarizing data [of cultural events] ... does not lend itself to tidiness of a printed questionnaire and statistical analysis of the responses to it. ... it is necessary to get inside the organization: to talk at length with people; to find out what they think is important to talk about; to hear the language they use; and to discover the symbols that reveal their assumptions, their beliefs, and the values to which they subscribe. For that reason, students of organizational culture tend to use field research methods rather than traditional questionnaire-type studies.

(Owens, 1987:175-6)

Smircich (1983) also argued that culture reflects a social construction of reality unique to members of a social unit. Because of this uniqueness, "it is impossible for standardized measures to tap cultural processes" (Rousseau, 1990).

Since the concept of school culture is the central focus of this study, the qualitative research approach has considered to be best suited to the study of school culture for the present study undertaken at Alice Girls' High School.

Bogdan and Taylor (1975) supported this view:

Qualitative methods allow us to know people personally and to see them as they are developing their own personal definitions of the world. We experience what they experience in their daily struggles with their society. We learn about groups and experiences about which we may know nothing.

Hence, Rousseau (1990:166) summarized the reasons why culture is most appropriately assessed by qualitative methods:

1. The fundamental content of culture is unconscious and highly subjective.
2. Interactive probing is required to access otherwise inaccessible and unconscious cultural material.
3. Each culture is idiosyncratic and unique and requires non-standardized assessments.

Rousseau (1990:166) also explained why quantitative assessment is not suitable for the study of cultural phenomena:

1. Culture is not univocal, but as a highly subjective social construction it cannot properly be studied by research-constructed categories and scales with unchanging calibrations across field sites.
2. Categorization of constructs on an a priori basis by researchers doing field research misrepresents the experiences of respondents, and thus is invalid.
3. Use of researcher-derived categories is a distortion of the respondent's perspective and is thus unethical.

Thus, in order to really learn about cultures in organizations, one must actually get into the culture and experience it as a part of it. In order to penetrate the outer layers and to probe into the inner core of the culture, one must live the culture as a participant to really get to know it.

Since the main aim of the present research was to study the culture of a school and identify the elements of the school culture which affect teachers' job satisfaction and organizational commitment, the researcher adopted the qualitative research approach and ethnographic techniques for the present study. Through these research techniques, the researcher could actually get into the culture and experience it as a part of it in order to really get to know it.

ETHNOGRAPHIC RESEARCH

Not only popular in sociological research (Ramsay, 1987), ethnographic research is also representative of a research orientation which has recently emerged as an essential component of the body of educational research.

"Ethnography" has become virtually a household word in professional education, and it is the rare research project today that does not have somewhere in the table of operations at least one ethnographer and somewhere in the research design some ethnographic procedures.

(Spindler, 1982:1)

It is appropriate at this point to define what ethnography is about before going into more details of the nature and characteristics of ethnographic research and its suitability for the study of school culture which is the main focus of the present research.

DEFINING ETHNOGRAPHY

Ethnography is an approach to social science research which allows the researcher to study a social phenomenon through direct involvement and to tap into the mind-set of those enacting the phenomenon. It is an approach that has its roots in anthropology. As Agar (1980:11) explained:

Ethnography, then, offers a social science metaphor within which the richness and variety of group life can be expressed as it is learned from direct involvement with the group itself.

(Agar, 1980:11)

Taft (1988:59) has also provided one of the formal definitions of ethnography:

Ethnographic research consists essentially of a description of events that occur within the life of a group, with special regard to social structures and the behaviour of the individuals with respect to their group membership, and an interpretation of the meaning of these for the culture of the group. Thus ethnography is used both to record primary data and to interpret its meaning.

(Taft, 1988:59)

Hence, ethnographic research is about human groups. It is about culture which is based on social structure and individual behaviours. Ethnographic research is about description and interpretation of social realities from the perspectives of the participants involved in the social groups. Thus, the ethnographic approach would best serve the purposes of the present study which seeks to provide descriptions and interpretations of the cultural world at the school under study from the perspectives of the teachers and to identify the cultural elements which have effects on these teachers' work attitudes.

Further, on the purposes of ethnographic research, Sanders (1976:177)

noted:

The purpose of ethnographic methods is to uncover social, cultural, or normative patterns of a group of people. Generally, this involves an analytic description of a cohort's behaviour in terms of a social setting, organization, or culture.... These studies incorporate participant observation, intensive interviewing, and qualitative analysis in order to arrive at an understanding of the observed patterns of behaviour engaged in by those being studied.

(Sanders, 1976:177)

Therefore, it is now appropriate at this point to discuss in more detail the nature and characteristics of the ethnographic research approach and its appropriateness to be applied to the study of school culture in the present research.

CHARACTERISTICS OF ETHNOGRAPHIC RESEARCH

Ethnographic research shares, among others things, such common features as being holistic, reflective of native perspectives, naturalistic in data collection, multimodal and eclectic (Goetz, J.P. and LeCompte, M.D. 1984; Miles and Huberman, 1994). Among these characteristics, some are more important in distinguishing ethnographic research from other research approaches and now the writer turns to discuss these characteristics and their significance to the present study of school culture undertaken at Alice Girls' High School.

HOLISTIC APPROACH

Ethnographic research adopts an holistic approach (Sanday, 1983; Goetz and LeCompte 1984; Fetterman, 1989; and Miles and Huberman, 1994) in which ethnographers are committed to the study of culture as an integrated whole (Sanday, 1983; Miles and Huberman, 1994). Adopting this holistic approach, the present researcher did not see the school under study, Alice Girls' High School, as merely a body of variables but he sought to understand the culture of the entity under study. In order to gain a deep and thorough understanding of the school culture which is essential for the present study, the researcher's role was to gain a holistic overview of the cultural context under study which is a systemic, encompassing and integrated whole comprising such features as its logic, its arrangement, its explicit and implicit rules (Miles and Huberman, 1994).

The holistic approach reflects the basic assumption that culture varies from one community to another; that the behavioural norms, shared values and beliefs are different from organization to organization and from group to group. We cannot make sense of the data collected unless we understand the cultural context in which the data exist. Not until the norms, values and beliefs in the cultural context are understood can we make good interpretations or arrive at appropriate conclusions. Therefore, before arriving at conclusions on the effects of school culture on teachers' job satisfaction and organizational commitment which was the main purpose of the present study, interpretations of the data have to be made with a holistic overview of the cultural context of the school under study. Thus, the holistic approach was adopted for the present study of school culture undertaken at Alice Girls' High School.

NATURALISTIC DATA-COLLECTION

In ethnographic research, data are collected in a naturalistic way. Owens (1982) stated that naturalistic studies seek to:

illuminate social realities, human perceptions and organizational realities untainted by the intrusion of formal measurement procedures or re-ordering of the situation to fit the pre-conceived notions of the investigator.

Hence, ethnographic research follows an anthropological rigour that data are allowed to unfold themselves naturally rather than being collected according to a specific framework prescribed by the researcher, or after some deliberate manipulation of the subject by the researcher.

One of the important implications of this principle is that the researcher has to become an insider of the group under study, as far as possible, so that the disturbance of the group by the researcher is kept to the minimum.

Therefore, in this ethnographic study of school culture undertaken at Alice Girls' High School, the researcher sought to collect the data in the most natural ways. Instead of making the participants to respond to the researcher along the track pre-determined through questionnaires as in quantitative studies, participant observation was employed in the present study as the main data gathering technique supplemented by informants interviews and document analysis. By so doing, the researcher sought to respond to the data which unfold themselves in their most natural ways and the disturbance of the group by the researcher can be kept to the minimum.

ECLECTIC AND MULTIMODAL STRATEGIES

Ethnographic research is eclectic in that ethnographers do not confine themselves to a specific research method or technique; nor is there any particular method or technique that an ethnographer would reject (Goetz and LeCompte 1984; Patton, 1990; and Miles and Huberman, 1994). Different methods and research techniques are adopted in ethnographic research because of the varying needs and circumstances in different cultural contexts. Ethnographers may adopt new techniques and attend to new parameters during the course of the research processes.

Therefore, the present ethnographic study of school culture undertaken at Alice Girls' High School was multi-modal in its methodology -- use of a variety of methods and techniques, participant observations, informant interviews, informal conversations and document analysis -- to suit the varying needs and circumstances in different cultural contexts. The use of multiple methods in ethnographic research is also a matter of both validity and reliability. This is because, in most cases, the understanding of the social reality is not always satisfactory with any particular research technique and only a combination of a variety of methods and techniques yields valid data.

Furthermore, ethnographic research relies heavily on human interpretation. Multiple methods and research techniques provide cross-examination mechanisms or triangulation of data and research findings. The use of these research techniques in the present study, will be discussed in more detail in the next chapter.

INTERPRETIVE PARADIGM -- THE NATIVE PERSPECTIVES

Ethnographic research, by its very nature, studies the native views and seeks to interpret reality from the native perspectives. In Miles and Huberman's (1994) words:

The researcher attempts to capture data on the perceptions of local actors "from the inside", through a process of deep attentiveness, of empathetic understanding (*Verstehen*), and of suspending or "bracketing" preconceptions about the topics under discussion.

(Miles and Huberman, 1994:6)

In the present study, the researcher sought to understand the framework in which the natives -- the participants of the school culture -- thought and felt, and tried to describe and interpret the culture with that framework.

According to Morgan's (1980) classification of paradigms of scientific enquiries, the present ethnographic study undertaken at Alice Girls' High School rests on the interpretive paradigm in which the social world is predominantly seen as being the result of subjective constructions of social realities, and as being best understood through an interpretive analysis of the perceptions of those involved in defining a particular social phenomenon.

The particular social phenomenon under study in the present research is the teachers' perception of the school culture and the ways they see and react to the cultural elements at school which affect their job attitudes. It is because human activities or social phenomena are meaningful only in the specific contexts within which they occur, and unlike natural phenomena, they are not easily rendered as universal laws. Such activities or phenomena are constrained within the social context, or at least within the framework of meaning that the cultural actors

ascribe to these cultural phenomena. The present study, as interpretive research, attempts to tap into this framework of meaning that cultural participants, mainly the teachers at the school under study, create and use in enacting these particular phenomena.

Hence, theoretical ideas could be generated, from the perspectives of the participants, to relate school culture with teachers' job satisfaction and organizational commitment which is the main purpose of the present study. Thus, adopting the interpretive paradigm from the perspectives of the participants to generate theoretical ideas was an essential process towards the building of theory grounded in the data which unfolded themselves naturally during the fieldwork stages of the study.

For this reason, the writer now turns to discuss the grounded theory approach and the theory-building process in the following section.

GROUNDED THEORY APPROACH

TESTING OR LEARNING

As discussed earlier on in this chapter, social science research is about understanding social reality. Based on different philosophies of social realities, social science researchers reveal differing basic assumptions about the social world. The choice of a particular research approach depends on the basic assumptions about social realities.

One major established convention in social science research is often known as hypothesis-testing. Agar (1986) called it the "testing" convention. Research adopting this convention starts with a theory which is based on prior understanding of the situation, generates a hypothesis from this theory, constructs an instrument from this hypothesis and uses this instrument to collect data. Based on well-established methods in data analysis, the researcher works out whether or not the data thus collected rejects the hypothesis. Then the results of the empirical tests are fed back into the original theory from which the hypotheses were deduced, and interpreted as confirmation or falsification of the theory (Altrichter, 1989).

But this approach have been criticized by some sociologists, as Glaser and Strauss (1967) argued:

The hypothetico-deductive tradition places too much emphasis on verification of existing theories and too little on development of new theories which are grounded in the specific field. Researchers working in this tradition tend to test and thereby refine and stabilize "great-man theories" by forcing them on more and more specific contexts.

Instead of theory-testing, Glaser and Strauss (1967) emphasized the importance of theory-building in social science research. Rather than testing theories which are deduced from pre-existing theories before beginning research, social science research should, Glasser and Strauss (1967) contend, discover theories which are "grounded" in the data during the research process. They called these theories which are grounded in the data and discovered during the research process the "grounded theories".

As discussed earlier in this chapter, culture is a highly subjective social construction which cannot be studied by researcher-constructed categories and the use of researcher-derived categories is a distortion of the respondent's perspective.

Since the main purpose of the present study was to examine the effects of school culture on teachers' work attitudes, it is not appropriate to use the theory-testing mode in which the researcher postulates hypothesis and tries to measure the designated parameters in order to test whether or not the hypotheses or pre-existed theories are valid. Instead, the present research adopted the theory-building mode in which the researcher learnt about the social realities from the perspectives of the participants by starting with an open mind without any pre-existed hypotheses or theories to test or verify.

Another reason for the grounded theory approach to be adopted for the present study was that, as discussed in the previous chapters, only some quantitative survey research found in the literature sought to investigate the relationship between school culture and teachers' work attitudes. But no established theory has been located in the literature which explains the effects of school culture on teachers' work attitudes. A gap was noted in the literature employing the theory-building research approach to generate theoretical ideas concerning the effects of school culture on teachers work attitudes.

Thus, the present research sought to fill this gap in the literature by adopting the grounded theory approach as a learning mode of research to learn about the social realities from the perspectives of the participants in order to generate theoretical ideas relating school culture to teachers' work attitudes. This theory-building process will be discussed in the next section.

THE THEORY-BUILDING PROCESS

Having discussed the reasons for adopting the grounded theory approach for the present study, the writer now turns to discuss, as Glaser and Strauss (1967) outlined, some procedures for learning the social realities in the field and discovering grounded theories from the data gathered in ethnographic studies.

Ethnographic research does not start with a definite design with pre-determined instruments, target samples, procedures and designated parameters. Rather, participation of the researcher in the field allows the researcher to understand the social realities in the context in which the study is carried out and to shape the research design accordingly. Understanding the social reality at some stage leads the researcher to modify his design or to change to a new design at the next stage.

In order to learn the social realities from the participants' perspectives, the present researcher entered the field with as open a mind as possible "without any preconceived theory that dictates, prior to the research, relevancies in concepts and hypotheses", as Glaser and Strauss (1967) suggested:

An effective strategy is, at first, literally to ignore the literature of theory and fact on the area under study, in order to assure that the emergence of categories will not be contaminated by concepts more suited to different areas.

(Glaser and Strauss, 1967:37)

At the beginning of the present study, the data gathering process was only guided by an open question: How does the school culture affect teachers' work attitudes.

As Glaser and Strauss (1967) pointed out:

Generating a theory from data means that most hypotheses and concepts not only come from data, but are systematically worked out in relation to the data during the course of the research.

(Glaser and Strauss, 1967:6)

Having become immersed in the cultural world for a considerable length of time, data could be gathered in the field and theoretical ideas could then be derived from the data collected. By comparing and interrelating evolving concepts and theoretical ideas, cultural themes, patterns and categories emerged which in turn guided further collection and analysis of data and further development of concepts and theoretical ideas, as explained by Glaser and Strauss (1967):

In the beginning, one's hypotheses may seem unrelated, but as categories and properties emerge, develop in abstraction, and become related, their accumulating interrelations form an integrated central theoretical framework -- the core of the emerging theory.

(Glaser and Strauss, 1967:40)

Further, on this point, Glaser and Strauss (1967) suggest:

Beyond the decisions concerning the initial collection of data, further collection cannot be planned in advance of the emerging theory.

The emerging theory points to the next steps -- the sociologist does not know them until guided by emerging gaps in his/her theory and by research questions suggested by previous answers.

(Glaser and Strauss, 1967:47)

Thus, in the present study, like any other ethnographic research should do, data-collection and data-analysis were intertwined throughout the entire process of research. During the study, data were collected and analyzed almost at the same time. The analysis of data collected at one stage led to the identification and collection of data at the next stage. While the researcher was in the field, and while the knowledge about the social group under study grew by collection and analysis of data, the researcher began to make sense of what was around and what

was to be further discovered. The more the researcher understood, the more he knew what to look at, and he, as well, found more yet to be known.

Therefore, this process of ethnographic research reflected the genuine process of human understanding of social reality. And, data collection, data analysis and research design were all intertwined in a comprehensive process carried out in the researcher's mind. These processes will be discussed in more details in the next chapter.

Hence, the main objective of the grounded theory approach is to develop a theory which explains the cultural world and the social realities of the group under study. The approach relies very much on the researcher as the research instrument to understand the cultural world under study so as to describe and interpret that world from the participants' perspectives -- resulting in the development of a theory grounded in the data. Unless the theory is grounded in the data, as Strauss (1987) argued, it is merely speculative and ineffective in describing and explaining the cultural world.

CONCLUSION

Since the content of culture is unconscious and highly subjective, "it does not lend itself to tidiness of a printed questionnaire and statistical analysis of the responses to it" (Owens, 1987). Therefore, the ethnographic research approach best suited the study of school culture in the present research because ethnography provides the researcher with opportunity to experience the action of a group of people in the exploration of the interactions of these people in their daily worlds.

For these reasons, the ethnographic approach was adopted to study the culture of the school in this research.

Instead of testing preconceived concepts or pre-existing theories and hypotheses, the present study adopted a learning mode of research in which the researcher sought to learn about the social realities from the perspectives of the participants by immersing himself in the reality and allowing what he perceived to shape his understanding of the reality. Thus, the grounded theory approach was employed in the present study in order to generate the theoretical ideas grounded in the data during the course of the study.

CHAPTER 7

ETHNOGRAPHY IN ACTION

INTRODUCTION

Having discussed the choice of research approach and the suitability of ethnographic approach to be adopted for the present study of school culture at Alice Girls' High School, the writer now turns to present a detailed account of the research process undertaken at the school.

This chapter describes the ethnographic research process undertaken at Alice Girls' High School which include the rationale for choosing the school as the research site, and the process of gaining entry to the school together with the data collection and analysis processes.

THE FIELDWORK PROGRAMME

SELECTION OF THE SITE OF STUDY

One of the main aims of this study is to investigate the relation between school culture and teachers' job satisfaction and organizational commitment in a New Zealand secondary school. The site of study needs to be chosen according to

its suitability and feasibility for investigating the research questions. The researcher set himself certain criteria for choosing the site for study as follows:

1. Since one of the main objectives of the present research was to study the effect of the school culture on teachers' work attitudes, the school chosen for study should ideally have a long history, a well established tradition and a strong school culture.
2. In order to examine the effect of school culture on teachers' job satisfaction and organizational commitment, the chosen school should have a dedicated and highly motivated staff who are satisfied with their jobs and highly committed to the school.
3. The principal is playing a crucial role in leading the school and in shaping and sustaining a strong culture. Thus, the school chosen for study should be led by a highly regarded principal who is a strong leader of the school.
4. The school chosen should also be regarded as a "good" school among knowledgeable persons (Mitchell and Willower, 1992) by having a good reputation for excellence and a good record of student achievement.
5. As the ethnographic approach planned for the study would be time-consuming in terms of fieldwork, the school chosen for study should be within reasonable access of the researcher's home and place of work so that the researcher can be present on-site frequently (Edwards, 1986).

Having visited several schools with these criteria in mind, Alice Girls' High School was chosen as the site for this study. It is a public secondary school for girls in a provincial city in New Zealand. It has a long history of more than ninety years and is one of the earliest established state high schools in the city. The

school is served by dedicated and well qualified staff with good social and collegial relationships.

As the Education Review Office reported, the students of Alice Girls' High School are well presented, polite, enthusiastic, motivated to succeed, self confident and self assured with high levels of achievements and examination results which demonstrate that students at Alice Girls' High School achieve well above the national norm.

The school is also led by a highly regarded principal, Miss Cooper, who has been a senior professional officer in the New Zealand Education Department for some years and also played key roles in the reform of education administration in New Zealand. Miss Cooper has also gained a number of awards for her outstanding services to education.

With these characteristics, the school is best suited for the purpose of the present study in seeking to understand the culture of a good school and its effects on teachers' job satisfaction and organizational commitment.

GAINING ENTRY TO THE SITE

As Edwards (1986) pointed out:

Gaining entry for the study was of crucial importance as it would lead to the establishment of the relationships which would be a cornerstone of the planned research.

(Edwards, 1986:174)

Therefore, the phase of gaining entry to the site of study was carefully planned and executed.

Once the school has been chosen as the site of the study, the researcher made an initial approach to the school by making a telephone call to the school principal expressing his wish to carry out the research at the school. An appointment was made for the researcher to meet the principal at her office. At this meeting, the researcher explained to the principal the nature of the intended study. This was followed by a discussion on the means of data gathering and timing of the study. The principal expressed her interest in participating in the study and asked the researcher to prepare a written proposal of the study for seeking approval from the Board of Trustees.

A written proposal (Appendix A) was prepared and presented to the staff and members of the Board of Trustees of the chosen school; outlining the nature and intent of the study, means of data gathering, the timing of the study and reasons underlying the choice of the school for the study in order to gain permission from the Board of Trustees for the researcher to undertake the study at the school.

In order to gain trust and support from all parties concerned during the process of the study, the researcher made the following guarantees:

1. The study would be carried out in an unobtrusive way and causing no disruption to the functioning of the school or any events taking place at the school.
2. All information obtained and its source will be treated confidentially and will not be passed from one person to another.
3. Fictitious names or code numbers will be used to preserve the anonymity of the school and the people involved so that neither the school nor any individual involved will be identified.

The proposal was discussed in a staff meeting and the written proposal was put on the notice board in the staff room for two weeks. Further comment and suggestions were invited from the staff. After this period of consultation, the proposal was discussed in a Board of Trustees' meeting and approval was granted by the Board for the researcher to undertake the proposed research at the school.

EARLY ORIENTATION AND MAPPING THE FIELD

Scott and Eklund (1979) emphasized the importance of early orientation before data gathering in the fieldwork programme:

Two procedures precede any data taking. The first is orientation of the subject and as many other persons in the environment as are likely to be present during observations. ... During this phase, the observer goes into the habitat and behaves exactly as he or she will during the actual recording. ... The purpose of these activities is exactly what is implied in the title, to adapt the subject and others in the environment to the presence of the observer and to reduce the effects of that presence to as near zero as possible.

(Scott and Eklund, 1979:9-11)

Shortly after the written approval (Appendix B) was granted, the fieldwork programme started at the school in the second term of 1993. Before the data gathering stage of the fieldwork programme, the researcher spent a month or so at the school -- moving around, attending school assemblies, being in the staffroom and talking with people in order to find his way around the school.

Trust and Support

Besides "adapting" the subject to the presence of the observer (Scott and Eklund, 1979), this orientation stage of the fieldwork programme also served the purpose of making the researcher known and accepted by the participants.

McMillan and Schumacher (1993) emphasized the importance of trust and support from the participants for the ethnographic research to be successful by stating that:

Gaining entry into the field requires establishing good relations with all individuals at the research site. Research permission comes without a guarantee that the participants will behave naturally before an outsider who takes field notes or that the participants will share their perceptions, thoughts, and feelings with the observer. The ethnographer's skill is reflected in whether the participants see the researcher as an interested, respectful, nonjudgmental observer who maintains confidentiality, ...

The ethnographer must attend to maintaining the trust and confidentiality of the participants constantly throughout the data collection period.

(McMillan and Schumacher, 1993:412)

In order to gain trust and support from the participants, Edwards (1986) suggested:

The researcher made a conscious effort to be friendly, open and interested in everything which people discussed with him and to ensure that an impression of being non-threatening was given at all times.

(Edwards, 1986:183)

All these guidelines have been followed throughout the course of fieldwork in order to secure trust and support from the participants. In addition, because of his personal contact with a teacher at the school, even before the start of the

fieldwork programme, the researcher had opportunities to participate in many of the school's social functions such as the school production performance, music concerts, pot-luck tea-parties, and the mid-winter Christmas party for staff members and their spouses. Therefore, the researcher was known to and acquainted with many of the teachers at the school before the start of the fieldwork programme. For these reasons, rapport and support from the staff was gained shortly after the start of the fieldwork programme.

Another reason for the support given to the researcher for his study at the school was that the participants felt that the researcher has something to offer. As indicated in the letter of approval, the Board of Trustees, principal and staff members all expressed their keen interest in the study and they believed that the research would have mutual benefits for the school and the researcher.

As outlined in the written proposal which was presented to the staff and Board of Trustees, the researcher emphasized the importance of trust and support from the school authority and staff members for the study to be successful. The researcher also expressed his intention to build up a collaborative relationship with the staff in undertaking this study.

The researcher also explained in the written proposal that: it is understandable and also natural that, when there is an outsider coming to the school to do a study, the people involved will easily have the feeling that they are there to be studied and scrutinized while the researcher is coming to investigate and examine them. To the best of the researcher's belief, this was not the case for this study. Instead, the school was invited to participate in this study. The school and the researcher were working together to achieve some common goals for mutual benefits. The findings of the study, hopefully, would be helpful for the

school and the teachers to better understand the culture of their own school, to work out a model to enhance job satisfaction and to make their jobs more meaningful and enjoyable. As Patton (1990) pointed out:

Mutual trust, respect, and cooperation are dependent on the emergence of an exchange relationship, or reciprocity, in which the observer obtains data and the people being observed find something that makes their cooperation worthwhile, whether that something is a feeling of importance from being observed, useful feedback, pleasure from interactions with the observer, or assistance in some task. This reciprocity model of gaining entry assumes that some reason can be found for participants to engage in the research and that some kind of mutual exchange can occur.

(Patton, 1990:253)

By seeking to be accepted and seen as non-threatening, the researcher was able to establish rapport with the participants and to gain their support to undertake his study at the school.

Mapping the Field

Apart from securing trust and support from participants during the early orientation stage of the fieldwork programme, mapping the field also enabled the ethnographer to acquire data of the social, spatial and temporal relationships in the site to gain a sense of the total context (Schatzman and Strauss, 1973; McMillan and Schumacher, 1993):

A social map notes the numbers and kinds of people, the organizational structure, and the activities people engage in.

A spatial map notes the locations, the facilities, and the specialized services provided.

A temporal map describes the rhythm of organizational life, the schedules, and the unwritten routines.

(McMillan and Schumacher, 1993:412-413)

During this period of time, the researcher read minutes of Board of Trustees meetings, staff meetings, newsletters or any other relevant documents in order to have some background knowledge about the history of the school and to develop an initial "feeling" of the culture of the school.

Thus, the early orientation and mapping of the field also facilitates the purposive sampling strategies of data gathering in later stages of the fieldwork programme, as McMillan and Schumacher (1993) pointed out that:

Once ethnographers have initially mapped the field, they selectively choose persons, situations, and events most likely to yield fruitful data about the evolving foreshadowed problems. Initially, the researcher searches for information-rich informants, groups, places, or events from which to select subunits for more in-depth study... purposeful sampling is a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest.

(McMillan and Schumacher, 1993:413)

In sum, the purposes of this early orientation stage of the fieldwork programme were:

1. To adapt the participants to the presence of the researcher;
2. To gain trust and support from the participants;
3. To familiarize the researcher to the field setting;
4. To map the physical layout of the site;
5. To create a description of the context of the cultural phenomena or processes to be considered;

6. To identify the range of possible informants or participants, events, activities and settings to be examined; and
7. To choose the most feasible and relevant data gathering techniques and research strategies (Schatzman and Strauss, 1973).

The writer now turns to discuss the data gathering techniques employed in the present study.

DATA GATHERING TECHNIQUES

Ethnography is an interactive research approach which requires the ethnographer to spend a relatively extensive time in a site in order to systematically observe, interview, and record processes as they occur naturally at the selected location (McMillan and Schumacher, 1993).

Therefore, after the early orientation to the research site, the researcher spent up to one whole year's time of total immersion in the school life in order to gather data for the assessment of the school culture.

Zelditch (1969) considered that there are three different types of method for acquiring three different types of information. The three types of information needed for the assessment of the school culture in this study were:

1. Descriptions of events, interactions between people, conversations and explanations gathered from participants in the school culture;
2. Opinions, judgments and explanations of individual participants; and

3. Written policy statements, school charter, reports, newsletters, minutes of meetings and the like.

And these three types of information can best be gathered by three different techniques:

1. "Descriptive" material by participant observation;
2. "Opinion" material by informant interviews; and
3. "Written" material by document collection and analyses.

Therefore, participant observation was used as the main data gathering technique in this study; supplemented by informant interviews and document collection.

PARTICIPANT OBSERVATION

Participant observation is perhaps the most typical data gathering technique of ethnographic research, as Fetterman (1989) described:

Participant observation characterizes most ethnographic research and is crucial to effective fieldwork. Participant observation combines participation in the lives of the people under study with maintenance of a professional distance that allows adequate observation and recording of data. ...

Participant observation is immersion in a culture. Ideally, the ethnographer lives and works in the community for six months to a year or more, learning the language and seeing patterns of

behaviour over time. Long-term residence helps the researcher internalize the basic beliefs, fears, hopes and expectations of the people under study.

(Fetterman, 1989:45)

In other words, participant observation requires the researcher to live as much as possible with and in the same manner as the individuals being investigated, to take part in the daily activities of people by watching what people do, listening to what people say, and interacting with participants such that the researcher becomes a learner to be socialized into the group under investigation in order to reconstruct their interactions and activities in field notes taken on the spot and to make interpretive comments from the perspectives of the participants (McCall and Simmons, 1969; Spradley, 1980).

Through participant observation, the researcher sought to achieve a holistic understanding of the culture under study from the perspectives of the participants by "living" with these cultural participants (Sackmann, 1991) over an extended period of time of more than a school year.

During the first two months of the fieldwork programme from 2 August to 1 October 1993, the researcher was on-site from 8am to 6pm continuously each day on which the school was open. He moved freely throughout the school in order to find his way around. A senior teacher volunteered to show the researcher around at the school on the first day of his presence at the site. The senior teacher explained to the researcher in great details about the history and development of the school as well as the buildings and facilities at the school. The researcher also endeavoured to find "who was who" by making use of the staff photograph and information in the school magazine and other school documents in order to identify

each individual's name and position in the school. The researcher also collected demographic data about the teaching staff at school which included the qualifications of the teachers, their teaching experience, their duties and positions of responsibilities held at school.

Throughout the rest of the fieldwork phase of the study from October 1993 to September 1994, the researcher sought to be present in the school as much as possible about 2 to 4 days per week according to the time and number of cultural events and activities taking place at the site. The researcher undertook participant observations from 8am to 6pm during the school days on which the school was opened as well as during a number of evenings in which school functions were held, for example Prize-giving Ceremony, Parents' Evenings and New Entrance Orientation functions. During his presence in the site, the researcher spent time in the staffroom and on the school ground before school starts early in the mornings, at morning intervals, during lunch time and after school finishes. He engaged himself in talking with participants and observing cultural activities and interactions amongst participants at the school.

Apart from attending school assemblies and form level assemblies, the researcher also attended every full staff meeting, Heads of Departments meeting, Dean's meeting, Guidance network meeting, School Property Development Committee meeting, Staff Professional Development meeting and Curriculum Development committee meeting which took place during this fieldwork stage of the present study. The researcher also took part in staff social functions such as the morning teas during the morning intervals, pot-luck tea parties, end of year staff social gathering and staff dinner. The researcher also participated in all important school functions such as the Prize-giving ceremonies, Parents' Evenings,

the New Entrance Orientation functions, the PTA meetings and fund-raising activities.

The researcher was also invited to observe some science lessons by a new science teacher and to make some suggestions on the teaching strategies on some special science topics.

Throughout this stage of fieldwork, the researcher also actively engaged himself in informal conversations with as many staff members as possible on a wide range of topics such as administrative practices of the school, staff and student relations and school functions.

The researcher also observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch time and after the school finishes. The researcher also made use of every chance to talk with the students, who he encountered, about different aspects of their school lives. The fieldwork activities during the whole fieldwork programme from July 1993 to September 1994 were summarized in Appendix N in a chronological sequence on a week-to-week basis.

Fieldnotes on observations and informal conversations were made in the fieldbooks for further analysis and interpretations of the school culture and for the identification of cultural factors which would have effects on teachers' job satisfaction and organizational commitment. The process of data analysis will be discussed in the next section of this chapter and the cultural factors identified in the present study and their effects on teachers' job satisfaction and organizational commitment will be discussed in the next four chapters.

The events and activities which were observed during this phase of fieldwork programme at the school were summarized in Table 7.1 below:

TABLE 7.1

SUMMARY OF PARTICIPANT OBSERVATIONS

EVENTS/ ACTIVITIES OBSERVED	EXAMPLES OF BUSINESS OR ACTIVITIES	MEANS OF FUNCTIONING	PEOPLE INVOLVED
Morning staff briefing meeting	Notices of arrangements for day's activities	Informal meeting in staff room	Principal, DP, AP and all teachers
Morning and lunch intervals	Relaxation and informal professional discussion	Informal interactions among staff members	Principal, teachers, library and office staff, occasionally Board members or visitors
Full staff meetings	National curriculum and Qualification Framework, recruiting overseas students	Formal meeting in the staff room	Principal and all teaching staff
HOD's meetings	School's policy on computer development across the curriculum, the priorities in the school's property development plan, Quality Management System	Formal meeting in the staff room	Principal and all Heads of Departments
Deans meetings	Individual students with disciplinary or behavioural problems	Informal meeting in the Deans' Office	All the Deans and sometimes with the Principal
Guidance network meeting	Matters concerning the pastoral care of students	Informal meeting in the Student Guidance room	Assistant Principal, all the Deans and Student Counsellor
PTA meeting	Selling of second hand school uniform	Formal meeting in the library	Teacher representatives and Committee members of the PTA
Student council meeting	Election of student representative on the Board of Trustees, Arrangement of lunch time activities	Formal meeting in the library	Teacher in charge, Council members, student representatives from each form
Full School assemblies	Announcements, prize presentations, or form class performance (dance, singing or drama)	Formal school function in the school hall	All teaching staff and students
Form level assemblies	Notices, announcements and speech given to students at each form level by the Deans of the respective form level	Formal school function in the school hall or the gymnasium	Form level Deans and students of the respective form levels
Morning teas	Celebrations of special events e.g. staff members' birthdays, wedding anniversaries, long services to the school or other special achievements	Informal social interactions among Principal and staff members in the staff room	The Principal and all staff members
Staff social functions (e.g. tea-parties)	Celebrations of special occasions, events or achievements	Informal social gathering of staff members in the staff room or outside the school	Whole staff: the Principal and all staff members; Departmental social function: staff members of a certain subject department

INFORMAL CONVERSATIONS

Apart from immersing himself in the cultural life at school and observing cultural events and activities, the researcher also actively engaged himself in informal conversations with as many participants he encountered at school as possible. The researcher made use of every chance to have casual conversations with anyone he encountered during his presence at the school.

The informal conversation interview entails no control. It is usually conversations that the researcher recalls after staying in the field. Thus, informal conversations were actually an integral part of ongoing participant observation fieldwork (Patton, 1990; McMillan and Schumacher, 1993). But it was different from passive observation in that it was interactive and the informant spoke to the researcher.

Informal conversations with teachers usually took place in the staffroom before or after school, during morning tea or lunch time, before or after staff meetings, or in staff social functions. The researcher also had casual chats with students he met in the school grounds during morning break, lunch time, sports meetings or school functions.

Apart from having informal conversations with teachers and students at school, the researcher also talked with parents he met at parents evenings, PTA meetings and school functions such as prize-giving ceremonies, parents' evenings, sports day, school concert and school production performance.

In these informal conversations with the participants at school, there were neither predetermined questions to be asked nor topics to be addressed. The conversations followed the natural flow of an interaction and the contents of

conversations involved almost every aspect of school life. This was especially the case at the early stages of the research when the researcher knew little about the culture to be studied. In these informal conversations, "grand tour" questions were designed to elicit a broad picture of the native's world (Fetterman, 1989). Such questions led the researcher to understand the general framework in which the informants thought, the terms they used and the contexts in which such terms were used (Werner and Schoepfle, 1987). The grand tour questions also gave the researcher a basis to frame further questions. Some examples of the grand tour questions which were usually asked by the researcher in these informal conversations were: What is it like working (or studying) at Alice Girls' High School? What do you think about the school, the teachers, the students, the curriculum, school facilities, staff relations, administrative practices, and the like?

Fetterman (1989) identified the uses of informal conversational interviews in ethnographic study by stating that:

The researcher uses informal approaches to discover the categories of meaning in a culture. Informal interviews are useful throughout an ethnographic study in discovering what people think and how one person's perceptions compare with another's. Such comparisons help identify shared values in the community -- values that inform behaviour. Informal interviews are also useful in establishing and maintaining a healthy rapport.

(Fetterman, 1989:48-9)

Hence, these informal conversations with the participants helped the researcher to build rapport and to gain support from the participants for the researcher to collect data at the site. A more important use of these informal conversations with the participants was to gain a better understanding of the cultural life at school from the perspectives of the participants which was essential

for the identification of cultural elements which affect teachers' job satisfaction and organizational commitment.

But the weaknesses of informal conversational interviews come from the fact that the data gathered would be different for each person interviewed. Thus, it required a greater amount of time to collect systematic information and the data obtained were difficult to "pull together" and analyze (Patton, 1990). In order to address this weakness, semi-structured informant interviews were conducted at later stage of the fieldwork programme.

SEMI-STRUCTURED INFORMANT INTERVIEWS

Semi-structured interviews use an interview guide in which the topics are outlined in advance and the researcher decides the sequence and wording during the interview (Bernard, 1988; Patton, 1990; McMillan and Schumacher, 1993).

Patton (1990:283) outlined the uses of the interview guide:

An interview guide is a list of questions or issues that are to be explored in the course of an interview. An interview guide is prepared in order to make sure that basically the same information is obtained from a number of people by covering the same material. The interview guide provides topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus the interviewer remains free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style -- but with the focus on a particular subject that has been predetermined.

(Patton, 1990:283)

Hence, the interview guide, Patton (1990) pointed out, "helps make interviewing across a number of different people more systematic and comprehensive by delimiting in advance the issues to be explored".

Through the informal contacts with the participants during participant observations and informal conversations, key informants were identified for formal in-depth interviews to be conducted at the later stage of the fieldwork programme. According to theoretical sampling (Schatzman and Strauss, 1973), these key informants were selected on the basis of the cultural knowledge they have about the school, their communicative skill and their willingness to share this cultural knowledge and skill with the researcher (Zelditch, 1962).

Some informants were also chosen by the position they held within the school, such as the Principal, Deputy Principal, Assistant Principal, Heads of Departments, Deans and holders of Positions of Responsibility like student counselling or special needs.

According to the demographic data of teachers collected during the exploration phase of the fieldwork programme, most of the teachers holding responsible positions at the school have extensive teaching experience and long periods of services at the school. Therefore, a number of teachers who have shorter teaching experience at the school and hold no positions of responsibility were also chosen as informants for the semi-structured informant interviews in order to balance the sample in respect to teaching experience and responsibilities. Appendix I shows the numbers of informants interviewed in various positions at school. The three members of the senior management team and nine members of the staff in the middle management were chosen as the key informants for the interviews. In order to balance this, twelve other members of the staff who have

no positions of responsibilities were also chosen as key informants for the formal semi-structured interviews. Therefore, the number of key informants chosen for the interviews was twenty-four which made up about forty per cent of the teaching staff at Alice Girls' High School.

With this sample of key informants, semi-structured in-depth interviews were conducted at the end of the school year. All interviews were conducted in quiet and private venues without any interruption or disturbance. The interviews with the Principal, Deputy Principal, Assistant Principal, and Deans were conducted in their respective offices at the school. For those interviews with other teachers were conducted in venues of the informants' own choice, mostly in vacant classrooms where the informants usually have their classes. The informants were familiar with these venues so that they could feel relax and at ease which enhanced the open atmosphere favourable for the interviews.

Most of the interviews lasted for one hour to one and a half hours and the longest was the one conducted with the Principal which lasted for nearly two hours. All interviews were tape-recorded and later transcribed into the computer shortly after the interviews.

The researcher prepared in advance a schedule of questions to be used as the interview guide (Appendix J). The interview guide was prepared according to the cultural themes and categories developed from the data obtained in document analysis, participant observations and informal conversations which were undertaken during the earlier stages of the fieldwork programme. The questions were also organized around these areas of focus which were identified during the earlier stages of the fieldwork programme.

Although the interviews followed a set of predetermined questions in the interview guide in order to gather systematic and comparable information relevant to the research topic, flexibility and adaptability were allowed for informants to respond in their own manner and the researcher managed to monitor the response procedure, to clarify some points, and to probe further into certain issues or ideas which needed more elaboration or explanation from the informants.

The researcher began each interview by giving a brief overview of the purpose and nature of the research. In order to gain trust and rapport, guarantees of confidentiality of information obtained and anonymity of individual identities were also given before the start of the interview and consent from the informant to have the interview tape-recorded was also sought.

These interviews have served many important purposes in the present study. The interviews enabled the researcher to clarify some points or queries and to seek answers to some questions which have been developed during the earlier stages of the fieldwork programme. The interviews also allowed the researcher to cross-check some of the records made during participant observations and to corroborate the researcher's observations and understandings with those views and perspectives of the participants.

The interviews generated a considerable amount of data which were recorded in the informants' own words and amenable to searching and sorting for themes (Wolcott, 1985). Hence, the interviews provided information on how participants conceived their school world and how they explained or made sense of their cultural lives at Alice Girls' High School.

Since the semi-structured interviews were focused and organized around particular areas of focus identified in earlier stages of the fieldwork programme

which are relevant to the research topic, they enabled the researcher to gather explanations and opinions from a sample of key informants on these areas of focus and cultural elements which would have effects on teachers' job satisfaction and organizational commitment.

The interviews also served comparative and representative purposes (Fetterman, 1989) which allowed the researcher to compare responses from different informants on special topics or some particularly identified areas of focus and put them in the context of common group beliefs or shared values and cultural themes.

DOCUMENT COLLECTION AND ANALYSIS

Apart from participant observations and informant interviews, document collection was also used as data gathering technique in the present study. Document collection and analysis is a detached, neutral (Fitzgerald, 1992), unobtrusive (Sackmann, 1991) and noninteractive strategy for obtaining ethnographic data. It also requires "little or no reciprocity between the researcher and the participant" (McMillan and Schumacher, 1993).

Document collections, McMillan and Schumacher (1993) contended, "are tangible manifestations of the beliefs and behaviours that form a culture". A culture "fills in the gaps between what is formally decreed and what actually takes place", as Kilmann (1984:48) pointed out, and it "determines how formal statements are interpreted and provides what written documents leave out".

Deal and Kennedy (1982) also suggested that one of the ways to "read cultures" is to read what the organization says about its culture. Examining the

organization's own statements, reports, press releases, comments and minutes of meetings by content analysis can provide a clue to the culture about the things said repeatedly, emphasized and valued. Therefore, as an unobtrusive and noninteractive method, document collection and analysis provides the description and interpretation of what people say they do (Wolcott, 1985).

Bryman (1989) has also identified a number of functions of the source of data obtained by document collection and analysis:

1. they can provide information on issues that cannot be readily addressed through other methods;
2. they can check the validity of information deriving from other methods; and
3. they can contribute a different level of analysis from other methods (such as the gap between official policy and practice).

(Bryman, 1989:150)

The location of documents began with mapping the field and continued during the course of fieldwork programme. The more familiar the researcher was with the social groups and the cultural settings of the school under study, the more likely he was able to anticipate the material to be found. Much material was discovered only after the researcher had initiated the field residence. Much of the collection was located during the mapping phase of the research while others were discovered during or after later stages of participant observation and informant interviews.

All documents collected were then identified and organized into classes and categories so that the records could be easily accessible for further analysis and evaluation.

The categories of documents collected is shown in table 7.2 below:

TABLE 7.2

CATEGORIES AND NUMBERS OF DOCUMENTS COLLECTED

CATEGORIES OF DOCUMENTS	DOCUMENTS COLLECTED	NUMBERS OF DOCUMENTS COLLECTED
OFFICIAL DOCUMENTS	School Charter; policy statements; School Council Constitution ; Staff Handbook; Job Descriptions of Teaching Positions and Positions of Responsibilities; Education Review Office (ERO) Review Report; Subject Departments' Handbooks; Subject Departments' Programme Plans; Principal's Yearly Reports; Board of Trustees Chairperson's Yearly Report;	1 18 1 1 32 2 6 8 8 (1987-1994) 8 (1987-1994)
MINUTES OF MEETINGS	Board of Trustees Meetings, Heads of Department Meetings, Staff Meetings, Curriculum Committee Meetings, Guidance and Counselling Network Meetings, Computer Across Curriculum Committee Meetings, Parent and Teachers' Association Meetings; and Capital Works Committee Meetings	22 (1992-1994) 28 (1992-1994) 33 (1992-1994) 18 (1992-1994) 12 (1992-1994) 10 (1992-1994) 16 (1992-1994) 8 (1992-1994)
HISTORICAL AND NEWSPAPER ITEMS	newspaper items concerning the school; and articles or account of the background and early history of the school	86 items
EXTERNAL COMMUNICATION DOCUMENTS	Documents and correspondence to and from Ministry of Education and other Government Departments; School Notices and Letters to parents; The <u>Update</u> School Newsletters; The <u>Pinnacle</u> School Magazines; Girls' High School Prospectus and Course Selection Booklets	83 (1990-94) 115 (1990-94) 20 (1990-94) 10 (1985-94) 5 (1990-94)

The documents were then scanned thoroughly and each relevant item was labelled according to a tentative scheme of categories. These categories were preliminary and tentative at the start and remained as flexible working tools. The tentative scheme included such categories as school profile, organizational

structures, basic philosophy, core values, cultural events and activities, staff relationships. Each document was individually labelled and the category into which a particular item was categorized was then entered into the computer. Examples of such items of computer entries were shown in Appendix C.

Then, this collection of document items was available for the researcher to interpret and evaluate them for their meanings and significance within the cultural context. Cultural themes and categories derived from these document items could then be compared and corroborated with the data collected from participant observation and informant interviews.

DATA ANALYSIS

Qualitative data collected in ethnographic research appear in the form of words based on observation, interviews, or document analysis. Such forms of data require some sort of processing before they are available for further analysis (Miles and Huberman, 1994).

Raw field notes made in the field during participant observation and informal conversations with participants were corrected, edited and typed into the computer. These transcribed field notes were then printed out from the computer for further scrutiny. Appendix D shows samples of transcribed field notes of participant observation of the annual school senior prize giving ceremony.

These printouts of field notes were corroborated with the information gathered by document analysis to form the data set of the early stage of the fieldwork programme for further intensive analysis.

Intensive analysis of the data began with reading all of the data to gain a sense of the whole. The data were first segmented and divided into relevant parts and "chunks" of meanings (McMillan and Schumacher, 1993). These items of data segments, which have been divided into relevant parts with "chunks" of meanings, were then entered into the computer for content analysis (Patton, 1990; Sackmann, 1992). Samples of these data items on the topics of Quality Management, Computer Across Curriculum and collegial relationships amongst staff at school are shown in Appendix E.

Then, the entire data set was scanned for content analysis in order to identify the underlying themes in the data. The data were sorted into tentative gross categories. Appendix F shows the samples of categorized data items which were obtained from the participant observation of one of the Heads of Department meetings during the period of inspection.

A category, McMillan and Schumacher (1993) defined, "is an abstract name that represents the meaning of similar topics". McMillan and Schumacher (1993) further explained:

Developing categories from topics requires researchers to look at the data in different ways. Researchers need to avoid standard ways of thinking about the phenomenon, that is, to debunk assumptions made by the observed people, to search for what people really mean, and to explore all the possible aspects of a category.

(McMillan and Schumacher, 1993:492)

These categories were preliminary and tentative at the start and remained as flexible working tools. Data under different categories were constantly compared and contrasted (Glaser and Strauss, 1967) in order to identify similarities and distinctions between categories to discover patterns.

Then the whole data set was re-read and coded for cultural events, activities, patterns of thought and behaviour (Fetterman, 1989; Glaser and Strauss, 1990; Miles and Huberman, 1994). Coding is analysis, Miles and Huberman (1994) contended:

To review a set of field notes, transcribed or synthesized, and to dissect them meaningfully, while keeping the relations between the parts intact, is the stuff of analysis. This part of analysis involves how you differentiate and combine the data you have retrieved and the reflections you make about this information.

(Miles and Huberman, 1994:56)

Lincoln and Guba (1985) saw coding as procedures for:

1. filling in -- adding codes, reconstructing a coherent scheme as new insights emerge and new ways of looking at the data set emerge.
2. extension -- returning to materials coded earlier and interrogating them in a new way, with a new theme, construct, or relationship.
3. bridging -- seeing new or previously not understood relationships within units of a given category (that relationship will itself have a name, and it may call for a new configuration of the categories).
4. surfacing -- identifying new categories.

(Lincoln and Guba, 1985 in Miles and Huberman, 1994:62)

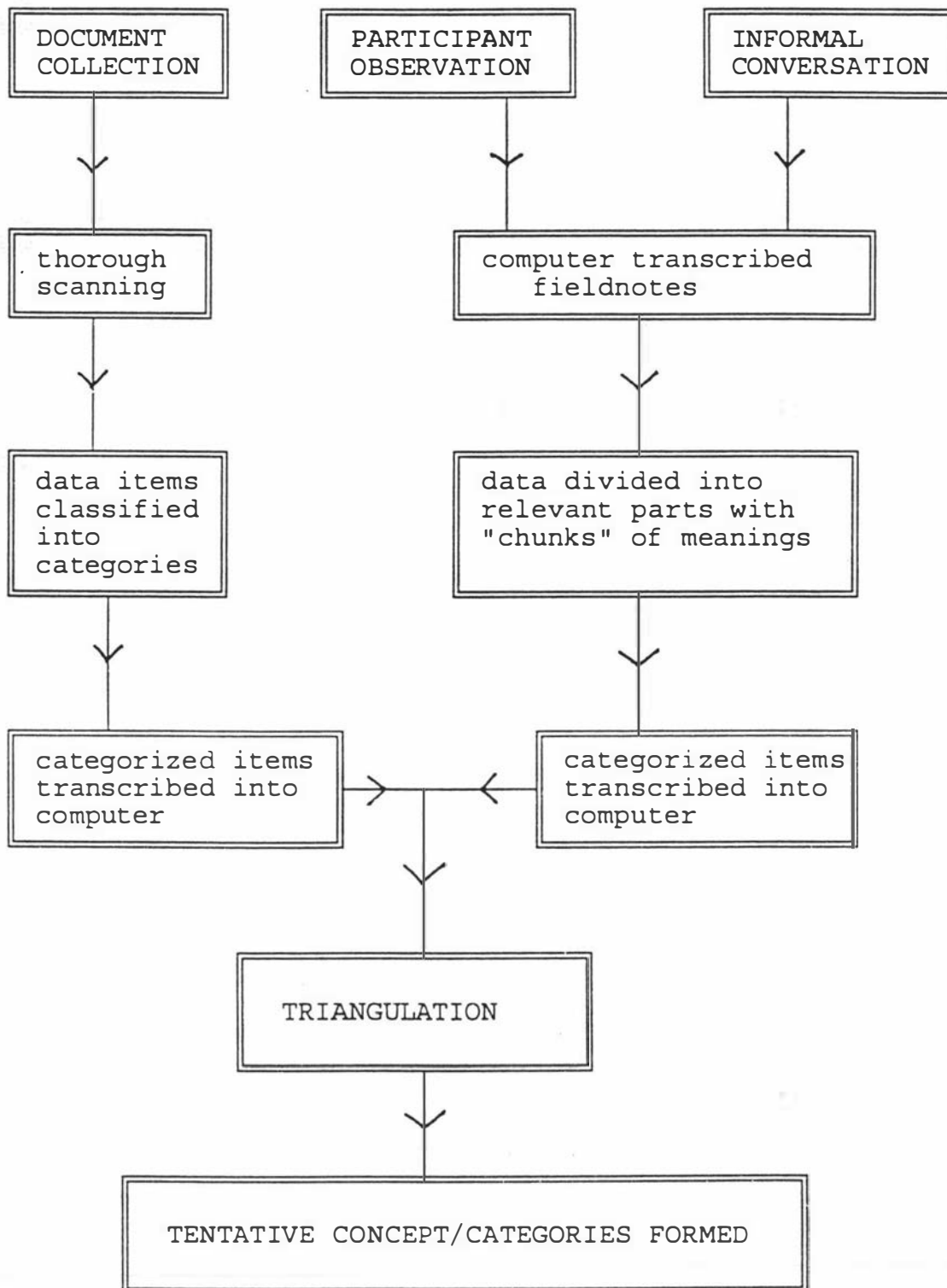
The data items were further classified into subcategories by making marginal remarks and assigning code numbers to different segments of data or pieces of information (see Appendix G).

With these categories, subcategories and code numbers, the data set was reorganized by using the computer. Appendix H shows some samples of the computer entries of these coded data items.

The cultural themes emerging from this preliminary analysis guided further data collection according to the theoretical sampling guidelines (Glaser and Strauss, 1967) for grounded theory inquiry. These themes also guided the formulation of the interview guide for semi-structured interviews. Please refer to Appendix I for the numbers and positions of the informants interviewed and Appendix J for the interview guide used in the semi-structured interviews. Figure 7.1 below summarized the data analysis process, as discussed so far, at this stage of the fieldwork programme.

FIGURE 7.1

THE DATA ANALYSIS PROCESS



After all the interviews were transcribed into the computer, the computer printout of the interview transcriptions were then analyzed. Marginal remarks were made to classify the information into themes and categories. Appendix K shows samples of these interview transcriptions with marginal remarks and code numbers. These themes and categories were then refined by corroborating them with those found in data obtained from participant observations and document collection.

All incoming data throughout the course of the fieldwork programme were carefully read and scrutinized to determine whether they fitted into the emergent categories and themes or to create new categories or themes so as to generate the maximum number of categories and themes directly from the data (Glaser, 1978; Glaser and Strauss, 1967).

Then, a systematic and comprehensive classification scheme (Patton, 1990) was developed for the organization of data. Appendix L shows the classification scheme used in the present study. The classification scheme comprised ten general categories within which were additional subcategories. Each general category and subcategory was given a code number. Every piece of information in the data set obtained from observation, document collection and informant interviews was then coded with as many numbers as necessary to describe the contents of that piece of information in order not to force data into a predetermined theoretical framework (Lincoln and Guba, 1985). One computer entry was made for each piece of information in the data and the entry contained the identification number of the piece of data. Appendix M shows samples of these computer entries of data items.

Further document collection, participant observations and informal conversations with participants were undertaken during the first and second terms of the 1994 school year to collect further data for the verification of the tentative

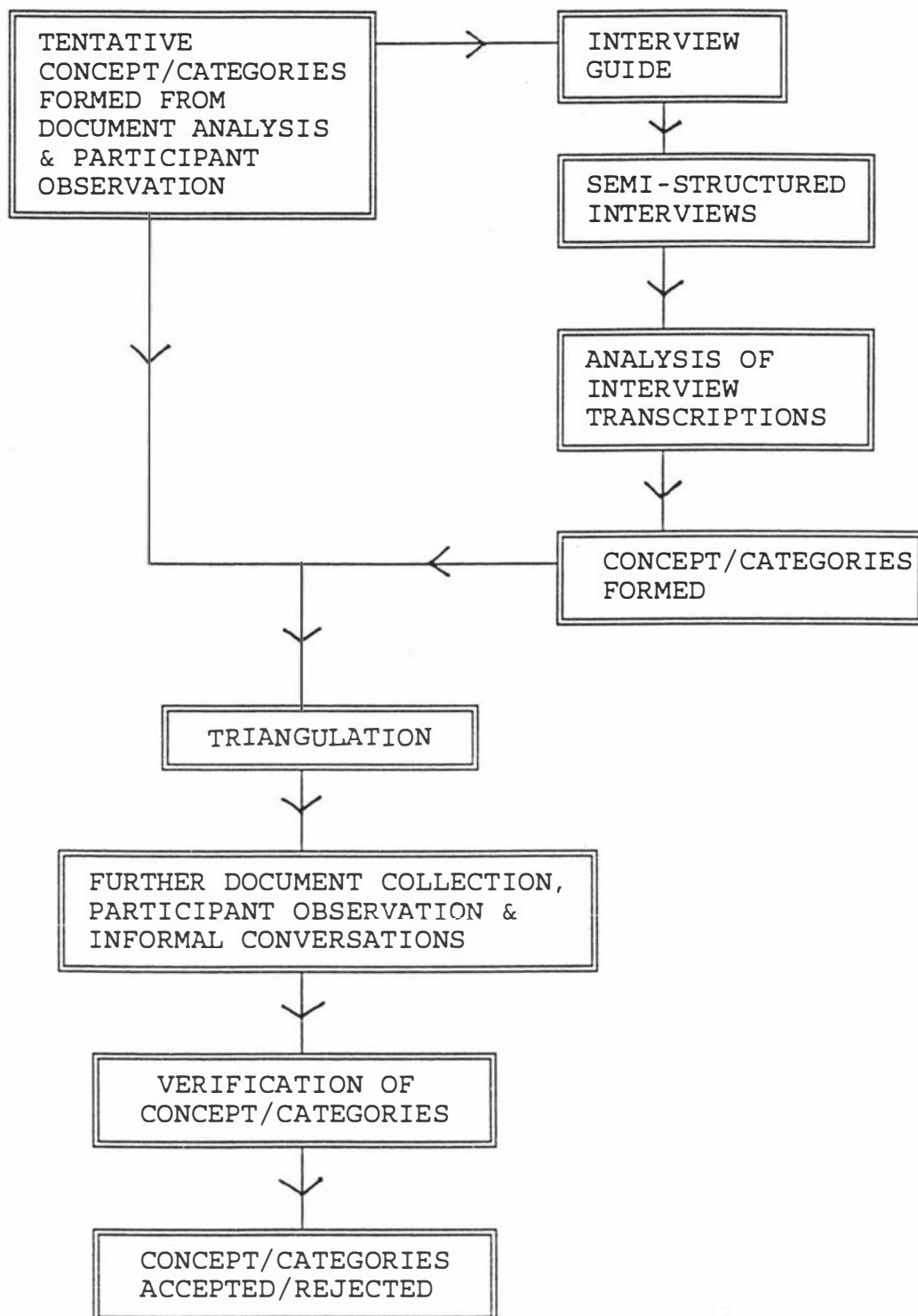
cultural themes developed. Thus, all cultural themes, patterns, categories, relationships and interpretations were sampled to the point of "theoretical saturation" (Glaser and Strauss, 1967; Strauss and Corbin, 1990) to make sure that there were no new categories or themes were identified and no new information helped to define the properties of a particular category or cultural theme. Glaser and Strauss (1967) referred this stage as "delimiting the theory".

Making use of the computer coding system, data were then rearranged for further analysis and verification. The computer retrieval system enabled a printout of all data on any theme or category included in the classification scheme. Bringing together data under any code combination or across other code combinations facilitated comparative analysis and triangulation of findings from various data sources and different informants.

Figure 7.2 below summarized this process of verification of cultural themes as discussed above.

FIGURE 7.2

VERIFICATION OF CULTURAL THEMES



As shown in Figure 7.2, this process of verification of cultural themes is summarized as follows:

1. Tentative concepts and cultural themes were formed from the preliminary analysis of data from document collection and participant observations.
2. These tentative concepts and cultural themes guided further data collection according to the theoretical sampling guidelines (Glaser and Strauss, 1967) for grounded theory inquiry.
3. These tentative cultural themes also guided the formulation of the interview guide for semi-structured interviews.
4. Cultural themes were also formed from the analysis of interview transcriptions.
5. These themes and categories were then refined by corroborating them with those found in data obtained from participant observations and document collection.
6. These themes and categories also guided further data collection through document collection, participant observations and informal conversations with participants.
7. These cultural themes developed were verified through triangulation of data from different sources

Table 7.3 below shows the triangulation checkpoint of these identified cultural factors.

TABLE 7.3
TRIANGULATION CHECKPOINT

CULTURAL FACTORS IDENTIFIED	DA	PO	CV	IN
BASIC PHILOSOPHY & CORE VALUES:				
Mission Statement & School Goals	X	X		X
Core values concerning the whole school:				
Looking forward and planning ahead	X	X	X	X
Partnership with community & parents	X	X	X	X
Meeting students' educational needs	X	X	X	X
Putting teaching & learning first	X	X	X	X
Everyone is of equal value	X	X	X	X
Values commonly shared amongst staff:				
Doing the best for the school & the students		X	X	X
Everyone is important and values each others' work	X	X	X	X
Collegial support and collaboration		X	X	X
Values which are expected of students:				
Strive for excellence and achieve to one's full potential	X	X	X	X
A concern for others	X	X	X	X
Have a balanced development	X	X	X	X
Get prepared for the future	X	X	X	X
PERSONAL FACTORS:				
Role perceptions			X	X
Expectations		X	X	X
Congruence of goals and values			X	X
SOCIAL FACTORS:				
Teacher-student relationships		X	X	X
Relationships amongst staff		X	X	X
Relationships with supervisors		X	X	X
ORGANIZATIONAL FACTORS:				
Organizational structures	X	X		X
Role relationships	X	X	X	X
Power and authority	X	X		X
Cultural leadership		X	X	X
Decision making processes		X	X	X
Communication patterns		X	X	X
Work & responsibilities allocations	X	X		X
JOB CHARACTERISTICS AND JOB EXPERIENCE:				
Students' positive responses & performance	X	X	X	X
Meaningful & challenging job			X	X
Sense of achievement			X	X
Professional autonomy			X	X
Professional growth and development	X	X	X	X
Positive feedback & recognitions of effort contributions		X	X	X

KEY: DA = DOCUMENT ANALYSIS
 PO = PARTICIPANT OBSERVATIONS
 CV = INFORMAL CONVERSATIONS
 IN = SEMI-STRUCTURED INTERVIEW

As shown in Table 7.3, all of the identified cultural themes and factors could be verified through triangulation between different data sources. For example, the basic philosophy of the school culture and the core values concerning the whole school, shared amongst staff, or those which are expected of the students were triangulated between data from document analysis, participant observations, informal conversations with participants and also from semi-structured interviews. Other identified factors, such as organizational factors, personal or social factors, job characteristics and job experience factors also agreed among different data sources.

Finally, when all data were coded, reorganized and comparatively analyzed, relationships between categories and themes became clarified. A tentative theory relating school culture and teachers' job satisfaction and organizational commitment could then be conceptualized. These relationships, cultural themes and patterns will be discussed in more detail in the following four chapters.

Before discussing these factors, an overview of the research process, the process of data analysis and the generation of grounded theory is summarized at this point.

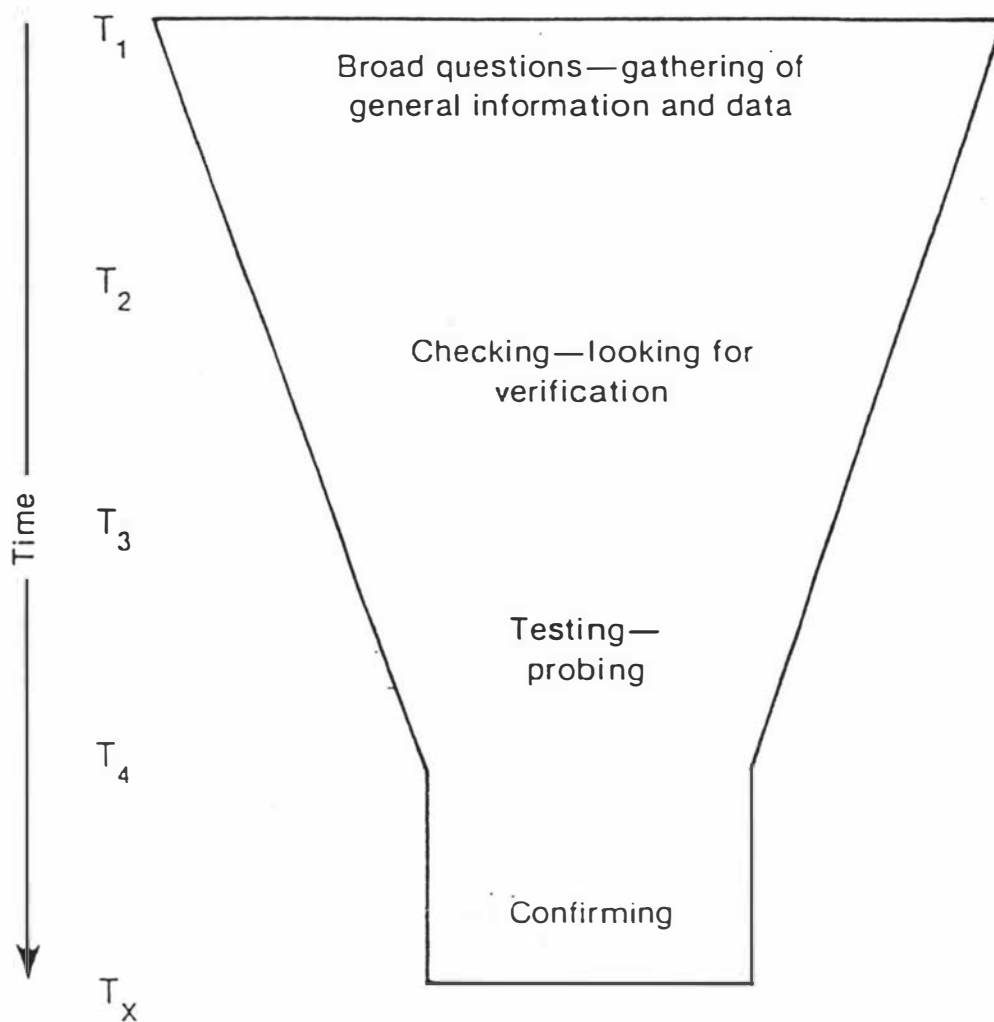
OVERVIEW OF THE RESEARCH PROCESS

The research strategy proposed by Owens (1987) for naturalistic enquiry was adopted for the present study of school culture undertaken at Alice Girls' High School. The strategy emphasized data gathering in the early phase of the study, as Owens (1987:185) suggested, which was followed by checking, verifying, and

confirming activities "in a funnel like design" as shown in Figure 7.3 below. This research strategy resulted in less data gathering in later phases of the fieldwork programme along with a concurrent increase in analysis by means of checking, verifying and confirming (Owens, 1987).

FIGURE 7.3

GENERAL OUTLINE OF A NATURALISTIC STUDY PLAN



(From: Owens 1987:186)

Adopting Owens' (1987) strategy, the process of ethnographic analysis and theory development was summarized by the writer in Figure 7.4 below:

FIGURE 7.4
THE PROCESS OF ETHNOGRAPHIC ANALYSIS
AND DEVELOPMENT OF GROUNDED THEORY

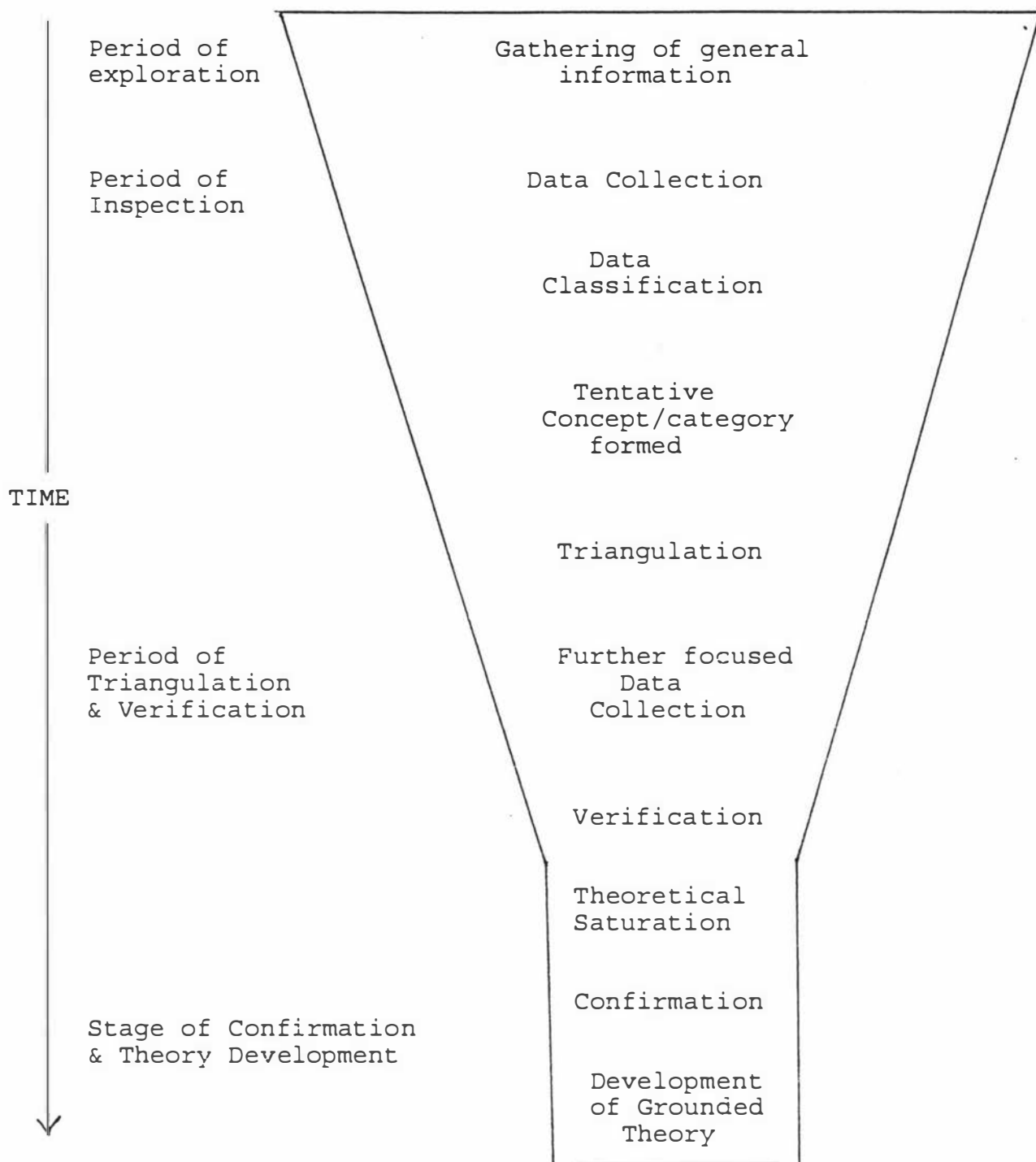


Figure 7.5 below shows the time-chart of the present study:

FIGURE 7.5

OVERVIEW OF THE RESEARCH PROCESS

TIME	PHASES OF FIELDWORK	DATA GATHERING	DATA ANALYSIS
1993 Jan to June	Preparation of research proposal		
July	Gaining entry to the site		
Aug	The Period of Exploration	*Early orientation and *mapping of the research site	
Sept to Dec	The Period of Inspection	*Document Collection, *Participant Observation, and *Informal Conversation with participants	*Data collection and *data classification
Nov to Dec		*Semi-structured informant interviewing	*Triangulation
1994 Jan to Aug	The Period of Triangulation & Verification	*Further document collection, *participant observations, and *informal conversations	*Further data collection *Verification *Theoretical saturation
Sept to Dec			*Final Classification, coding, and categorizing data *Comparative Analysis
1995-96			*Development of Grounded Theory *Drafting and final writing of the thesis

CONCLUSION

The writer provides in this chapter a description of the research process undertaken at Alice Girls' High School. This chapter also discusses the criteria for the selection of the site of study, followed by a description of the process of gaining entry to the site. The data gathering techniques and the data analysis processes used in this study were also described and discussed in this chapter.

Having described the methodology used in this study, the writer now turns to present to the reader the cultural world at Alice Girls' High School and the effects of school culture on teachers' job satisfaction and their commitment to the school as an organization which was the main aim of the present study.

PART IV: PRESENTATION AND DISCUSSION OF DATA

- CHAPTER 8: IDENTIFICATION OF CULTURAL
ELEMENTS AT ALICE GIRLS' HIGH
SCHOOL
- CHAPTER 9: SCHOOL CULTURE AND TEACHERS'
ORGANIZATIONAL COMMITMENT
- CHAPTER 10: MEDIATING FACTORS ENHANCING
TEACHERS' ORGANIZATIONAL
COMMITMENT
- CHAPTER 11: SCHOOL CULTURE AND TEACHERS' JOB
SATISFACTION

CHAPTER 8

IDENTIFICATION OF CULTURAL ELEMENTS AT ALICE GIRLS' HIGH SCHOOL

INTRODUCTION

The central focus of the present study was to investigate the elements of a school's culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization. This chapter addresses the first of the four research questions posed for the present study:

What are the elements of school culture which affect teachers' job satisfaction and organizational commitment?

Before these elements can be identified and examined, the writer first summarises, in the three tables below (Table 8.1 to 8.3), the main data collected and the cultural elements identified from the three major data gathering techniques, namely document analysis, participant observations and informant interviews.

TABLE 8.1

**SUMMARY OF MAIN DATA/CULTURAL ELEMENTS IDENTIFIED IN DOCUMENT ANALYSIS
AND THEIR RELEVANCE TO THE RESEARCH FOCUS**

DOCUMENTS COLLECTED	MAIN DATA/CULTURAL ELEMENTS IDENTIFIED	RELEVANCE TO THE RESEARCH FOCUS
<u>SCHOOL MAGAZINES AND ARTICLES:</u> The School Magazines Articles and newspaper items concerning the school	*Background knowledge about the early history and development of the school; *Demographic data of the teaching staff; *Information about the founders and school heroes.	*Gain background knowledge about the school; *Setting the scene of the study; *Develop an initial "feeling" of the culture of the school
<u>SCHOOL HEROES:</u> Information about the early founders, previous Principals and school heroes	*The school has a long history of achievement and traditions; *The outstanding achievement and contributions of school heroes were emphasized in school magazines and other school documents; *They were also frequently used by the Principal and other school leaders to articulate and shape the basic philosophy and core values in the school culture.	*Both staff members and students feel part of the history and traditions which give them the sense of belonging and commitment to the school as an organization; *School heroes served as role models for staff and students *School heroes played an important part in establishing, maintaining and shaping the school values and traditions
<u>SCHOOL DOCUMENTS:</u> School Charter; policy statements; School Council Constitution; Staff Handbook; Job Descriptions of Teaching Positions and Positions of Responsibilities; Subject Departments' Handbooks; Subject Departments' Programme Plans;	*A clear profile and organizational structure of the school; *The Mission Statement, basic philosophy and core values of the school culture are clearly articulated and upheld; *Structures and rules are flexible and adjustable and they do not limit teachers' professional autonomy	*Provide clearly defined guidelines so that things can be done more effectively and efficiently; *Take away from teachers the stress and uncertainty resulting from the rapid changes and educational reforms -- an important factor for teachers' job satisfaction.
<u>SCHOOL REPORTS:</u> Education Review Office Evaluation Report; Principal's Yearly Reports; Board of Trustees Chairperson's Yearly Report;	*Articulation and embodiment of basic philosophy and core values of the school culture; *Recognition of effort and contributions; *Celebration of achievements.	Brings to teachers: * A strong sense of direction * A strong sense of commitment * A sense of belonging and pride in the school

TABLE 8.1 (Continued)

**SUMMARY OF MAIN DATA/CULTURAL ELEMENTS IDENTIFIED IN DOCUMENT ANALYSIS
AND THEIR RELEVANCE TO THE RESEARCH FOCUS**

DOCUMENTS COLLECTED	MAIN DATA/CULTURAL ELEMENTS IDENTIFIED	RELEVANCE TO THE RESEARCH FOCUS
<p><u>MINUTES OF MEETINGS:</u> Board of Trustees Meetings, Heads of Department Meetings, Staff Meetings, Curriculum Committee Meetings, Guidance and Counselling Network Meetings, Computer Across Curriculum Committee Meetings, Parent and Teachers' Association Meetings; and Capital Works Committee Meetings</p>	<p>*Meetings at the school serve the function of decision making; *A participative and collaborative culture in decision making by sharing of power and responsibilities; *Decisions were made at the staff level in which teachers have enough chances to voice their opinions; *Teachers' opinions and inputs were highly valued; *Build cultural consensus amongst staff members on the decisions made; *Develop mutual understanding between school leaders and staff;</p>	<p>*Build a higher degree of collegiality and a stronger culture of collaboration amongst staff members; *Give teachers a greater sense of ownership for what is happening in the school; *Provide teachers with greater satisfaction in their jobs; *Foster in teachers a greater degree of commitment to their work at school and to the school as an organization</p>
<p><u>NEWSLETTERS AND SCHOOL NOTICES:</u> School Notices and Letters to parents; The <u>Update</u> School Newsletters;</p>	<p>*Foster links between the school and the parents by informing parents of what is happening at school, the important decisions made, important information and news of special interest</p>	<p>*To establish a mutually beneficial partnership between the school and the parents; *To be more responsive to parents' expectations and to cater for students' educational needs</p>
<p><u>CURRICULUM DOCUMENTS:</u> Girls' High School Prospectus and Course Selection Booklets</p>	<p>*A wide range of courses are offered to meet the different educational needs of students; *In addition to traditional academic subjects, skill courses and work exploration programmes are also offered; *To cater for the educational needs of students with varying interests and abilities; *To provide opportunities for students to achieve their personal standards of excellence and to reach their full potential</p>	<p>*Congruence of the basic philosophy and core values upheld at school with teachers' personal needs and professional expectations fosters teachers' commitment to the school as an organization</p>

TABLE 8.2

**SUMMARY OF MAIN DATA/CULTURAL ELEMENTS IDENTIFIED IN PARTICIPANT OBSERVATIONS
AND THEIR RELEVANCE TO THE RESEARCH FOCUS**

EVENTS/ACTIVITIES OBSERVED	MAIN DATA/CULTURAL ELEMENTS IDENTIFIED	RELEVANCE TO THE RESEARCH FOCUS
Morning staff briefing meeting	*Informal meeting in staff room with information giving and notice of arrangement of day's activities	*Provide clearly defined guidelines so that things can be done more effectively and efficiently which brings to teachers job satisfaction
Full staff meetings	*Formal meeting in the staff room on issues like: Implementation of National Curriculum and Qualification Framework; School policy on recruitment of overseas students; *Principal's strong cultural leadership: to articulate and embody school values; to be a good role model upholding the school philosophy; *Guide and direct the ways of thinking of the teachers to be in line with the school values;	*Promote the professional capacity of teachers; *Foster teachers' loyalty and commitment to the school as an organization; *Everyone is important and value each others' work -- a factor leading to teachers' job satisfaction
HOD's meetings	*Formal meeting in the staff room on issues like: School policy on computer development across the curriculum, the priorities in the school's property development plan, Quality Management System; *The senior management sit in the seats specially reserved for them in front of the staff room which symbolized their leadership roles at the school. *They took the lead and worked collaborately as a team using their respective strengths. *They provided sufficient background information on the issues to be discussed in meetings. *They articulated and embodied important core values in meetings. *They guided and directed the ways of thinking of the teachers to be in line with the school values and objectives in the processes of decision making	*The senior management team demonstrated strong cultural leadership which leads to a strong sense of direction and commitment in teachers *Congruence of the basic philosophy and core values upheld at school with teachers' personal needs and professional expectations fosters teachers' commitment to the school as an organization * Teachers have satisfaction in their job when their opinions are valued * Teachers have the sense of ownership in the decisions made * Teachers have stronger sense of commitment to the school
Deans' meetings	Informal meeting in the Deans' Office on issues like: *Individual students with disciplinary or behavioural problems; *Individual assistance and learning support for students with learning difficulties *Manifest the value that "everyone is of equal value irrespective of one's abilities and interests"	*Provide opportunities for students to achieve their personal standards of excellence and to reach their full potential *Congruence of these core values upheld at school with teachers' personal needs and professional expectations fosters teachers' commitment to the school as an organization
Guidance network meeting	*Informal meeting in the Student Guidance room on matters concerning the pastoral care of the students *Manifestation of core value -- Students are equally valued irrespective of their academic ability, family background, social status or ethnicity	*Congruence of these core values upheld at school with teachers' personal needs and professional expectations fosters teachers' commitment to the school as an organization
Full School assemblies	*Formal school function in the school hall with cultural activities like: announcements, prize presentations, or form class performance (dance, singing or drama)	*Recognizing contributions and achievement; *Upholding core values and basic philosophy of the school;
Form level assemblies	*Formal school function in the school hall with events like: notices, announcements and speech given to students at each form level by the Deans of the respective form level	*School leaders articulate and shape school values and basic philosophy;

TABLE 8.2 (Continued)
SUMMARY OF MAIN DATA/CULTURAL ELEMENTS IDENTIFIED IN PARTICIPANT OBSERVATIONS
AND THEIR RELEVANCE TO THE RESEARCH FOCUS

EVENTS/ACTIVITIES OBSERVED	MAIN DATA/CULTURAL ELEMENTS IDENTIFIED	RELEVANCE TO THE RESEARCH FOCUS
Prize-giving Ceremony	<ul style="list-style-type: none"> *Showing respect for different culture; *Recognizing Achievement; *Putting Teaching and Learning First; *Everyone Is Equally Valued; *Recognizing Contributions 	<p>Upholding of commonly shared core values of school culture like:</p> <ul style="list-style-type: none"> **"everyone is of equal value" and "concern and respect for others" **"striving for excellence" and "achieving to one's full potential" **"meeting the educational needs of students" and "putting teaching and learning first" *Appreciation and recognition of contributions and achievements
Parents' Evening	<ul style="list-style-type: none"> *The chairperson of the Board of Trustees emphasized the Mission of the school; *The Chairperson of the Board of Trustees put much emphasis on the importance of the school uniform; *The school recognized the contributions made by the parents to the school and to the education of the girls. *The school encouraged parents' support to the work of the Parents and Teachers' Association 	<ul style="list-style-type: none"> *To uphold the core values of "strive for excellence", "achieve to one's full potential", and "have a all-rounded and well-balanced development" *The intention of the school to foster, in the students, the sense of identity to the school and students are also expected to take pride of the school by wearing proper school uniform. *To foster a closer link between the school and the parents; *To enable the school "to better meet the educational needs of the students"
Staff social functions (e.g. morning tea, tea-parties and staff dinners)	<ul style="list-style-type: none"> *Informal social interactions among Principal and staff members in the staff room: *Celebrations of special occasions, events or achievements e.g. staff members' birthdays, wedding anniversaries, long service to the school or other special achievements 	<ul style="list-style-type: none"> *Development of friendship amongst staff members beyond professional relations -- a factor for teachers' job satisfaction
Interactions amongst staff members during morning break, lunch intervals and after school	<p>Relaxation, informal interactions and professional discussion among staff members:</p> <ul style="list-style-type: none"> *Interactions and conversations amongst teachers were mostly focused on work related matters. *Teachers have closer link within each subject department than across departments. *Teachers at the school are professional, conscientious and serious minded. *Teachers frequently shared teaching experience, ideas and teaching resources 	<ul style="list-style-type: none"> *Professional and supportive collegial relationships amongst staff -- an important factor for teachers' job satisfaction
Working habits and behavioural norms of staff members	<ul style="list-style-type: none"> *A willingness to spend extra time and effort on behalf of the school. *Teachers were found working busily in the preparation of lessons and marking students' work most of the time at school. *Many teachers worked after school finishes and come back in the holidays to work. *Teachers ran classes early in the mornings before school starts, after school finishes or in the week ends for students sitting the scholarship examinations. *Apart from academic works, teachers also helped the school and students in extra curricular activities, sports teams, school productions and cultural activities. 	<ul style="list-style-type: none"> *A strong sense of commitment was demonstrated amongst the staff *The core values and behavioural norms of "meeting the educational needs of the students" and "doing the best for the school and the students" are commonly shared amongst staff which demonstrate teachers' commitment.

TABLE 8.3

SUMMARY OF MAIN DATA/CULTURAL ELEMENTS IDENTIFIED IN INFORMANT INTERVIEWS AND THEIR RELEVANCE TO THE RESEARCH FOCUS

MAIN FOCUS OF INTERVIEW QUESTIONS	MAIN DATA/CULTURAL ELEMENTS IDENTIFIED	RELEVANCE TO THE RESEARCH FOCUS
The general atmosphere of the school	<ul style="list-style-type: none"> * Clear goals and high expectation * A school with tradition and long history of achievement * Supportive staff environment * Friendly and cheerful atmosphere 	It brings to teachers: <ul style="list-style-type: none"> * A strong sense of direction * A strong sense of commitment * A sense of belonging and proud of the school * An enthusiastic and co-operative climate * Teachers are positive in their job * Gives teachers a sense of satisfaction and joy
Students' behavioural norms	<ul style="list-style-type: none"> * High parental expectations on students * Students have good family background and high parental support * Well behaved students * Good learning atmosphere * High standard of academic achievement 	<ul style="list-style-type: none"> * Teachers spend less time on disciplining students * Teachers can conduct lessons more smoothly and effectively * More relaxed and cheerful classroom environment * Teachers were able to enjoy their teaching and students enjoy their learning
Teachers' intrinsic rewards from students	<ul style="list-style-type: none"> * Teachers have positive relations with students * Bonds of friendship with students * Intrinsic rewards from seeing positive responses from students * Satisfaction from helping students grow and develop 	<ul style="list-style-type: none"> * Job satisfaction from giving students their assistance and help * Satisfy teachers' higher order needs of esteem, sense of achievement and self-actualizing * Satisfaction from giving and receiving of affection in establishing bonds of friendship with students
Teachers' relationships with school leaders	<ul style="list-style-type: none"> * Positive and supportive Teacher-Principal relationships * Good Role Modelling of Principal * A strong cultural Leader with knowledge and thought 	<ul style="list-style-type: none"> * Brings out teachers' professional capacity * Stimulating and promoting teachers' enthusiasm * Brings about teachers' loyalty to the school and commitment to their job
Collegial relationships amongst staff members	<ul style="list-style-type: none"> * Friendly atmosphere * Helpful and supportive staff * The <i>"ALL IN ONE"</i> Collaborative culture * Friendship beyond professional relations 	<ul style="list-style-type: none"> * Teachers are positive in their job, conscientious and serious minded * Teachers are cheerful and happy with their job * Teachers have an <i>ALL IN ONE</i> sense of unity and commitment
Recognition of teachers' contribution and achievement	<ul style="list-style-type: none"> * Principal's recognition of teachers' contribution both at the official level and at the personal level 	<ul style="list-style-type: none"> * Gives teachers encouragement and support * Brings along job satisfaction in teachers

TABLE 8.3 (Continued)

SUMMARY OF MAIN DATA/CULTURAL ELEMENTS IDENTIFIED IN INFORMANT INTERVIEWS AND THEIR RELEVANCE TO THE RESEARCH FOCUS

MAIN FOCUS OF INTERVIEW QUESTIONS	MAIN DATA/CULTURAL ELEMENTS IDENTIFIED	RELEVANCE TO THE RESEARCH FOCUS
Ways of coping with changes and reforms	<ul style="list-style-type: none"> * Set up a structure and a system with clearly defined guidelines and checks which enable things can go smoothly at school 	<ul style="list-style-type: none"> * Take away from teachers the stress and uncertainty resulting from the rapid changes and educational reforms -- an important factor for teachers' job satisfaction.
Teachers' professional autonomy	<ul style="list-style-type: none"> * School leaders sought to strike a balance between school structure and teachers' professional autonomy * Provide clearly defined guidelines so that things can be done more effectively and efficiently 	<ul style="list-style-type: none"> * Structures and rules are flexible and adjustable which do not limit teachers' professional autonomy -- an important factor for teachers' job satisfaction
Strong cultural leadership	<p>Principal as an effective cultural leader:</p> <ul style="list-style-type: none"> * to articulate and embody school values * to be a good role model upholding the school philosophy * Guide and direct the ways of thinking of the teachers to be in line with the school values 	<ul style="list-style-type: none"> * Bring out the professional capacity of teachers * Foster teachers' loyalty and commitment to the school as an organization
Congruence of goals and core values	<ul style="list-style-type: none"> * Basic philosophy and core values upheld at the school match well with teachers' personal needs and expectations * Teachers were involved in the development of the school goals and directions 	<ul style="list-style-type: none"> * Teachers are personally motivated and highly committed to their jobs and to the school * Provide teachers with a strong sense of purpose and direction
Participative decision making processes	<ul style="list-style-type: none"> * The Principal is ahead of teachers in thinking of all alternatives or variables * The Principal supply relevant background information to help teachers in planning and making informed decision * An open climate in decision making in which teachers have sufficient opportunities to take part in decision making processes 	<ul style="list-style-type: none"> * Teachers have satisfaction in their job when their opinions are valued * Teachers have the sense of ownership in the decisions made * Teachers have stronger sense of commitment to the school
Wide consultation and open communication pattern	<ul style="list-style-type: none"> * Teachers have enough input into the decision making processes * After decisions have been made, there are enough communication to explain the rationale behind the decisions * Teachers are well informed of what is happening at the school 	<p>Teachers have:</p> <ul style="list-style-type: none"> * A sense of importance and valued * Sense of ownership * A higher degree of satisfaction in their job * A stronger sense of commitment to the school as an organization

A PROFILE OF ALICE GIRLS' HIGH SCHOOL

Resulting from the early orientation and mapping phase of the field work programme, the researcher gained an early understanding of the culture of the school under study. Hence, a profile of Alice Girls' High School was constructed early in the study and is presented at this point as a means of setting the scene in which the study was located and providing an early understanding of the culture of the school. As Beare et al (1989) pointed out, the history and tradition of the school, the organizational stories told about the past, and the facilities and equipment are all important tangible expressions and manifestations of the school culture.

THE BACKGROUND OF THE SCHOOL

Each school constitutes a unique entity, Beare et al (1989) pointed out, with respect to the unique history of achievement and traditions which forms an important part of the culture of the school. Therefore, a knowledge in the history and background of the school is important in understanding the culture of the school.

Alice Girls' High School is a public secondary school for girls in a provincial city in New Zealand. It has a long history of more than ninety years and is one of the earliest established state high schools in the city.

In the first few years of the twentieth century, forty-four girls and forty boys were enrolled at the composite Wonderland High School. Early in the 1920's,

Alice Girls' High School separated from the composite Wonderland High School and shifted to its present site, with a roll of one hundred and thirty-three students under six teachers.

By 1930 two hundred and sixty-two pupils were enrolled and taught by a staff of fifteen. From then the numbers steadily increased to the present roll of over 1100 students with a staff of more than 70 teachers.

Alice Girls' High School has a long tradition, a teacher pointed out, in which staff and students "are feeling the heart of the place". Staff members who committed service to the school for a long period of time tell stories about previous principals and old students and how they achieved in later life. These stories serve as positive role models for staff and students.

The school has the honours board that goes back to the 1900's and has photographs about the school which were taken in the 1900's. These visual reminders of the history and tradition give staff and students the sense of belonging and they are proud of Alice Girls' High School. Both staff members and students feel part of the history and traditions, as a teacher pointed out, that occurred in the past and will continue in the future.

THE SCHOOL HEROES

The history and traditions of the school resulted from the actions and interactions of past and present cultural participants at the school. Some central figures or school heroes played an important part in establishing, maintaining and shaping these school values and traditions.

Nine principals guided the destinies of the school since it was opened. At the entrance of the Hall, photographs and brief descriptions of ex-principals are displayed in remembrance of the contributions they made to the school and the community. Among these principals, a few stood out in the memories of the staff, students and the community at large. Stories have often been told about these principals and Miss Jane Wilson (a fictitious name) is one of the best known in the school history. In order to preserve the anonymity of the school and the people involved, as discussed in the section on "Confidentiality and Anonymity" in Chapter 1, all names of people and places used in this thesis are fictitious names.

Miss Wilson was one of the examples of these central figures and heroes in the school history. Many articles were found in the school documents such as the school magazines and newsletters which recognized Miss Wilson's contribution to the school and her dedication to the education of young women in the city and her outstanding achievements in education and social services both to the school and the community at large. Examples of these comments and recognitions included: "she has an impressive list of firsts marks her achievements", "she made history by becoming the first woman elected to the City Council" and "she was on the committee to establish a university in the city".

As remarked in the School's Jubilee magazine, Miss Wilson was a person of vision and initiative who brought the school through a period of growth from 336 students in late 1940's to 880 in late 1960's. At this time the school was entering a period of rapid expansion, when the adaptation and alterations of the old buildings, and supervision of the new, were to play an important part in providing for the ever-increasing school community. This meant an unending struggle for

buildings, facilities and equipment, and the determination to keep the grounds attractive.

In addition to these contributions, her interest in the girls themselves, her encouragement of high academic standards, her stressing of the full development of personality and talents, and her help for those who needed it, were recognized by students and parents.

During the researcher's presence at the school, the contributions and achievements made by Miss Wilson to the school and the community were also mentioned several times in school functions and formal occasions such as the prize-giving ceremonies and school assemblies. Her outstanding achievement and contributions were frequently used by the Principal and other school leaders to articulate and shape the basic philosophy and core values in the school culture. For instance, the Principal pointed out to the students in a school assembly that Miss Wilson has served as a good role model for students at Alice Girls' High School by her deep sense of responsibilities towards the young and the community, her dedication to services in the whole field of education and other civic and national bodies and her outstanding achievements honoured by the Queen and her appointment as a Justice of the Peace. In remembrance of Miss Wilson's dedication to the school and to education of young women in the city, a memorial plaque was unveiled, at the 90th Jubilee of the school, in the school ground where her ashes had been buried. A city park near the school was also named after her.

According to Deal and Kennedy (1988), heroes are pivotal figures in a strong culture:

"Heroes personify those values and epitomize the strength of the organization. ... They create the role models for employees to

follow.... They show ... that the ideal of success lies within human capacity."

Miss Wilson served all these functions in the culture of Alice Girls' High School. Miss Wilson was a compass hero, according to Deal and Kennedy (1982), who became a role model in a time of change. She guided the destinies of the school through a period of rapid change. She was a person of vision and initiative who brought the school through a period of substantial growth. She played an important role in providing a direction for the school, a sense of purpose for the participants of the school.

Miss Wilson also passed along important lessons in success and motivation. She herself was a person with outstanding achievements which were recognized with awards, such as a Queen's Honour and the local university's medal. All these awards recognized her commitment and contributions made to educational, welfare and social services. She set a good role model of motivation, commitment and success for staff and students.

Miss Wilson also embodied and personified the basic philosophy and the core values upheld at the school through her genuine interest in the students themselves, her encouragement of high academic standards, her stressing of the full development of personality and talents. These are identifiable cultural elements of the school and it was also found in the present study that they are fully recognized by teachers, students and parents. Many teachers and students expressed to the researcher that "students of Alice Girls' High School are expected to strive for excellence and achieve to their full potential", "students here are also expected to respect and show their genuine concerns for the others", "teachers at Alice Girls' High School are doing their best for the school and the students" and

"the school is there to meet the educational and developmental needs of the students". Such statements reflected the values developed by Miss Wilson which are still being upheld at the school as part of the core values of the school culture.

This basic philosophy and core values are important cultural elements at the school which requires further investigation, identification and verification and this would be done in the subsequent stages of the fieldwork programme. The identification and verification of these basic philosophy and core values of the school culture and the investigation of their effects on teachers' job satisfaction and their commitment to the school as an organization was the main aim of the present study.

The cultural elements reflected in the early history and school heroes are summarized in Table 8.4 below:

TABLE 8.4

**A SUMMARY OF CULTURAL ELEMENTS REFLECTED IN
THE EARLY HISTORY AND HEROES OF THE SCHOOL**

CULTURAL ELEMENTS IDENTIFIED	CULTURAL SIGNIFICANCE REFLECTED
The school has a long history of achievement and traditions.	<ol style="list-style-type: none"> 1. The school has a long history of more than ninety years. 2. It is one of the earliest established state high school in the city 3. It has a unique history of achievement by ex-principals, staff members and students. 4. Stories of the past serve as positive role models for staff and students. 5. Both staff members and students feel part of the history and traditions which give them the sense of belonging and they are proud of the school.
School heroes served as role models for staff and students.	<ol style="list-style-type: none"> 1. The contribution to the school made by previous principals and staff members are fully recognized and remembered. 2. The outstanding achievement and contributions of school heroes were emphasized in school magazine and other school documents. 3. They were also frequently used by the Principal and other school leaders to articulate and shape the basic philosophy and core values in the school culture.
School heroes played an important part in establishing, maintaining and shaping the school values and traditions	<ol style="list-style-type: none"> 1. Miss Wilson's encouragement of high academic standards and her stressing of the full development of personality and talents. 2. Her deep sense of responsibilities towards the young and the community and her dedication to services in the whole field of education 3. Students are expected to strive for excellence and achieve to their full potential. 4. Students are also expected to respect and show their genuine concerns for the others. 5. Teachers are expected to do their best for the school and the students. 6. The school is there to meet the educational and developmental needs of the students

THE PHYSICAL ENVIRONMENT AND FACILITIES

Facilities comprise buildings and grounds, Beare et al (1989:192) pointed out, "their quality, architecture and furnishings make an immediate and usually lasting impression" to visitors. These physical features and facilities also reflect the culture of the school: the priorities, core values and basic philosophy underlying the school culture (Beare et al 1989). The major intent of the present study was to identify the elements of the school culture and to examine their effects on teachers' job satisfaction and organizational commitment. Thus, in order to gain an understanding of the culture of the school and to identify the cultural elements which affect teachers' work attitudes at the school, a description of the physical environment and facilities of Alice Girls' High School and a discussion of their cultural significance and effects on teachers' work attitudes at school are important for the present study.

Thus, the writer now turns to present a brief description of the physical environment and facilities of the school in this section followed by a discussion of the cultural significance reflected in these physical environment and facilities in the following section.

The School Grounds

The spruce appearance of the school buildings and grounds has always been admired. Parents and visitors often express pleasure in walking through the gardens and buildings at the standards of tidiness, cleanliness and beauty maintained by the groundsman and caretaking staff.

From early in its history, the school authorities put considerable effort into beautifying the surrounding grounds. Rough ploughed fields and a horse paddock were transformed into spacious gardens, lawns and shrubs and many unusual and exotic trees were planted. With the acquisition of further land, four tennis courts, two hockey fields and several basketball courts were added to the original site. A swimming pool was also built in the early thirties.

Hence, the campus of Alice Girls' High School provides students with a variety of pleasant, open, and safe environments for learning. Grounds are carefully maintained and there are shrub protected seating areas available for relaxation. Mature plantings of trees and shrubs, comfortable courtyards and open fields enhance the spacious grounds.

Buildings

The school has ever been expanding since it was opened. There has been an almost continuous building programme since the school moved to the first brick building at the present school site.

The Assembly Hall was opened in 1938 after an 18 year fund raising campaign. It was in use until 1971 when the present new Assembly Hall was opened. Since the opening of the new Hall, the old one has been remodelled as a modern gymnasium. School assemblies, drama productions, music concerts and special school functions are held in the new Assembly hall.

At the entrance of the Hall, photographs and brief descriptions of ex-principals are displayed in remembrance of the contributions they made to the school and the community. Honours Boards are also found along the walls of the

Hall recognizing the outstanding achievement of both present students and Old Girls of Alice Girls' High School. These upheld the school's important cultural values of "achievement" and "strive for excellence".

In 1954 the first double storey teaching block was built, providing laboratories for Chemistry, Physics and Biology classes, as well as Dressmaking, Cookery, Laundry rooms and a domestic flat. Since then new teaching blocks have been added to the school campus. Those opened during the seventies are : the second two-storeyed block which houses the art room, two laboratories and classrooms for English, Geography, History, Economics, typing and Languages (French, German, Japanese, Latin and Chinese Culture); a Music-Drama Suite which houses two large music rooms and four studio and practicing rooms for music classes or Orchestra, store rooms for musical instruments, and one drama room for drama classes and production; and the Audio-Visual room for seminar or large class lectures.

There is also a third two-storeyed teaching block with two science laboratories, cookery room, sewing room and two large computer rooms equipped with latest models of computer facilities.

In between the second and third teaching blocks is the Maori Studies Department with two Maori Studies classrooms, cupboards storing Maori Arts and Crafts as well as magnificent display of students' work and the Treaty of Waitangi on the wall along the corridor.

During the eighties, the Senior Studies block was opened, housing a lecture room, Form 7 Common Room, two seminar rooms, two senior science laboratories and a Biology Court with aquarium for keeping fish, small animals and plants for teaching and research purposes.

Besides, the Mathematics Department has recently moved to a new one storey wing with Transition and Guidance Blocks attached. In the Guidance Block, students can gain access to guidance counsellors, career teachers and job information displays.

Hence, the school endeavours to develop its resources and facilities in keeping with the curricular focus and to provide a physical learning environment which meets the educational needs of the students.

Administrative Area

At the front main entrance is the brain of the school -- the Administration Block. Entering the two wide glass doors at the main entrance, in front of the School Office, is a large foyer with sofa and low coffee tables for receiving visitors who will surely be impressed by the tactful decor and the layout of the new entrance of the administration area. Catching the eyes of visitors are the artworks of students and photographs of early history of the school displayed in the foyer and on the wall along the corridor in between the school office and the staffroom. Besides the School Office, the Administration Block also houses the Offices for the Principal, Deputy Principal, Assistant Principal, Deans and Secretaries, as well as the sick-bay, staff-room and offices for the Board of Trustees, Executive Officer and accounting.

The Principal's office is warm and comfortable, with large sunny windows behind the large desk and chair for the Principal. Good storage is provided by the ample bookcases and cupboards. Western and Maori artwork on the wall and Japanese artcrafts in the cupboards express the appreciation of different cultures.

Sofas around coffee table provide a comfortable environment for receiving visitors. The school endeavours to adopt an open door policy where parents are welcome to the school at anytime. The Principal or her assistants always come out to the foyer to receive their visitors. Visitors are then invited to the Principal's office and offered a cup of coffee or tea. Parents or visitors who make use of this access find Girls' High a very welcoming and friendly school.

The staffroom is reasonably sized with over 100 square meters. Five or six groups of sofa are arranged around coffee tables. A small table with three arm-chairs is sitting in the front of the staffroom for use by the senior management team -- the Principal, Deputy Principal and Assistant Principal in chairing staff meetings. Along the walls of the staffroom is an informative and up-to-date noticeboard for principal's notices, daily notices, timetable, room booking, a planner of special events for the week, board with teachers on leave and relieving teachers, a term calendar of forthcoming events and meetings, urgent notices and teacher union information. On one end of the staffroom is a small room with a telephone, while on the other end of the room is the kitchen corner with oven, microwave, hot-water boiler, dishwasher and refrigerator. The staffroom is also well decorated with paintings and art-works on the walls.

On the other side of the corridor is the staff workroom. It is a small room about one-fifth the size of the staffroom. There is a long table in the middle with chairs together with the long side benches along the wall and the windows provide a quiet place for teachers to do their work. With the sun coming through the large windows, teachers having non-contact periods are often found there busy marking papers, organizing teaching resources or reading books.

The Library

The development of the Library has been one of the clear indications of school growth. The library was built in 1952 with an attached work-room linked Art Block and Hall with a covered way. In 1970 the new free-standing library came into use. The Library developed from a small collection of 2,000 books housed in a tiny Art Room to a superb collection of over 10,000 volumes, considered to be one of the best school libraries in the country and housed in a spacious and modern library building. A part-time, non-teaching librarian was appointed to assist the teacher in charge of the library.

The teacher librarian has undertaken studies for the Teacher Librarian Diploma and many innovations are being introduced as a result of this training. An example of these innovations is the development of a research skills programme which equips students with strategies for handling information through action learning. The programme has been trialled and introduced across the curriculum.

The library is well established and staff are able to purchase resources to meet the goals defined in the library programme plan. Ongoing assessment of stock has led to increased emphasis on developing resources responding to the changing educational needs of the students.

The Library entered the technological age at the end of 1991 when the massive task of automating began. The installation of computer hardware has been followed by the lengthy process of entering every book on to the data base. Students can now enjoy the benefits of these efforts as access to books in the library is made easier through the computer search systems. Each student is issued with a personal card as part of the library's computerized system which makes

finding books very easy. Students enjoy using the electronic encyclopedia on CD-ROM and the microfiche reader for research. There is also a viewing/audio room available to them. The attractive and up-to-date book stock caters for a wide range of reading levels and tastes.

The focus of the library is to support the school's learning and teaching programme and the aim is to encourage students and the teaching staff to make better and more efficient use of the library as a resource for their teaching and learning.

As the researcher noted in the fieldnotes, "the Library is also a favourite place for many students to spend their morning break and lunch-time". During these times of the day, the library is always crowded with students enjoying their reading in a comfortable learning environment.

CULTURAL SIGNIFICANCE REFLECTED IN THE PHYSICAL ENVIRONMENT AND FACILITIES:

As Beare et al (1989:192) pointed out, the physical features and facilities not only "make an immediate and usually lasting impression" to visitors, but also they reflect the culture of the school, the priorities, core values and basic philosophy underlying the school (Beare et al 1989). The main aim of the present study was to identify the elements of the school culture and to examine their effects on teachers' job satisfaction and organizational commitment. Thus, an examination of the physical environment and facilities of the school helped in gaining an understanding of the culture of the school. And it also reflected some cultural elements which are significant to the present study. These are important

for identifying the cultural factors which affect teachers' work attitudes at the school.

Therefore, the cultural elements identified and the cultural significance reflected in the physical environment and facilities of the school are first summarized in Table 8.5 below and then discussed in this section.

TABLE 8.5

**A SUMMARY OF CULTURAL ELEMENTS REFLECTED
IN PHYSICAL ENVIRONMENT AND FACILITIES**

CULTURAL ELEMENTS IDENTIFIED	CULTURAL SIGNIFICANCE REFLECTED
<p>1. <u>Beautifying the School Ground:</u></p> <p>The school authorities have put considerable effort into beautifying the school campus and school ground</p>	<ul style="list-style-type: none"> * Provides a pleasant, open and safe environment that facilitates teaching and learning. * Meeting the physical and educational needs of the students. * Provides teachers and students with a sense of pride and satisfaction to teach and learn at the school.
<p>2. <u>Maintaining the History and Traditions:</u></p> <p>Displays at the foyer of the school entrance the students' work, descriptions and photographs of early history of the school</p>	<ul style="list-style-type: none"> * Maintains the history and traditions of the school. * Fosters a sense of identity and a sense of belonging to the school among the staff and students.
<p>3. <u>Recognizing and Celebrating Achievement:</u></p> <p>Displays, at the entrance of the school hall, photographs of ex-principal and descriptions of their contributions; Honour Boards inside the school hall recognizing outstanding achievements</p>	<ul style="list-style-type: none"> * Recognizing outstanding achievements and successes. * Upholds the core values of "striving for excellence and achievements".
<p>4. <u>Putting Teaching and Learning First:</u></p> <p>Efforts of the School Board in modernizing and upgrading the school buildings, teaching resources and facilities</p>	<ul style="list-style-type: none"> * Provides the best teaching and learning environment for teachers and students. * Facilitates students' learning and meets the educational needs of the students. * Enhances the teaching and learning processes and puts teaching and learning first.

1. Beautifying the school ground

The school authorities have put considerable effort into beautifying the school campus and the surrounding school grounds. The grounds are carefully maintained and the campus of Alice Girls' High School provides students with a variety of pleasant, open, and safe environments for learning. Hence, the environment enhances the teaching and learning processes taking place at school which reflected the core values of "meeting the physical and educational needs of the students" and "putting teaching and learning first" at school.

These pleasant, open and safe environments also provided teachers and students with a sense of pride and satisfaction to teach and learn at the school. Teachers and students expressed to the researcher a great deal of pride in the school ground and campus by such comments as, "I am proud of the school and I have great pleasure in walking through the gardens and buildings at the standards of tidiness, cleanliness and beauty maintained by the groundsman and caretaking staff", and "I enjoy teaching at this school because of its beautiful and pleasant environment". Hence, the physical environment was an important factor affecting teachers' job satisfaction.

2. Maintaining the history and traditions

Teachers and students have also done a great deal to modify the physical environment of the school and students' works were being displayed prominently. Foyer displays in the school entrance express a warm welcome to visitors. The artworks of students and photographs of the early history of the school displayed in

the foyer and on the wall along the corridor in between the school office and the staffroom also tell visitors the history and traditions of the school. All these helped to maintain a sense of identity and also a sense of belonging to the school among staff and students. "I enjoyed Alice Girls' High School in that we have a long tradition," as a teacher reflected, "we are feeling the heart about the place". Another teacher also pointed out that "staff and students are proud of the Alice Girls' High School as the history that has gone before them and the people who have gone before them".

3. Recognizing and Celebrating Achievements and Successes

At the entrance of the Hall, photographs and brief descriptions of ex-principals are displayed in remembrance of the contributions they made to the school and the community. Honours Boards are also found along the walls of the Hall recognizing the outstanding achievement of both present students and Old Girls of Alice Girls' High School. Hence, the school endeavours to maintain this history and traditions of the school through these displays to remind people of the school's achievements and successes in the past. "Because of these traditions and history of achievement, students have a standard to follow," as a teacher said, "we have years of excellence and all the students before have been told the similar philosophy of this school".

4. Putting teaching and learning first

Besides maintaining the history and traditions, the school also endeavours to develop its resources and facilities in keeping with the curricular focus and to provide a learning environment which meets the educational needs of the students. As the chairperson of the School Board of Trustees emphasized in her report, the Board has put in a great deal of effort in modernizing and upgrading the school buildings and facilities in order to provide a safe and comfortable environment which facilitates students' learning. This is an important mission and core values being upheld at Alice Girls' High School. The school also provides systematic training for teachers, especially those new teachers, in using these facilities and resources in order to ensure their full use to enhance the teaching and learning processes.

The library is also well established and library staff are able to purchase resources and advanced technology such as the computerized catalogue and searching system and the CD-ROM database system. Books and teaching resources were also purchased for the teaching of new subjects and curriculum. All these are important to support the school's learning and teaching programmes and they reflected the values of "meeting students' educational needs", and "putting teaching and learning first" which are being upheld by the school. These core values are important cultural elements which would affect teachers' job satisfaction and commitment to the school. Hence, they provide important guidelines for the areas of focus to be investigated further in later stages of the fieldwork programme.

SUMMARY OF BASIC PHILOSOPHY AND CORE VALUES REFLECTED

In sum, as discussed so far in this chapter, the history and tradition of the school together with its facilities and equipment expressed the basic philosophy and core values of the school culture which can be summarized as follows:

1. The school is there to meet the educational and developmental needs of the students.
2. The school endeavours to provide the best teaching and learning environment for teachers and students.
3. The school provides equipment and facilities which enhance the teaching and learning processes and puts teaching and learning first.
4. The history and traditions of the school is maintained in order to foster a sense of identity, a sense of pride and a sense of belonging to the school among the staff and students.
5. Outstanding achievements, successes and contributions are fully recognized to serve as role models for staff and students.
6. Important core values are being upheld at school which include:
 - a. Students are expected to strive for excellence and achieve to their full potential.
 - b. Students are also expected to respect and show their genuine concerns for the others.
 - c. Teachers are expected to do their best for the school and the students.

As Beare et al. (1989) pointed out, the basic philosophy and core values -- i.e. the conceptual intangible foundations of a school's culture -- are manifested in many different ways. Apart from being expressed in the history and tradition of the school as well as the facilities and equipment, this basic philosophy and core values are also embodied and personified by heroes, transmitted by organizational stories told about the past, manifested through the organizational structures, role relationships, curriculum and activities, through rituals and ceremonies, or in the behavioural patterns, actions and interactions of organizational members in the daily school lives.

Hence, having presented, in the previous sections, a profile of the school which included the early history and background of the school, together with the physical environment and facilities of the school, the writer now turns to present his early understandings of the cultural world at Alice Girls' High School in the following section. This early understanding of the school culture was reflected in the researcher's participant observations during the first month of his presence at Alice Girls' High School.

PARTICIPANT OBSERVATIONS OF CULTURAL LIFE AT ALICE GIRLS' HIGH SCHOOL

In this section, the writer presents thick descriptions of the cultural life at Alice Girls' High School resulted from his participant observations during typical school days of the first month of the fieldwork programme.

As a teacher remarked "the caretaker is the most important person at the school, second to the Principal." She is usually the first one to arrive at school. She makes herself present at school by 7:30am and then opens up classrooms, checks the buildings, turns on heaters, and prepares tea and coffee in the staffroom kitchen. By 8:00am some staff members arrive at school early to prepare teaching resources, some to take early tuition classes while some others to coach music or sport practices.

By 8:20am most of the staff are present in the staffroom. Most of them are sitting around coffee tables having a cup a tea or coffee and talking in small groups. The talks are usually centred around curriculum, teaching methods or individual students' needs. Some other teachers are busy getting things organized for the day, making photocopies of teaching materials or contacting other staff members for meetings. While some others are reading the daily notices on the noticeboard for details of forthcoming events.

Monday, Wednesday and Friday begin with a full staff briefing meeting at 8:30am at the staffroom. On Tuesday and Thursday staff members are expected to call at the staffroom to pick up notices written on Daily News-sheet or whiteboard. Some departments make use of this time for departmental briefing meetings.

The full staff briefing meeting held on Monday, Wednesday and Friday at 8:30am is chaired by the three members of the senior management team -- the Principal, the Deputy Principal and the Assistant Principal. The three chairs around a small table in front of the staffroom are reserved for them to chair the meeting. The Principal begins the meeting with thanks for those who have made

contribution to the success of sports teams or inter-school competitions followed by information on forthcoming events, important notices and announcements.

The Deputy Principal is the next person to address the meeting by informing the staff of teachers on leave and the arrangement of relieving teachers, the important events to be taken place in the day and the arrangement of examination supervision. It is followed by the Assistant Principal's report on the staff development program, Heads of Departments meetings and curriculum development meetings. The meeting concludes after answering individual teachers' queries and comments.

By 8:45am, after the staff briefing, the three members of the senior management team are busy moving around in the staffroom talking with teachers either individually or in groups, helping them to sort things out, making sure of the things to be done, the meetings to be held, and answering teachers' questions. Among the teachers, everyone is busy organizing things for the day and rushing to class.

From 8:15am to 8:45am, outside in the playground students come to school some on bicycles, some by school bus and some others by parents' cars. After arriving at the school, some students find a seat on the benches outside the school building to read a book, some others join the companion of their friends and enjoy the chatting and laughter while some others play ball games in the field or courtyard.

At 8:45am the bell sounds to remind students to enter their respective classrooms and get themselves ready for the class to start. A second bell sounds at 8:50am announces the beginning of Period 1. Each period is of fifty minutes during.

From 8:50am to 10:30am is the time for Periods 1 and 2. During this time the staffroom is relatively empty and quiet in contrast with the busy and crowded situation a moment ago. Only a few teachers having non-teaching hours can be found there either making photocopies of teaching materials or busy marking and preparing work.

At the end of period 2, a bell sounds at 10:30am signals the time for assembly or form-time meetings. On Wednesdays 10:30 - 10:50 is time for whole school assembly in the hall while Deans Levels assembly is held on Tuesdays at which students meet in form levels with their Deans. On other days students meet with their form teachers in their respective classrooms.

10:50am is the beginning of interval. A queue appears in front of the cafeteria packed with students to buy their morning tea or chippies. The basketball courts is also a main area where students gathered for ball games during this fifteen minutes morning break. While some other students take this time to give themselves a rest by lying on the grass to enjoy the sun.

The staffroom is crowded with teachers relaxed on chairs around coffee tables having a cup of tea after two hours of teaching. Some teachers make full use of this time to meet teachers who are teaching the same subject area to discuss teaching methods, to share ideas and teaching resources. While other groups of teachers are having casual conversations on family life or holiday plans.

At 11:00 period 3 begins which is followed by period 4. During this time the staffroom returns to its quietness. Around 12:15 the office ladies and librarian come to the staffroom to have their lunch before the beginning of the lunchtime because they have to be on duty during lunchtime in the office or the library

respectively. They sit together around a coffee table talking about things in their daily lives with lots of laughter while they are having their lunch.

A bell rings at 12:40pm signals the lunchtime. The staffroom becomes crowded and noisy again. Teachers usually sit together in groups according to the subject areas they are teaching. Again, they won't like to miss the chance of meeting other teachers teaching the same subject area to discuss teaching methods, to share ideas and teaching resources. Some staff members are reading Education Newsletters or Education Gazette which are lying around on the coffee tables. Some staff prefer to use this time to mark and prepare work in the staff workroom. A number of staff are on duty, some staff coach sports teams and other take the opportunity to have informal chatting with students they meet in the playground.

Lunchtime is fully enjoyed and treasured by the students because of the great varieties of activities available. After queuing up at the cafeteria for a hot pie or having the cut sandwiches which they bring to school for lunch, students head off to their favourite lunchtime activities such as aerobics class offered by the Student Council.

The Library is another favourite place for many students to spend their lunch-time. During lunchtime the library is always crowded with students enjoying their reading in a quiet and comfortable environment. The library also presents a good learning atmosphere where students are found working hard in groups, making use of the database in the computer to sort information for their assignments and projects.

A number of students prefer to spend the time quietly inside the classrooms, to catch up with the work they missed in class, to discuss their

assignments or read a favourite book. While others rather enjoy the sun by lying outside on the grass chatting with their friends. Lunchtime for students are never too long when the bell at 1:40pm announces the beginning of the afternoon classes. In the afternoon there are two periods, Period 5 and 6, which lasts until 3:20pm.

At 3:20pm the bell signals the end of the school day. Many students are found lining up orderly to get on the school buses while some others are heading home on their bicycles. Some more fortunate ones have their parents drive a car to pick them up. A number of students stay behind after school to attend after-school classes, practices or sports games.

Staff are expected to attend staff meetings which are held at 3:30pm after school on Mondays on approximately a four weekly rotating basis in the order of : Full Staff meeting, Heads of Departments meeting, Departmental meeting, and Professional Development staff meeting. Deans level meetings are held for form teachers of each class level on Tuesdays and other meetings such as Guidance Network meetings are also held as required. On the days with no meetings held after school, teachers can relax in chairs around coffee tables with a cup of tea, talk with each other about things happened in the day or exchange ideas of teaching.

There are a number of ways in which the cultural significance is reflected in this participant observation of cultural life at Alice Girls' High School. They are firstly summarized in Table 8.6 below and then discussed in the following section.

TABLE 8.6
A SUMMARY OF CULTURAL ELEMENTS REFLECTED IN THE
PARTICIPANT OBSERVATIONS OF CULTURAL LIFE
AT ALICE GIRLS' HIGH SCHOOL

CULTURAL ELEMENTS IDENTIFIED	INDICATORS / EVIDENCE REFLECTING THE CULTURAL ELEMENTS
<p>A. <u>Everyone is equally valued:</u></p> <p>Everyone is of equal value, Everyone is important and value each others' work</p>	<ol style="list-style-type: none"> 1. The remark a teacher made about the caretaker. 2. The caretakers, cleaners and groundsman were invited to most staff social functions. 3. Caretakers and cleaners were invited to voice their opinions in staff meetings. 4. Principals' remark in a staff meeting that the school is like a jigsaw puzzle and everyone is important to make up the whole picture.
<p>B. <u>A Strong cultural leadership:</u></p> <p>The senior management team demonstrated a strong cultural leadership</p>	<ol style="list-style-type: none"> 1. The senior management sit in the seats specially reserved for them in front of the staff room which symbolized their leadership roles at the school. 2. They took the lead and worked collaborately as a team using their respective strengths. 3. They provided sufficient background information on the issues to be discussed in meetings. 4. They articulated and embodied important core values in meetings. 5. They guided and directed the ways of thinking of the teachers to be in line with the school values and objectives in the processes of decision making
<p>C. <u>Positive collegial relations:</u></p> <p>Professional and supportive collegial relationships amongst staff</p>	<ol style="list-style-type: none"> 1. Interactions and conversations amongst teachers were mostly focused on work related matters. 2. Teachers have closer link within each subject department than across departments. 3. Teachers at the school are professional, conscientious and serious minded. 4. Teachers frequently shared teaching experience, ideas and teaching resources.
<p>D. <u>A strong sense of Commitment:</u></p> <p>A strong sense of commitment was demonstrated amongst the staff</p>	<ol style="list-style-type: none"> 1. A willingness to spend extra time and effort on behalf of the school. 2. Teachers were found working busily in the preparation of lessons and marking students' work most of the time at school. 3. Many teachers worked after school finishes and come back in the holidays to work.
<p>E. <u>Commonly shared Core values and behavioural norms:</u></p> <p>The core values and behavioural norms of "meeting the educational needs of the students" and "doing the best for the school and the students" are commonly shared amongst staff</p>	<ol style="list-style-type: none"> 1. Teachers ran classes early in the mornings before school starts, after school finishes or in the week ends for students sitting the scholarship examinations. 2. Apart from academic works, teachers also helped the school and students in extra curricular activities, sports teams, school productions and cultural activities.

CULTURAL SIGNIFICANCE REFLECTED IN THE PARTICIPANT OBSERVATIONS OF CULTURAL LIFE AT ALICE GIRLS' HIGH SCHOOL:

A. Everyone is equally valued

The remark a teacher made about the caretaker that "the caretaker is the most important person at the school, second to the Principal" reflected an important underlying cultural value being shared and upheld at the school. No matter what position one is in and what role one is playing at school, "everyone is of equal value". During the researcher's observation at the school, the caretakers, cleaners and groundsman were invited to most staff social functions such as morning teas and staff pot-luck tea parties.

It was also observed that the caretakers and cleaners were also invited to voice their opinions in staff meetings on the issues of changing the school time and daily schedules of the school day. They were regarded as equals with all other teaching staff and all the staff members see "everyone is important at school" and they value each others' work. As the Principal pointed out in a staff meeting, the school is like a jigsaw puzzle and "no matter what role we are playing in the school, we are all important to make up the whole picture".

B. A Strong Cultural Leadership

The monthly full staff meeting held on Monday after school and the staff briefing held on Monday, Wednesday and Friday mornings at 8:30am were chaired by the three members of the senior management team. They serve the function of

a "work ritual" apart from "getting the job done" (Deal and Kennedy, 1982:67). The Principal, the Deputy Principal and the Assistant Principal exercise their leadership positions when they chair these meetings by sitting in the specially reserved seats, in the front of the staff room, which symbolized their leadership roles at the school.

In these meetings, the researcher had a feeling that the senior management team seems to demonstrate to the rest of the staff that they are taking the lead and they work collaboratively as a team using their respective strengths to ensure the school runs smoothly.

It was also observed that their leadership was also demonstrated by their providing of sufficient background information on the issues to be discussed, by articulating and embodying important core values in the meetings, and by their guiding and directing the ways of thinking of the teachers to be in line with the school values and objectives in the processes of decision making.

C. Positive Collegial Relations Amongst Staff

These areas of focus will be investigated in more detail in the subsequent stages of the fieldwork programme in order to identify the cultural elements which affect teachers' job satisfaction and organizational commitment.

"Culture is that collectivity of images which", Beare et al (1989:177) pointed out, "governs interpersonal interaction and social support." It was observed that the staff of Alice Girls' High School is so professional, conscientious and serious minded, that the relationship goes beyond friendship into professionalism. Because of the heavy work load and work pressure, the interactions, as the

researcher observed, between teachers were mostly focused on work related matters and, therefore, teachers have closer links within each subject department than across departments. This feature will also be investigated in further detail in the subsequent stages of the fieldwork programme.

D. **A strong sense of commitment**

During the researcher's presence at the school, it was observed that there is a strong sense of commitment amongst the staff at Alice Girls' High School. As Mowday et al (1982) defined, a willingness in organizational members to exert considerable effort on behalf of the organization is regarded as one of the three important dimensions of organization commitment. There were many observed examples showing that teachers are willing to spend extra time and effort on behalf of the school for the benefits of the school and students.

It was observed during this period of participant observation that teachers at Alice Girls' High School put in extra time and effort in the preparation of lessons and marking students' work. Many teachers are working after school finishes and come back in the holidays to work. Some teachers run classes before school, after school or in the week ends for students hoping to achieve scholarships. Apart from academic works, teachers are also willing to put in extra time and effort helping the school and students in extra curricular activities, sports teams, school productions and cultural activities too.

E. **Commonly Shared and Widely Accepted Core Values and Behavioural Norms**

As reflected in the participant observations of cultural life at Alice Girls' High School during this stage of fieldwork programme, the common values and behavioural norms of "meeting the educational needs of the students" and "doing the best for the school and the students" are commonly shared and widely accepted amongst staff at Alice Girls' High School. For instance, teachers ran classes early in the mornings before school starts, after school finishes or in the week ends for students sitting the scholarship examinations. Apart from academic works, teachers also helped the school and students in extra curricular activities, sports teams, school productions and cultural activities. These core values and behavioural norms will be examined further in the subsequent stages of the fieldwork programme.

In sum, the cultural elements identified and discussed above reflected that the culture of Alice Girls' High School can be described as a "culture of collaboration" or a "culture of family" because of the following reasons:

1. All members of the school, whether teachers, students or caretakers, are equally valued and regarded as equally important to the school.
2. There are supportive collegial relationships and a culture of collaboration (Hargreave, 1994) amongst staff members to enable the works at school can be best done.
3. There is a strong sense of commitment and devotion amongst staff members for the benefits of the students and the school as a whole.

4. Members of the senior management team demonstrated cultural leadership like the parents of a family. They took the lead and worked collaborately; they articulated and embodied important core values; and they guided and directed the ways of thinking of teachers to be in line with the school values.

These cultural significance revealed in the participant observations during this stage of fieldwork programme undertook at the site of study provided some important areas of focus for further investigation and identification of cultural elements which would have effects on teachers' job satisfaction and commitment to the school as an organization.

Apart from participant observations, the researcher also engaged himself in informal conversations with as many participants as possible during this stage of fieldwork programme in order to gain a better understanding of the cultural life at Alice Girls' High School from the perspectives of the participants.

The writer now turns to present, in the following section, the cultural elements identified from these informal conversations with the participants followed by the discussion of the effects of these cultural elements on teachers' work attitudes.

CULTURAL ELEMENTS IDENTIFIED FROM INFORMAL CONVERSATIONS WITH PARTICIPANTS

"The purpose of interviewing is to find out what is in and on someone else's mind", Patton (1990:278) pointed out, and "we interview people to find out from them those things we cannot directly observe" because we cannot observe everything:

We cannot observe feelings, thoughts, and intentions. . . . We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things.

(Patton, 1990:278-9)

For this reason, while immersing himself in the cultural life at school and observing cultural events and activities during this stage of the fieldwork programme, the researcher also actively engaged himself in informal conversations with as many as possible of the participants he encountered at school in order to gain a better understanding of the school culture from the perspectives of the participants and to identify the cultural elements of the school which affect teachers' job satisfaction and organizational commitment. The researcher made use of every chance to have casual conversations with anyone he encountered during his presence at the school.

"Grand tour" questions (Fetterman, 1989) were usually asked in these informal conversations such as: What is it like working (or studying) at Alice Girls' High School? What do you think about the school, the teachers, the

students, the curriculum, school facilities, staff relations, administrative practices, and the like?

Through these informal conversations, the researcher gained a better understanding of the cultural world at Alice Girls' High School from the perspectives of the participants and knew better what people think and how their perceptions of the school world compared with each other's views. By means of these informal conversations with the participants, the researcher identified some areas of focus and elements of the school culture which would have effects on teachers' job satisfaction and organizational commitment. In the following sections, the writer presents some typical examples of responses the participants made to the researcher during the conversations which illustrated some of the important perceptions of the participants on these cultural elements:

THE GENERAL ATMOSPHERE OF THE SCHOOL

When talking about the good things about working at Alice Girls' High School, teachers gave these comments:

It is a cheerful place, friendly relations with the staff, lots of jokes and things which indicates that we have a happy staff. People don't joke together if they hate the place.
[Friendly atmosphere]

I find that the English team is very supportive and caring and all that. [Supportive staff environment]

We are innovative, we are doing new things all the time. But sometimes we hang on to traditional things as well. We are doing boring old things as well. Because it is a traditional school. But on the other hand, we have new technologies and new developments as well. [A school with traditions but innovative]

Personal needs of the staff can be put aside because of the greater goals, the school is more important than the individuals. [Clear goals and a strong sense of direction]

People value one another's work and everyone is important. [Every is equally valued]

The good things about working here are the people. The staff and the students are enthusiastic and cooperative and hard-working and doing a lot of exciting things. They achieved very well. [Enthusiastic and hard-working people]

Our staff enjoy working here, students enjoy coming here and their parents expressed appreciation and great pleasure. [Sense of enjoyment and satisfaction]

There are always interesting things happening, lots things happening. I think that it is a place that the school does have high expectation in both the teachers and the students. The staff is working very hard and the students are learning well. [High expectation]

Working at this school is very exciting. It is a neat place to work. It took me a while to make the decision to stay in teaching. But once I made the decision, I stopped worrying myself about whether I better go and do something else or not. [A sense of belonging]

The other thing that is wonderful about the place is that every turn you find supportive people, you find people who are positive in their job and the people I met primarily with are probably the supportive staff, the office staff, the grounds people, the Deans, the guidance network. You see all those people as a person who are positive, loved their job, happy and cheerful. [Positive work attitudes]

People here are with humour and they loved their job and they don't take themselves too seriously. [A cheerful place]

Another thing I enjoy Girls' High School is that I see a different sort of environment here than I used to in that we have a long tradition. [A school with long tradition]

Hence, as reflected from these examples of remarks made by teachers during their informal conversations with the researcher, teachers perceived Alice Girls' High School as a school with traditions but innovative. The responses of

informants reflected that the school and staff seems to have clear goals and a strong sense of direction. The school also has high expectations on both teachers and students. Teachers at Alice Girls' High School are enthusiastic, cooperative and hard-working. Everyone at the school is regarded as equally important and they value one another's work. As reflected in the teachers' remarks, it seems that there are good relationships amongst the staff at Alice Girls' High School in which the teachers are friendly and supportive and they are also positive in their jobs. Teachers perceived the school as a cheerful place with an open atmosphere where the staff enjoy working and the students enjoy coming to learn.

STUDENTS' BEHAVIOURAL NORMS

Talking about the students at Alice Girls' High School, teachers made such comments as:

Most of our students have good family background. Parents have high expectation on students to do well. They value education and support teachers in educating their children. [High expectations]

Most students in this school behave well and have self-discipline. There are not much discipline problem in class. Teachers can conduct their lessons more smoothly and effectively. Teachers at this school spend less time on disciplining students than teachers at other schools. [Good learning atmosphere]

On the whole, the students are very hard working and well behaved. I think many of them performed very very well indeed. And that is not just those of very high academic achievement but many of those in the middle too. Many of the students perform very well. [High academic achievement]

The students who come here have a very positive background. Most students coming to this school have a lot of parental support. The parents send their kids here with the expectation that their child will learn. So, you are ahead on to start off with. [Parental support]

These remarks reflect the fact that teachers perceived the students at Alice Girls' High School to be very hard working and well behaved because most of the students have good family backgrounds and parents have high expectations on them to do well. For this reason, teachers can conduct their lessons more smoothly and effectively because they spend less time on disciplining students. Therefore, the classroom environment is relatively relaxed and cheerful. In this kind of classroom environment and learning atmosphere, teachers were able to enjoy their teaching and students can also have enjoyable learning experiences at school.

TEACHERS' INTRINSIC REWARDS FROM STUDENTS

When asked about the things which they perceived as important factors affecting their job satisfaction, many teachers expressed that they are generally motivated by higher order needs rather than by lower basic needs (Pastor and Erlandson, 1982). Therefore, it is not surprising that salary and social status are not crucial factors in driving the teachers to work. Instead, they would assess the intrinsic rewards from students as more important. For example, a teacher pointed out that:

Well the salary is satisfactory as far as I am concern but it is not the most important thing. Social status does not concern me at all, no. I never really... I am not a status person. The main concern is the sense of achievement. That is the number one that drives me along.

[Sense of Achievement]

But it does not mean that salary and promotion prospects are nothing significant for all teachers as a teacher commented:

.... but we cannot do without money. We need to concern about the material rewards but most of our colleagues realized that we should not work solely for money. If we can have positive influences on our students, the intrinsic rewards coming from the sense of achievement is certainly more valuable than getting a salary increase. This will satisfy our higher order needs as a teacher.

[Satisfying higher order needs]

Hence, it seems that teachers get a higher degree of job satisfaction from intrinsic rewards such as sense of achievement, esteem, and self-actualization rather than extrinsic rewards of salary and social status.

While salary and material rewards are not crucial factors for teachers' job satisfaction, a positive relation with students is. Many teachers at Alice Girls' High School expressed that they enjoy getting along with their students and draw a lot of satisfaction from the relationships with their students. This is reflected in the following examples of comments made by teachers when they talked about their relationships with the students:

I love young people... I love interacting with young people.. and that is really the joy we get out of teaching.

I enjoy their company in the sense that very rarely do I not enjoy classroom or extra-classroom contact. For instance, last week going hiking was very enjoyable. I enjoy it as a play work. I didn't feel that I was doing something that I would rather have been somewhere else. I was very happy doing that.

There is also satisfaction in meeting students whom you taught several years ago. They treat teachers as their friends. Its this kind of friendship brings you satisfaction.

[Positive relations with students]

A computer teacher also pointed out that:

I enjoy getting along with people, especially students. I did a Maths degree with computing. I could have gone into computing profession. But I don't want to work with machines, I want to be with people.

I always like young people. I think teaching in that respect is very rewarding because it keeps you in touch with young people.

Another teacher also expressed the job satisfaction she have got from her relation with the students:

I have had the satisfaction of assisting students by showing that I am concerned about them and willing to help them, and of seeing a positive response to encouragement.

And there has been the tremendous reward of receiving affection and friendship. The chief satisfaction for me lies in the giving and receiving of affection, in establishing bonds of friendship which, in many cases, remain alive and further develop over the years, and which often linger even after names have been forgotten.

[Bonds of friendship]

Hence, teachers drew a lot of job satisfaction from their positive relation with their students. Teachers enjoyed getting along with their students in establishing bonds of friendship which sometimes last for years. Teachers at Alice Girls' High School also got job satisfaction from giving students their assistance and helping students grow and develop. They were rewarded by seeing positive responses from students to their effort put into the students. All these satisfied teachers' higher order needs of esteem, sense of achievement and self-actualization which bring along a higher degree of job satisfaction for teachers. Thus, the intrinsic rewards which teachers got from their positive relationships and interactions with their students are important cultural factors affecting teachers' job satisfaction and organizational commitment.

TEACHERS' RELATIONSHIPS WITH THEIR SUPERVISORS

Apart from the intrinsic rewards gained from their students, teachers also expressed the view that they are more satisfied with their job if they have good relationships with their supervisors. Talking about the relationship of the Principal with the staff, a teacher said:

More and more people [the teachers] are respecting Jade [the Principal] and more and more as years has gone on she has relaxed and her relationship with the staff has been better. People are more satisfied with this relationship and work more happily at the school.
[Good teacher-Principal relationships]

Teachers' remarks made during informal conversations with the researchers also reflected the view that the Principal of Alice Girls' High School seems to be well received by the staff as a positive and supportive principal. A teacher expressed her respect for the Principal that:

Probably the Principal, I admire the way she brings out the capacity, the professional capacity of people, which is what her job is, by professionally being a good role model herself. That sound that I would be like her which I don't. But the person she is and the role she holds, she is good. She upholds the values of the school and it makes me want to do that because I am a member of the school and I am supposed to have the loyalty to a particular institution.

[Positive and supportive Principal brings out teachers' professional capacity]

"I have a hugh respect for the Principal," another teacher said,

I think she [the Principal] is an extremely good manager. She is growing into the job that she is not naturally a people person. But she has proved her work as a sort of role model. She is meticulously honest and fair to everyone. The DP is very kind and very good with the students and is really a good role model as well.

[Good role modelling]

A teacher appreciated the Principal's leadership when compared with the previous Principal she had encountered:

I very much enjoy working with Miss Cooper. I think when she is quite stimulating and she has promoted a lot of enthusiasm in the staff. Before we had her, we had a totally incompetent principal. Staff has no trust in her and in every staff meeting there were lots of argument.

[Stimulating and promoting enthusiasm]

"So it is really wonderful having Jade," the teacher further explained,

She thinks through everything clearly and has tremendous knowledge, tremendous thinking, has thought everything out. She is quite remarkable at the depth of knowledge she has of the school. That is really good and I think Jade stimulated everyone and provide a role model for every teacher here.

For this reason, I am certainly quite willing to work for the Principal. I find that, the longer I have been here, the more feedback she has given me. She is happy with what I am doing. I am more and more satisfied with my work and became more committed to my job and to this school.

[A leader with knowledge and thought]

Therefore, the Principal's positive and supportive relationships with the teachers brought out the professional capacity of teachers. The more teachers are satisfied with this relationship, the more they work happily at the school. The Principal also acts as a good role model for the staff and she upholds the values of the school which brought out teachers' loyalty to the school and also promoted a lot of enthusiasm in the staff. For these reasons, teachers at Alice Girls' High School are more satisfied with their work and become more committed to their job at the school.

Hence, cultural leadership of the Principal and her positive relations with the staff was found to be another important element of the school culture which would have effects on teachers' job satisfaction and organizational commitment.

POSITIVE COLLEGIAL RELATIONSHIPS AMONGST THE STAFF

On the relationships amongst the staff at Alice Girls' High School, teachers made such comments as:

One thing that is wonderful about the place [this school] is that every time you find supportive people, you find people who are positive in their job and the people I met primarily with are probably the supportive staff, the office staff, the grounds people, the Deans, the guidance network. You see all those people as a person who are positive, loved their job, happy and cheerful.

[Supportive staff and positive in their job]

To me, I enjoy the relationships with people in the English department and people in other departments. I think friendship that I have been making here is extremely important to me. I enjoy working in this particular environment. I think I am proud of being a member of the school. I particularly enjoy working as a member of the staff here.

[Friendly atmosphere]

Teachers are always ready to go out of their way to help each other. This is obvious especially on special functions such as the school production. They all come forward to work together to get the work done and do it well.

[Helpful staff members]

We all make contributions in our own area of strength in a collaborative way to get things done. And we have a saying that : We are all in one ! Let's together get things done !

[Collaborative staff culture]

As the staff of Alice Girls' High School is so professional, conscientious and serious minded, some teachers pointed out, the relationship goes beyond friendship but one of professionalism. For instance, a teacher said:

I think I go more than friendship with teachers, to be honest, I enjoy the professional relationships because we teachers are professionals.

[Professional relationships beyond friendship]

As reflected in these remarks, teachers perceived the staff of Alice Girls' High School as friendly, cheerful and supportive. Teachers expressed that they enjoy working in this particular kind of environment and they are proud of being a member of the school. Teachers at Alice Girls' High School are also positive in their job and they are ready to go out of their way to help each other. So, the teachers at the school all make contributions in their own area of strength in a collaborative way.

Hence, this kind of cultural values and behavioural norms commonly shared amongst the staff at Alice Girls' High School is an important cultural factor which affect teachers' job satisfaction and organizational commitment.

In Table 8.7 below, the writer summarized these cultural factors identified from his informal conversations with the participants as discussed above and their effects on teachers' work attitudes:

TABLE 8.7

**A SUMMARY OF THE SOCIAL FACTORS IDENTIFIED AND
THEIR EFFECTS ON TEACHERS' WORK ATTITUDES**

CULTURAL FACTORS IDENTIFIED	EFFECTS ON TEACHERS' WORK ATTITUDES
<p>A. <u>GENERAL ATMOSPHERE OF THE SCHOOL</u></p> <ul style="list-style-type: none"> * Clear goals and high expectation * A school with tradition and long history of achievement * Supportive staff environment * Friendly and cheerful atmosphere 	<p>It brings to teachers:</p> <ul style="list-style-type: none"> * A strong sense of direction * A strong sense of commitment * A sense of belonging and proud of the school * An enthusiastic and co-operative climate * Teachers are positive in their job * Gives teachers a sense of satisfaction and joy
<p>B. <u>STUDENTS' BEHAVIOURAL NORMS</u></p> <ul style="list-style-type: none"> * High parental expectations on students * Students have good family background and high parental support * Well behaved students * Good learning atmosphere * High standard of academic achievement 	<ul style="list-style-type: none"> * Teachers spend less time on disciplining students * Teachers can conduct lessons more smoothly and effectively * More relaxed and cheerful classroom environment * Teachers were able to enjoy their teaching and students enjoy their learning
<p>C. <u>TEACHERS' INTRINSIC REWARDS FROM STUDENTS</u></p> <ul style="list-style-type: none"> * Teachers have positive relations with students * Bonds of friendship with students * Intrinsic rewards from seeing positive responses from students and * Satisfaction from helping students grow and develop 	<ul style="list-style-type: none"> * Job satisfaction from giving students their assistance and help * Satisfy teachers' higher order needs of esteem, sense of achievement and self-actualizing * Satisfaction from giving and receiving of affection in establishing bonds of friendship with students
<p>D. <u>TEACHERS' RELATIONSHIPS WITH SCHOOL LEADERS</u></p> <ul style="list-style-type: none"> * Positive and supportive Teacher-Principal relationships * Good Role Modelling of Principal * A strong cultural Leader with knowledge and thought 	<ul style="list-style-type: none"> * Brings out teachers' professional capacity * Stimulating and promoting teachers' enthusiasm * Brings about teachers' loyalty to the school and commitment to their job
<p>E. <u>COLLEGIAL RELATIONSHIPS AMONGST STAFF</u></p> <ul style="list-style-type: none"> * Friendly atmosphere * Helpful and supportive staff * The "ALL IN ONE" Collaborative culture * Friendship beyond professional relations 	<ul style="list-style-type: none"> * Teachers are positive in their job, conscientious and serious minded * Teachers are cheerful and happy with their job * Teachers have an <i>ALL IN ONE</i> sense of unity and commitment

Apart from these social factors discussed above, there were some other important cultural factors which would also have effects on teachers' work attitudes. Seven of these cultural factors were also identified from the data collected during informal conversations with the participants at Alice Girls' High School and they were discussed in the following sections.

RECOGNITIONS OF TEACHERS' CONTRIBUTIONS AND ACHIEVEMENTS

Apart from the social relationships, many teachers pointed out that the recognition of teachers' contribution and efforts they have made to their work and to the school is also an important factor which affect their job satisfaction as teachers. For example, a teacher pointed out that:

The Principal's recognition, encouragement and support is very important for teachers to have satisfaction in their work. Having worked under other Principals who didn't border to encourage, I know that is very valuable.

Another perspective on this respect is that recognitions should be given more at the personal level rather than at the official level, as a teacher pointed out that:

We got the recognition at the official level. We got such and such doing such and such. But not very much at the personal level. Such as a pack at the back and say "Joseph, thanks for doing that".

There should be more personal recognition statements, I should say. That is an area need to be addressed.

This view is also supported by another teacher's remark:

The Principal, though, having been as an inspector of schools more ten years and over a large area in Auckland city before she came here, she has been to lots of classrooms, has seen lots of subjects. So when she gives praise, we believe her. I think that if the Principal do not recognize what we do personally, there will not be so much satisfactions.

Thus, the Principal's recognition of teachers' contribution gives teachers encouragement and support which in turn brings along job satisfaction and organizational commitment in teachers. These recognitions are more effective if they are being done at the personal level rather than at the official level.

Hence, the recognition of contributions and achievements of the teachers by school leaders is an important cultural factor which affect teachers' job satisfaction and it worths further investigation in the subsequent stages of the fieldwork programme.

WAYS OF COPING WITH CHANGES AND EDUCATIONAL REFORMS

Talking about the changes resulting from the reforms in educational administration which were taking place at the school management system in this country, a senior teacher pointed out that:

I think we are moving into a new era in old age. I think as far as the senior school is concern^{ed}, with the new national qualifications framework, I see in the paper this morning that the Minister is talking about that there may be internal examinations having credits on the national certificate rather than just the units of learning.

She explained the effects of these changes on the structure and functioning of the school:

So, it is hard at this stage to tell what is going to happen, but individual HOD's are going to have to be much more responsible

for developing the courses of work and developing the assessment procedures than they have been in the past.

"There may be much greater emphasis on the things happening internally within the school rather than the external examinations", the teacher further explained:

There are some departments, of course, are very well developed in doing that, for instance, the English, maths or science or whatever.

And she related this to the structure of the school and the professional autonomy of teachers in this way:

It means that individual Heads of departments will have quite a big work to do with these things, but also they wouldn't be able to work autonomously because the school will have to see that what happens in each department is consistent with the others and also that what we are doing is consistent with what happens in other schools. In other words, there are moderations and that there is involvement from the community.

So we are going to set up a structure and a system which gives as much autonomy to the individual teacher, to the individual department as possible, but there are clearly defined guidelines and checks that enable we all to go smoothly. There will be considerable responsibilities and autonomy for individual departments.

As reflected in these remarks, it seems important for the school management to enhance teachers' professional autonomy and sense of satisfaction in their jobs by seeking to take away from teachers the stress and uncertainty resulting from the changes, the new structures, new roles and responsibilities resulting from the recent reforms in the education system and administrative structures taking place in this country.

Therefore, the formal and informal organization of the school, its management system and the ways of coping with these educational reforms taking

place in this era of rapid changes are important cultural factors which affect teachers' job satisfaction and organizational commitment. These cultural factors need to be further examined in order to investigate their effects on teachers' job satisfaction and organizational commitment which was the main aim of the present study.

ORGANIZATIONAL CHARACTERISTICS AND TEACHERS' PROFESSIONAL AUTONOMY

It seems that the school leaders have sought to strike a balance between structure and autonomy as a senior teacher explained to the researcher:

There are clear rules and procedures laid down. But without them being too rigid, I think most things will be kept to the minimum and something rely on the common sense of the teacher to do because if we have procedures which are too rigid, they do start to limit creativity and innovation and individuality. However, it would be very helpful to have just a handful set of procedures but the problem is if you get a staff of seventy and people do things in different ways, that makes things difficult. It actually allow some scope for people to be creative and use their own initiative. However, certain basic procedures need to be laid down, otherwise, seventy people's interpretation will be very different.

As a result of these efforts, teachers expressed their appreciation that:

I think the school organizational structure is really quite strong and clear. And we are having a clear guideline so that it is easier to get things done more effectively and efficiently. This is important in fostering job satisfaction. Otherwise, teachers will get frustrated without guidelines and directions for what they are doing.

The rules and procedures are put in place with an idea that this is the best way for a large group of people to go along with that. I think the staff appreciate it in general. I don't think it is so inflexible that people feel uncomfortable. But rules and procedures have to be adjustable to suit situations and consistent with the school values and philosophy.

The school organizational structure need to be strong and clear with rules and procedures clearly laid down in order to provide clear guidelines for teachers in this era of rapid changes so that things can be done more effectively and efficiently. This is important in fostering teachers' job satisfaction. But these rules and procedures cannot be too rigid otherwise they will limit teachers' creativity and innovations which will in turn bring along frustrations in teachers too. Therefore, it is important to strike a balance between organizational structure and teachers' professional autonomy. Hence, the school has to set up a structure and a system which gives as much professional autonomy to teachers as possible on one hand, but with clearly defined guidelines for teachers to follow on the other hand. And these structures and systems have to be adjustable to suit rapidly changing situations and be consistent with the school values and philosophy.

Therefore, the formal organizational structure of the school and its management system are important cultural factors which affect teachers' job satisfaction and organizational commitment. These cultural factors need to be further examined at later stages of the fieldwork programme in order to investigate their effects on teachers' job satisfaction and organizational commitment which was the main aim of the present study.

A STRONG CULTURAL LEADERSHIP

Teachers at Alice Girls' High School also appreciated the leadership of the Principal, Miss Cooper, as reflected in the following remarks:

More and more people [the teachers] are respecting Jade [the Principal] and more and more as years has gone on she has relaxed

and her relationship with the staff has been better. People are more satisfied with this relationship and work more happily at the school.

She [the Principal] is a supportive, helpful and understanding principal.

Working under her [the Principal's] leadership, all have freedom to develop special interests, with much help and little restraint, and real support when necessary.

Probably the Principal, I admire the way she brings out the capacity, the professional capacity of people, which is what her job is, by professionally being a good role model herself. That sound that I would be like her which I don't. But the person she is and the role she holds, she is good. She upholds the values of the school and it makes me want to do that because I am a member of the school and I am supposed to have the loyalty to a particular institution.

I think she [the Principal] is an extremely good manager. She is growing into the job that she is not naturally a people person. But she has proved her work as a sort of role model. She is meticulously honest and fair to everyone. The DP is very kind and very good with the students and is really a good role model as well.

I very much enjoy working with Miss Cooper. I think when she is quite stimulating and she has promoted a lot of enthusiasm in the staff.

Hence, teachers of Alice Girls' High School perceived the Principal as an effective cultural leader by being able to articulate and embody important school values, to guide and direct the ways of thinking of the teachers to be in line with the school values, to bring out the professional capacity of teachers, to be a good role model upholding the school philosophy and to foster teachers' loyalty to the school. Teachers perceived all these as important factors which affect their job satisfaction and commitment to the school as an organization.

Therefore, cultural leadership is another important elements of the school culture which needs further investigation to examine its effects on teachers job satisfaction and organizational commitment.

CONGRUENCE OF SCHOOL GOALS AND CORE VALUES WITH TEACHERS' PROFESSIONAL GOALS AND EXPECTATIONS

Many teachers expressed to the researcher during informal conversations that they have a higher degree of commitment to the school and to their job when they have the basic philosophy and core values upheld at the school match well with their own personal needs and professional goals as a teacher. The following comments made by teachers are examples which reflect this view:

I have been here for a long time and I think I do identified with the school, the goals and the values. And as the years gone by, I enjoy life more and more each year instead of less and less.

I am quite happy with that. I think they are matching pretty well with what I am expecting to do and what I am actually doing.

A new teacher also pointed out that:

You should basically like the way the school operates and agree with the way they do it before you choose to teaching at this school. In the first two years of teaching at the school, you are getting to know the way the school is run, the basic ethos of the school, the hierarchy and the social relations.

You got to see how the Principal see education development. How the school gets funded and how well the school is going to make progress and how well the school is going to get maintained very much depend upon how well the Principal is on the Board, how well the Principal understands the pathways of how to do things, all that matters.

Teachers who feel that they have been involved in the development of the school philosophy and values, have a higher degree of commitment. As a senior teacher who took part in the drafting of the Mission statement of the school said:

Yes, I feel in a way... that I help evolve it because when we had lots of meetings for the new system (the Tomorrow's School

system), I was on the committee who wrote mission statements and I was the secretary. So they talk a lot and I wrote it down. So the words in our Charter are my words. The person with the pen has certain power. I wrote them and they said "Oh this sounds good, keep it like that, thank you."

A teacher involved in the formulation of the School Charter said:

The school values match more and more with my own professional needs and expectations. Since I have been involved in Charter formulating, I had much input into the school goals and values.

Another teachers also agreed that:

I am more and more happy with what is going on at the school. I feel more and more congruent with the goals and values of the school. I think it is because Jade [the Principal] has involved us in the development of all of them [the school charter, mission statements, goals and directions]. She is a good manager. We end up doing what she wants because she can convince us that we feel quite happy in doing that which is quite good.

Many teachers expressed to the researcher during conversations the importance of this match as a strong motivator which leads to teachers' commitment to the school:

I think it is the personally motivated needs and I believe that you do a job then you do it as well as you can. I think the nature of the job and nature of the school are in line with my personal philosophy. And I have a very strong commitment to actually working to meet the educational needs of all the students and I therefore have a strong personal philosophy which matches well with what the school is trying to do. So that is a strong motivator.

The school goals also motivate me. For this particular school, I am very happy to be here because I think the focus of the school is very much the ideology of what I have in my mind. Generally, the things we work towards here, I agree with and it matches well with my own goals and objectives.

Apart from serving as a strong motivator, the match of values and needs also provides teachers with a sense of purpose and direction as reflected in these comments:

I do like the aims of the school. I think they are quite pointing, they are not too general. They give the school a good direction. I like that because very often, when you read the aims of the schools, many of them are very general, very woolly and really could mean anything. But I think here we get a good sense of goal and direction.

For the school goals and mission, for the last ten years, I have thought about them more and put them more into my teaching and I found they are a good general motivator.

In order to match well the basic philosophy and core values of the school with the personal needs and professional goals of the teachers, these basic philosophy and core values need to be clearly articulated, commonly understood amongst the staff and well accepted by the teachers.

The Principal or other important cultural players at the school are playing important roles in the articulation and embodiment of these school philosophy and core values in the daily cultural activities and interactions at the school.

Therefore, another important cultural factor which affect teachers' job satisfaction and the development of teachers' commitment to the school as an organization is the congruence of basic philosophy and core values of the school with the personal needs and professional values of the individual teachers. The ways in which these basic philosophy and core values are being articulated, embodied and upheld and their effects on teachers' job satisfaction and organizational commitment would be examined in further details in the following chapters.

PARTICIPATIVE DECISION MAKING PROCESSES

When talking about the decision making processes at Alice Girls' High School, many teachers expressed the view that they need to have enough chances to voice their opinion and to be part of the decision making processes in order to have satisfaction in their jobs and to have a stronger sense of commitment to the school.

The following remarks are some of the typical examples which reflected this view:

I think, consultation and participation has always been done as much as possible. The committee activities such as the computer across the curriculum committee, the curriculum and assessment working party, the property development committee. There is a awful lot of meetings going along all the time to solve the problems that are general to the school.

The committees are formed mainly by volunteers, everyone who is interested can join the committee. If there are anyone who has particular things to do with the committee, they are invited into the committee. But it is basically open for anyone who is interested.

Working in that way means although those who might not necessarily approve the outcome knows that they could have been there helping to make the decision if they wanted to. They have the chance to have their input and be part of it.

Teachers also commend the Principal's style of decision making as reflected in this comment:

Jade [the Principal] is ahead of us in thinking of all the alternatives or variables. She is more conscious of more variables than we are. She has more time to investigate issues. I feel very comfortable that any decision we have made are results of many careful thoughts. There has been a good increase in consultations. Lots of chances given to people to talk.

The Principal always seek to supply relevant background information to help teachers in planning and making informed decisions, as a teacher pointed out:

And sometimes, because of the Principal's perspectives on the long term planning of the school, she is able to give a perspective that people have not previously thought of. But she would often come in at the planning stage for a brief section just to answer any immediate questions. So, they haven't done a lot of ground work then she is there to supply information and try to avoid situations because of the lack of background information.

Therefore, the styles by which school leaders make decisions and the involvement of teachers in the decision making processes are important cultural factors in enhancing teachers' satisfactions in their jobs and in developing teachers' commitment to the school as an organization.

WIDE CONSULTATION AND OPEN COMMUNICATION PATTERNS

When talking about the consultation and communication channels at Alice Girls' High School, many teachers expressed that, after the decisions have been made, there need to be enough communication to explain the rationale behind the decisions to those teachers who were not involved in the decision making processes.

"Most members of the staff, I think, find that there is no trouble in any of those things of communication and consultation at Alice Girls' High School," as a teacher pointed out, "and we are very happy with the patterns of consultation and decision making which is in use at the school."

"The satisfaction of teachers are reflected in their feeling of the extent to which they had input into the decision making processes", another teacher also

considered, "if you feel that your little piece isn't listened to, then you don't get very satisfied."

The Principal also pointed out the importance of effective consultation and communication channels and the way she seeks to ensure that:

We really need to have positive and widely shared cultural communication where everybody has to get to know everything is in moving. This is important in upholding shared values and provide teachers with a common goal and direction. But communication is a very complex process at school. Information is going out at the daily notices system in the morning, the daily notices sheets, and the information coming out from all our offices to all our teachers.

The most important thing is that teachers are informed as much as possible. I think all these sorts of things do affect teachers and their satisfaction in the job at school.

If they are feeling things are going on out there and they are not informed, or not consulted, or things are going on that they are not aware of, they will think that they are not important or they are not valued. So, we must work hard on this to keep everyone well informed as much as possible.

Thus, the collaborative planning, participative decision making patterns and effective communication channels are perceived by teachers as important cultural factors in giving teachers a greater sense of ownership for what is happening in the school, and which in turn fosters in teachers a higher degree of satisfaction in their job and a stronger sense of commitment to the school as an organization. Hence, they are important areas of focus which worth further investigation in the subsequent stages of the fieldwork programme.

In Table 8.8 below, the writer summarises these cultural factors identified as discussed above and their effects on teachers' work attitudes:

TABLE 8.8

**A SUMMARY OF THE CULTURAL FACTORS IDENTIFIED AND
THEIR EFFECTS ON TEACHERS' WORK ATTITUDES**

CULTURAL FACTORS IDENTIFIED	EFFECTS ON TEACHERS
<p>A. <u>RECOGNITION OF TEACHERS' CONTRIBUTION AND ACHIEVEMENT</u></p> <p>* Principal's recognition of teachers' contribution both at the official level and at the personal level</p>	<p>* gives teachers encouragement and support * brings along job satisfaction in teachers</p>
<p>B. <u>WAYS OF COPING WITH CHANGES AND REFORMS</u></p> <p>* Set up a structure and a system with clearly defined guidelines and checks which enable things can go smoothly at school</p>	<p>* Take away from teachers the stress and uncertainty resulting from the rapid changes and educational reforms</p>
<p>C. <u>TEACHERS' PROFESSIONAL AUTONOMY</u></p> <p>* School leaders sought to strike a balance between school structure and teachers' professional autonomy</p>	<p>* Provide clearly defined guidelines so that things can be done more effectively and efficiently * Structures and rules are flexible and adjustable which do not limit teachers' professional autonomy</p>
<p>D. <u>STRONG CULTURAL LEADERSHIP</u></p> <p>* Principal as an effective cultural leader: to articulate and embody school values to be a good role model upholding the school philosophy</p>	<p>* Guide and direct the ways of thinking of the teachers to be in line with the school values * Bring out the professional capacity of teachers * Foster teachers' loyalty to the school</p>
<p>E. <u>CONGRUENCE OF GOALS AND CORE VALUES</u></p> <p>* Basic philosophy and core values upheld at the school match well with teachers' personal needs and expectations * Teachers were involved in the development of the school goals and directions</p>	<p>* Teachers are personally motivated and highly committed to their jobs and to the school * Provide teachers with a strong sense of purpose and direction</p>
<p>F. <u>PARTICIPATIVE DECISION MAKING PROCESSES</u></p> <p>* The Principal is ahead of teachers in thinking of all alternatives or variables * The Principal supply relevant background information to help teachers in planning and making informed decision * An open climate in decision making in which teachers have sufficient opportunities to take part in decision making processes</p>	<p>* Teachers have satisfaction in their job when their opinions are valued * Teachers have the sense of ownership in the decisions made * Teachers have stronger sense of commitment to the school</p>
<p>G. <u>WIDE CONSULTATION AND OPEN COMMUNICATION PATTERN</u></p> <p>* Teachers have enough input into the decision making processes * After decisions have been made, there are enough communication to explain the rationale behind the decisions * Teachers are well informed of what is happening at the school</p>	<p>Teachers have:</p> <p>* A sense of importance and valued * Sense of ownership * A higher degree of satisfaction in their job * A stronger sense of commitment to the school as an organization</p>

THE MAIN AREAS OF FOCUS AND CULTURAL FACTORS IDENTIFIED

In sum, through these informal conversations, the researcher gained a better understanding of the cultural world at Alice Girls' High School and knew better what people think and how their perceptions of the school world compared with each other's views. By means of these informal conversations with the participants together with the participant observations undertaken during the fieldwork phase of the present study, the researcher identified some important elements of the school culture which would have effects on teachers' job satisfaction and organizational commitment. These cultural elements have been discussed and summarized in the previous sections of this chapter which provided answers for the first of the four research questions posed for the present study:

- * What are the elements of school culture which affect teachers' job satisfaction and organizational commitment?

These cultural elements identified can be grouped into three areas of focus as shown in Table 8.9 below:

TABLE 8.9
A SUMMARY OF CULTURAL ELEMENTS IDENTIFIED
IN THE MAIN AREAS OF FOCUS

MAIN AREAS OF FOCUS	CULTURAL ELEMENTS IDENTIFIED
<p>A. The central core of the school culture:</p>	<p>A1. The general atmosphere of the school</p> <p>A2. The background history and tradition of the school</p> <p>A3. The basic philosophy and core values upheld at school</p>
<p>B. The cultural elements leading to the development of teachers' commitment to the school as an organization:</p>	<p>B1. The congruence of basic philosophy and core values of the school with the personal needs, professional values and expectations of teachers</p> <p>B2. Strong and positive cultural leadership of the Principal and school leaders</p> <p>B3. A school culture of collaboration: The participative decision making processes; The wide consultation and open communication patterns; The ways of reaching cultural consensus leading to the sense of ownership and group identity.</p>
<p>C. The cultural elements which affect teachers' job satisfaction</p>	<p>C1. Matching of school values with teachers' personal needs, professional goals and expectations</p> <p>C2. Students' positive responses and values of achievement</p> <p>C3. Teachers' cultural relationships with their students, school leaders and colleagues</p> <p>C4. Organizational characteristics: professional autonomy; recognition of contributions and achievements professional support and encouragement</p>

Basing on these three main areas of focus, all these cultural elements identified and their effects on teachers' job satisfaction and organizational commitment were further examined in the subsequent stages of the field work programme at the site of study in order to address the second and third research questions:

- * How do these identified cultural elements affect teachers' organizational commitment?
- * How do these identified cultural elements affect teachers' job satisfaction?

The result of these investigations and examinations will be discussed in the following three chapters (Chapters 9, 10 and 11).

CONCLUSION

The writer presented in this chapter his early understandings of the cultural life which was experienced during the early stage of the fieldwork programme undertaken at Alice Girls' High School. This cultural understanding was presented in this chapter in the forms of a profile of the school, participant observations of typical school days and the perceptions of the school culture from the perspectives

of the participants as revealed from the informal conversations with the participants during his presence at the site.

In these presentations of cultural life, the writer identified some important points of cultural significance and cultural elements affecting teachers' job satisfaction and organizational commitment. Not only did they provide answers for the first research questions posed for the present study, they also shaped the three main areas of focus guiding the subsequent stages of the fieldwork programme.

Therefore, these cultural elements and the main areas of focus of the present study were investigated in further details during later stages of the fieldwork programme in order to examine their effects on teachers' job satisfaction and organizational commitment which is the main aim of the present study. Basing on the examination of these main areas of focus of the school culture, cultural themes were identified in the present study which relate school culture to teachers' job satisfaction and organizational commitment and provide answers for the second and third research questions posed for the present study. These cultural themes will be discussed in the following three chapters (Chapters 9, 10 and 11) of this thesis.

CHAPTER 9

SCHOOL CULTURE AND TEACHERS’ ORGANIZATIONAL COMMITMENT

INTRODUCTION

The main aim of the present study was to examine the culture of a secondary school -- the Alice Girls’ High School; and to identify and describe the significant cultural elements at the school which affect teachers’ satisfaction in their jobs and their commitment to the school as an organization.

During the early orientation and mapping phase of the fieldwork programme, followed by a month’s exploration phase in the field, some areas of focus and significant cultural elements of the school which would have effects on teachers’ satisfaction in their job and their commitment to the school as an organization have been identified as described and discussed in the previous chapter (Chapter 8). In this and the next chapter (Chapters 9 and 10), the writer turns to address the second of the four research questions posed for the present study:

- * How do these identified cultural elements affect teachers’ organizational commitment?

THE DEVELOPMENT OF CULTURAL THEMES

These areas of focus and significant cultural elements of the school which would have effects on teachers' job satisfaction and organizational commitment were further investigated in more details in the subsequent stages of the fieldwork programme undertaken at the school -- the period of inspection, which followed the month's exploration in the field and extended throughout the remainder of the school year.

Based on these main areas of focus and cultural elements identified, semi-structured interviews, further document collections and more focussed and selective participant observations were undertaken during the period of inspection of the fieldwork programme in order to develop cultural themes relating these identified cultural elements to teachers' job satisfaction and organizational commitment which is the main aim of the present study.

Semi-structured informant interviews were undertaken at the end of the school year. The researcher prepared in advance a schedule of questions to be used as the interview guide. The interview guide was prepared according to the main areas of focus and cultural elements identified during the earlier stages of the fieldwork programme as discussed in the previous chapter.

Since the semi-structured interviews were focused and organized around particular areas of focus identified during earlier stages of the fieldwork programme which are relevant to the research topic, they enabled the researcher to gather explanations and opinions from a sample of key informants on these

areas of focus and cultural elements so that cultural themes could be developed to relate school culture to teachers' job satisfaction and organizational commitment.

Apart from semi-structured informant interviews, with these areas of focus and cultural elements in mind, the researcher was in a better position to undertake further document collection and analysis. After later stages of participant observations and informant interviews, the researcher became more familiar with the social groups and the cultural settings of the school under study, the more likely he was able to locate the relevant material.

Cultural themes and categories were derived from these document items around the identified main areas of focus and cultural elements. These cultural themes could then be compared and corroborated with the data collected from participant observation and informant interviews in order to formulate the cultural themes relating school culture to teachers' job satisfaction and organizational commitment.

Further document collection and more focussed and selective participant observations as well as informal conversations with participants were undertaken during the first and second terms of the 1994 school year to collect further data for the verification of the tentative cultural themes developed. Thus, all cultural themes, patterns, categories, relationships and interpretations were sampled to the point of "theoretical saturation" (Glaser and Strauss, 1967; Strauss and Corbin, 1990).

With these processes of development and verification, the following four cultural themes were formulated in the present study which related the culture of the school to teachers' job satisfaction and their commitment to the school as an organization. Before discussing in further details, these four cultural themes are

first stated at this point to serve as an advance organizer in order to help the readers to understand the relations between school culture and teachers' job satisfaction and organization commitment. These four cultural themes identified in the present study will then be discussed in further details in this and the following two chapters (Chapters 10 and 11).

**THEME ONE: CONGRUENCE OF SCHOOL VALUES WITH
TEACHERS' PROFESSIONAL GOALS**

The congruence of basic philosophy and core values of the school culture with the personal needs and professional values of the individual teachers is important for the development of teachers' commitment to the school as an organization.

- 1(a) This congruence of school philosophy and core values of the school with the personal needs, professional values and expectations of teachers fosters teachers' acceptance for the school values and their identification with the school.
- 1(b) And this teachers' acceptance of the school values and their identification with the school is an essential condition for the development of teachers' commitment to the school as an organization.

**THEME TWO: MEDIATING FACTORS ENHANCING TEACHERS'
IDENTIFICATION WITH THE SCHOOL**

The processes leading to teachers' acceptance for the school values and their identification with the school are also mediated by a number of cultural factors:

- 2(a) a strong and positive cultural leadership;
- 2(b) a collaborative culture with participative decision making process; and

- 2(c) the effective means of reaching-cultural consensus which include wide consultation network and open communication channels.

THEME THREE: SCHOOL VALUES AND TEACHERS' NEED SATISFACTION

The degree to which teachers are satisfied with their job depends very much on the extent to which teachers' personal needs as a teacher at school are gratified and their professional goals and expectations of their job are met.

- 3(a) Teachers' personal needs, their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher.
- 3(b) And, teachers' role perception is in turn affected by the basic philosophy and core values of the school's culture.

THEME FOUR: MEDIATING FACTORS ENHANCING TEACHERS' JOB SATISFACTION

The processes of need satisfaction and goal achievement in teachers, as stated in Theme Three, are mediated by a number of cultural factors which can be classified into two categories:

- 4(a) cultural relations which include: teachers' relationships with their students, supervisors and colleagues; and
- 4(b) other cultural factors which include: the organizational characteristics of the school, professional autonomy, recognition of contribution and achievement and the professional support and encouragement provided by the school leaders.

The discussion of these four cultural themes and their effects on teachers' job satisfaction and organizational commitment will be presented in this and the following two chapters (Chapters 10 and 11). Theme One, which related school values to teachers' work attitude, will be discussed in this chapter (Chapter 9). Theme Two relating school culture to teachers' organizational commitment will be discussed in the next chapter (Chapter 10); while Chapter 11 will discuss Theme Three and Theme Four which related school culture to teachers' job satisfaction.

SCHOOL VALUES AND TEACHERS' COMMITMENT

As discussed in chapter four, the type of organizational commitment most commonly studied is attitudinal type. It is defined as the relative strength of an individual's identification with and involvement in a particular organization. Conceptually, it can be characterized by at least three dimensions (Mowday et al. 1982):

1. a strong belief in and acceptance of the organization's goals and values;
2. a willingness to exert considerable effort on behalf of the organization;
3. a strong desire to maintain membership in the organization.

This three-part definition of organizational commitment (Mowday et al. 1982) is most comprehensive and was adopted for the present study. Based on this definition, two cultural themes (Theme One and Theme Two) which related school culture to teachers' commitment to the school as an organization were identified in the present study as stated in the previous section. Theme One is

discussed at this point of the thesis, while Theme Two will be discussed in the following chapter (Chapter 10).

CONGRUENCE OF GOALS AND VALUES FOSTERS TEACHERS' ORGANIZATIONAL COMMITMENT

Kanter's (1972) work on corporations found that commitment is greater in strong, value-driven cultures. The essential core of a school's culture is a set of basic philosophy and core values. It not only influences "what is done at school", but also "provides a rationale and justification for all its functions" (Beare, et al. 1989:180).

As one of the main areas of focus and important cultural elements identified and discussed in the previous chapter (Chapter 8), the history and traditions of the school together with the basic philosophy and core values being upheld at school comprised the central core of the school culture. The congruence of this basic philosophy and core values of the school with the personal needs and professional values of the individual teachers is important in fostering teachers' satisfaction with their job at school and their commitment to the school as an organization.

The cultural elements identified in the present study concerning the articulation, manifestation and matching of the basic philosophy and core values of the school with teachers' personal needs and professional values and the effects of this matching on teachers are first summarized in Table 9.1 below and they will be discussed in the following sections.

TABLE 9.1
A SUMMARY OF THE ARTICULATION AND MATCHING OF
BASIC PHILOSOPHY AND CORE VALUES OF THE SCHOOL
AND THEIR EFFECTS ON TEACHERS

THE ARTICULATION, MANIFESTATION AND MATCHING OF SCHOOL VALUES	EFFECTS ON TEACHERS
1. Match well with teachers' professional needs and expectations	* The match acts as a strong motivator for teachers-- teachers are personally motivated to achieve these school goals and values
2. Clearly articulated, commonly understood amongst the staff and well accepted by the teachers	* Provides teachers with a sense of purpose and direction * Satisfy teachers' professional goals and personal needs
3. Involvement of teachers in their development	* Enhance teachers' identification with the school * Build a cultural bond between the school and the teachers
4. Being consistently manifested, sustained and shaped through strong cultural leadership	* Foster in teachers greater satisfaction with their jobs * Develop higher commitment to the school as an organization

MATCHING SCHOOL GOALS AND VALUES WITH TEACHERS' Professional NEEDS AND EXPECTATIONS

From the analysis of participants' responses in the informant interviews with the researcher as well as from data collected during participant observations, it was found in the present study that teachers who show a high degree of satisfaction and commitment to the school are those who have the basic philosophy and core values upheld at the school match well with their own personal needs and professional goals as a teacher. The following are some examples of typical responses from teachers showing this relation:

"I have been here for a long time and I think I do identify with the school, the goals and the values." an experienced teacher pointed out, "As the years have gone by, I enjoyed life more and more each year at this school because the goals of the school are also the professional goals of my own as a teacher." Hence, the achievement of these school goals is also the satisfaction of teachers' personal needs and professional goals.

"You should basically like the way the school operates," a new teacher also expressed, "and agree with the way they do it before you choose to teach at this school".

Similar responses reflecting this view were also expressed by many other teachers during semi-structured interviews or informal conversations with the researcher. Hence, generally speaking, this basic philosophy and core values of the school need be to matched well with those of the staff.

"That is why our teachers want to stay here," the Principal also pointed out that, "because we have people who want to come and teach here and none of our

teachers want to leave, so, these demonstrated commitment of our staff to the school".

Therefore, the matching of the school's basic philosophy and core values with the teachers' professional goals and personal needs helps to build a conceptual glue or cultural bond between the school and the teachers which helps in the development of teachers' commitment to the school.

ARTICULATION OF BASIC PHILOSOPHY AND SCHOOL VALUES

In order to match the school's basic philosophy and core values with teachers' professional goals and personal needs, the basic philosophy and values need to be clearly articulated, commonly shared amongst the staff and well accepted by the teachers.

A clearly articulated and well understood basic philosophy was developed at Alice Girls' High School. The school spells out this set of basic values and philosophies in a variety of ways. They are formally articulated through the Mission Statements, through the enrolment prospectus, and every student who come to the school gets an enrolment prospectus which has the Mission statement in it.

All members of the staff at Alice Girls' High School are aware of the basic philosophy and core values of the school because the first thing they received when they first came to the school was the staff handbook which has all these values and philosophies articulated. The handbooks actually tell the staff what the heart of the school is about.

It was found during the researcher's presence at the school that this basic philosophy and core values were not only formally articulated in the school document, but also they were frequently referred to and mentioned in the daily operation and functioning of the school. As will be discussed in the next section, the school mission and goals not only provided directions in the formulation of school policies, but also they guided daily activities and cultural interactions taking place at the school.

One important articulation of the basic philosophy of the school is the Mission Statement which states that:

THE SCHOOL'S MISSION STATEMENT

Alice Girls' High School will provide an education for young women that challenges each student to achieve personal standards of excellence and to reach her full potential through intellectual, physical, social, moral, aesthetic, cultural, and emotional growth.

The school will encourage co-operation, and a concern and respect for others.

We will prepare the students for life in a challenging and changing world.

Particular emphasis will be placed on the development of the young women's sense of self-worth and self-confidence, to prepare them for a future of equal opportunities, irrespective of gender.

(From the Staff Handbook of Alice Girls' High School)

This set of core values are further elaborated in the set of General Goals in the School Charter as follows:

THE SCHOOL'S GENERAL GOALS

The school aims to provide an environment and learning opportunities so that each student will, to the best of her ability:

- * Develop a greater knowledge and understanding of biculturalism and multiculturalism in New Zealand society.
- * Acquire and develop the knowledge, skills, attitudes and values needed to understand and contribute to society.
- * Be aware of the purposes and values of learning and see this as an enjoyable and life long process.
- * Gather, observe, interpret, comprehend and use information.
- * Develop logical, creative and analytical modes of thinking particularly through practical experiences.
- * Develop skills and abilities in communication: listening, speaking, reading and writing.
- * Learn skills and develop competence and understanding in the use and application of mathematics and science.
- * Accept challenge and adapt positively to change.
- * Develop a sense of self worth and the growth of self confidence.
- * Participate in experiences that lead to intellectual, physical, personal, social, emotional, aesthetic and moral growth.
- * Learn how to work co-operatively and develop respect and consideration for others.
- * Make informed decisions, act on them and accept responsibility for their actions.
- * Develop physical skills and an awareness of health and fitness as a vital component of everyday living.
- * Develop an appreciation of recreational and leisure activities through participation.
- * Learn about New Zealand, its economy, geography and history.
- * Gain an awareness and understanding of other peoples in the world and their relationship to them.
- * Develop into informed, thinking citizens confident in participating in the democratic structures of local, national and world affairs.

(From the Staff Handbook of Alice Girls' High School)

INVOLVEMENT OF TEACHERS IN THE DEVELOPMENT OF SCHOOL PHILOSOPHY AND CORE VALUES

Teachers at Alice Girls' High School who feel that they have been involved in the development of the school philosophy and values have a higher degree of commitment to these school goals and values, and hence, to the school as a whole as reflected in the following typical expressions:

"The school values match more and more with my own needs and expectations" a teacher involved in the formulation of the School Charter said.

"Since I have been involved in Charter formulating, I had much input into the school goals and values and I worked hard to attain them as my professional goals."

The following are also two example of the typical comments which teachers expressed to the researcher during interviews and informal conversations:

"I feel more and more congruent with the goals and values of the school and I am highly committed to the achievement of these school goals and values."

Another teacher supported this view, "because they [the school leaders] have involved us in the development of all of them and we all have the ownership of all of them."

THE IMPORTANCE OF THIS MATCH OF SCHOOL VALUES AND GOALS TO TEACHERS' ORGANIZATIONAL COMMITMENT

Teachers expressed the importance of this match as a strong motivator which leads to teachers' commitment to the school. They see it as the personally motivated needs to achieve the school goals and values and they think that the

nature of the job and nature of the school are in line with their personal philosophy. "I have a very strong commitment to actually working to meet the educational needs of all the students," a teacher said, "and I, therefore, have a strong personal philosophy to what the school is trying to do".

Apart from serving as a strong motivator, the match of values and needs also provides teachers with a sense of purpose and direction. "I do like the aims of the school," a teacher pointed out, "I think here we get a good sense of purpose and direction". Hence, these school goals and mission provided teachers with a sense of purpose for their teaching. "For the school goals and mission," another teacher expressed "I have thought about them more and put them more into my teaching".

CONSISTENT UPHOLDING AND MANIFESTATION OF SCHOOL GOALS AND CORE VALUES OF THE SCHOOL CULTURE

It was found during the researcher's presence at the school that this basic philosophy and core values of the school were frequently referred to and mentioned in the daily operation and functioning of the school. The school mission and goals not only provided directions in the formulation of school policies, but also they guided daily activities and cultural interactions taking place at the school.

Evidence found in the present study indicated that these school goals and core values are consistently being manifested, sustained and shaped in many aspects of the school life. Some typical examples of these manifestations will be discussed in the following sections in order to illustrate their importance in the cultural life at Alice Girls' High School and their effects on teachers' work attitudes.

UPHOLDING AND MANIFESTATIONS OF CORE VALUES OF THE SCHOOL CULTURE

The basic philosophy of Alice Girls' High School is that the school is there to meet the educational needs of the students. "This is the only one purpose that the school exists", as a teacher pointed out, and "that is to meet the learning needs of the students".

During the researcher's presence at the school, it was found that this basic philosophy and core values of the school culture were consistently being upheld, manifested and sustained in many aspects of the cultural life at school as illustrated in the examples which will be discussed in the following sections.

To uphold and sustain the core value of "meeting the educational needs of the students", the school provides opportunities for the students to learn and grow and the opportunities for them to achieve in a whole range of developments -- academic, social, personal, cultural and sporting, as well as they can.

This basic philosophy is manifested by a wide range of courses offered at Alice Girls' High School that students can make the most of the opportunities which are offered to them to prepare themselves for their future life in a challenging and changing world. Hence, the curriculum offerings at Alice Girls' High School is discussed at this point of the thesis.

THE CURRICULUM AND EXTRA-CURRICULAR ACTIVITIES

Instructional arrangements and curriculum are important cultural components of effective schools which emphasize successful teaching and effective student outcomes (Lane, 1992). The breadth, content, and emphases of a school's curricular offerings, and its extra-curricular activities are not only "the prime vehicle for conveying the school's educational purposes" but also are "powerful in conveying the culture of the school" (Beare et al, 1989:187). Hence, the curricular offerings and the extra-curricular activities observed at Alice Girls' High School are discussed at this point in order to reveal the basic philosophy and core values being upheld at the school and their effects on teachers' job satisfaction and organizational commitment.

THE CURRICULUM

As stated in the School's Mission Statement, Alice Girls' High School will provide an education for young women that challenges each student to achieve personal standards of excellence and to reach her full potential through intellectual, physical, social, moral, aesthetic, cultural, and emotional growth, a wide range of courses are offered at Alice Girls' High School so that students can make the most of the opportunities which are offered.

In order to "prepare the students for life in a challenging and changing world", as also stated in the Mission Statement, the Principal advised the students, in school assemblies and the New Entrance Orientation Evening, to "look towards the future" when choosing their subjects and "consider not only what you hope to

get out of Girls' High School but also what you can contribute to the school and one another."

The courses of study prepare students for School Certificate, Sixth Form Certificate, Higher School Certificate, University Bursaries and Entrance Scholarships examinations. In addition, some students are prepared for New Zealand Certificate in Mathematics and Pitman's Examinations.

Alice Girls' High School has a strong academic record. Academically, Alice Girls' High School has always been very successful and continues today to achieve a high success rate in national examinations and awards. It was commended by the Education Review Office that "examination results demonstrate that students at Alice Girls' High School achieve well above the national norm".

In addition to the core subjects, English, Mathematics, Science, Social Studies and Physical Education, a great number of options are also offered -- ranging from traditional academic subjects such as languages, science and technology to skill courses like Computer skills, Music skills, reading skills, study skills and modules of interesting and practical activities including Chinese Culture, recreation studies or work exploration.

Third form students also take part in the Peer Support Programme which aims to encourage positive peer influence among girls at Form 3 level. Volunteer Form 7 students are trained to act as group leaders to a small number of third-formers. These family-sized groups offer security and friendship to help girls adapt successfully to high school life.

Assistance is also available for students with learning needs in reading, writing and mathematics, and for those students for whom English is a second language. Teaching assistance is available in small groups or by support in the

classroom. Learning support short courses are also offered. Computing facilities are also available to assist students' learning.

The learning of very able students is extended and enriched in classroom programmes and by an extension programme offered as an alternative to one of the basic courses. A Transition to Work programme is available for sixth and seventh form students who are preparing to enter the work force and who do not wish to continue full-time academic studies. The school has close links with tertiary institutions, business and community groups and students have many opportunities to learn from people from these organizations either in the classroom or by visiting their places of work.

In sum, central to the basic philosophy and core values of the school is the belief that the teaching and learning programmes are "the heart of the school". As Purkey and Smith (1983) suggested, effective schools have unique cultures which emphasize successful teaching and effective student outcomes. This philosophy is reflected at Alice Girls' High School in the high level of support for the teaching and learning programmes within the school's policy and objectives.

CULTURAL VALUES REFLECTED IN THE CURRICULUM

The curriculum of Alice Girls' High School reflected some cultural values which are upheld by the school and commonly shared amongst the staff and students at the school:

1. A wide range of courses are offered at Alice Girls' High School to meet the different educational needs of the students. Through these curriculum arrangements the school provides adequate opportunities for students to

achieve their personal standards of excellence and to reach their full potential as stated in the School's Mission Statement. Hence, the values of "meeting the educational needs of the students" and "expecting the students to strive for excellence and achieve to their full potential" are upheld and manifested.

2. The Principal advised the students to "look towards the future" when choosing their subjects and "consider not only what you hope to get out of Girls' High School but also what you can contribute to the school and one another. This reflected the core values that the school is expecting students to "get prepared for their future" and "concern for others".
3. As the Education Review Office reported, examination results demonstrate that students at Alice Girls' High School achieve well above the national norm. This manifested the value of "striving for excellence and achieving to one's full potential".
4. In addition to traditional academic subjects, skill courses, modules of interesting and practical activities and work exploration were also offered to cater for the educational needs of students with varying interests and abilities. This reflected the values of "meeting the educational needs of students" and "everyone is of equal value" irrespective of their interests and abilities.
5. Volunteer Form 7 students are trained to act as group leaders in the Peer Support Programme which aims to encourage positive peer influence among girls at Form 3 level in order to help newcomers adapt successfully to high school life. This manifested the core value that the school is

expecting the students to show a "concern for others by respecting and helping others".

6. Assistance and learning support are available for students with learning needs on one hand, and the learning of very able students is extended and enriched by extension programmes offered on the other hand. This also demonstrated the values of "meeting the educational needs of students", "everyone is of equal value irrespective of one's ability and interest", and "strive for excellence and achieve to one's full potential".

EXTRA-CURRICULAR ACTIVITIES

Apart from academic excellence, Alice Girls' High School also has a tradition of promoting the all-round development of girls. In addition to its high academic standards and the broad curriculum offered, the school also places considerable emphasis on the provision of out of class music, sports and other cultural activities in which students are encouraged to take part.

A wide variety of sporting clubs and an outdoor education programme exist to cater for the extended interests of students at all levels. Students also participate with very significant success in inter-school or national competitions.

Clubs of recreational and cultural interest such as debating, drama, dance and photography provide students with lunch-time and life-time interests.

There are many musical activities and the standard of performance is high. The school has a choir of over 100 strong as well as smaller specialist vocal and chamber music groups, an orchestra, a training orchestra and symphonic band. Music tours are regularly undertaken to perform for other schools.

Each year the school has at least one major production which often combines music, dance and drama, in which students at all levels in the school have the opportunity to take part.

The Principal emphasized the importance of participating in these extra-curricular activities for the personal and social development of the student when she expressed to the researcher that:

We hope that they [the students] are all participating outside the classroom in extra-curricular activities because the school has got an extremely wide range of school teams, extra-curricular activities, and hobbies and clubs.

We hope that students can gain much from participating in these activities to help them in their personal and social development. But it is nothing to force them to do it. We just hope that we provide the opportunities and encourage them to make full use of these opportunities to develop their full potential.

CULTURAL VALUES REFLECTED IN THE EXTRA-CURRICULAR ACTIVITIES

Therefore, the extra-curricular activities of Alice Girls' High School also reflected some cultural values which are being upheld by the school and commonly shared amongst the staff and students at the school:

1. In addition to its high academic standards, the school also places considerable emphasis on the provision of out of class music, sports and other cultural activities in which students are encouraged to take part.
2. By offering a wide variety of sporting clubs and an outdoor education programme to cater for the extended interests of students at all levels, the school is expecting students to participate in these extra-curricular activities

in order to "have a well-balanced and all-rounded development" which is also one of the important core values upheld at the school.

Hence, the core values upheld at Alice Girls' High School as reflected in the curriculum offerings and the extra-curricular activities observed are summarized in Table 9.2 below:

TABLE 9.2
A SUMMARY OF THE CORE VALUES UPHELD AT SCHOOL
AS REFLECTED IN THE CURRICULUM OFFERINGS
AND THE EXTRA-CURRICULAR ACTIVITIES

CULTURAL FEATURES OF CURRICULUM OFFERINGS AND EXTRA-CURRICULAR ACTIVITIES	CULTURAL IMPLICATIONS AND CORE VALUES UPHELD
1. A wide range of courses are offered to meet the different educational needs of students	* To meet the differing educational needs of the student
2. The Principal advised the students to "look towards the future" when choosing their subjects	* To prepare students for their future adult lives
3. The Principal also advised students to "consider not only what you hope to get out of the school but also what you can contribute to others	* Educates students to care and concern for others
4. In addition to traditional academic subjects, skill courses and work exploration programmes are also offered	* To cater for the educational needs of students with varying interests and abilities
5. Peer support programme by Form 7 students	* To encourage positive peer support * To help newcomers adapt successfully to high school life
6. Individual assistance and learning support for students with learning difficulties	* To manifest the value that "everyone is of equal value irrespective of one's abilities and interests
7. Extension programmes for more able students	* To provide opportunities for students to achieve their personal standards of excellence and to reach their full potential
8. A wide variety of sporting clubs, cultural activities and outdoor education programmes being offered	* To enable students to have a well-balanced and all-rounded development

As discussed in previous sections, the basic philosophy and core values upheld at school need to match well with teachers' professional values and expectation in order to enhance the development of teachers' organizational commitment. Hence, an understanding of teachers' expectations and perceptions of their role as a teacher at school would enhance this matching of school goals and values with teachers' professional needs and expectations. Thus, having discussed the basic philosophy and core values being upheld and manifested at Alice Girls' High School, the writer now turns to discuss teachers' role perceptions and expectations in the following section.

TEACHERS' ROLE PERCEPTIONS AND EXPECTATIONS

During informal conversations and informant interviews, teachers were asked the reasons why they chose teaching as their career, their professional goals and expectations in being a teacher and how much they think the school values match with their professional needs and expectations because teachers' understanding of the teaching profession, their perception of the roles of a teacher, and their attitudes towards the job are important motivating factors which would affect teachers' job satisfaction and organizational commitment.

The following typical examples of teachers' responses on these issues illustrated their understanding of the teaching profession, their professional values and role perceptions as a teacher at school.

UNDERSTANDING OF THE TEACHING PROFESSION

"Many people regard teaching as synonymous with teaching a subject, but this is an extremely narrow view", a teacher expressed her view about education and teaching:

If one regards teaching as facilitating education and takes a broad view of education, then teaching a subject has to be regarded as a means of education rather than as an end.

She went on to explain this point that:

This does not mean that the subjects we teach are not important and that we should not do our best to assist our students to become interested in them, enthusiastic about them, to acquire knowledge about them and to understand them. But it means also that we should, while teaching our subject, through teaching our subject, through our way of teaching our subject and through our approach and attitude to our students, be concerned with assisting them to develop as persons, as individuals and members of the community, able to think and reason, able to cope with the problems and pressures of life in this complex modern world, able to find enjoyment through a broad range of interests, able and eager to help others and to contribute to the general well-being of society. Teaching our subject is thus part of a broader education.

Another teacher's comment also supplemented the views by which she understands the meaning of education:

Education provided for our students, however, is not confined to the time we spend in formal lessons. Our contacts with them outside the classroom, through our general attitudes and behaviour in greeting them, talking with them, being available to offer them help and advice, and through extra-curricular activities, are all contributing to their education. Through all these contacts with them we are exercising some degree of influence on them, for good or ill, and, being aware of this, we should try to make it a good influence.

PERCEPTION OF TEACHERS' ROLES

When asked about the reasons why they chose teaching as their career, many teachers gave comments similar to these:

I enjoy the contact with people and watching young people's development. I find it very interesting and thinking of the way to encourage them to change and develop is a mentally challenging job, you know, to find and change my lessons to help them.

I found the job allows me to have some input into the future of the students and the society at large. I think education is so important for the development of children.

I like the individual contact with the students. Specially in this job of being the Head of Department of Special Needs now, I feel very satisfied to see students with special needs could catch up and rebuild their self-confidence very quickly.

I had been a Dean so I have to be a problem solver, moral guidance and friendship initiator for students under my care because I have been working in the peer support areas where students are encouraged to work with others as leaders and in groups just to help them develop friendship and good attitudes to life.

These answers reflected the fact that most teachers at Alice Girls' High School have adopted the broad view of teaching in which they see the roles of teachers are not just teaching in the classroom but helping students grow and develop. These role perceptions and value orientations of teachers matched well with the basic philosophy and core values of the school culture at Alice Girls' High School.

For instance, teachers considered themselves playing a role in helping student to develop the techniques of problem solving:

Besides knowledge, I think I am also teaching them the thinking skill. In other words, I am trying to teach them how to solve and handle problems.

Teachers are there always ready to help student in solving their problems, as a teacher said:

I am always available that they [the students] can tell me their problems. It doesn't matter whether it is related with the school. If it is a problem that has something to do with their learning, then I will become involved in it. If the problem came from home situation, then the parents would be involved. Because the students' learning can be affected by their home situations.

In playing these roles, teachers need to seek responses from students. The positive responses from students may include their readiness to enjoy the lesson and show interest in learning. Hence, teachers always strive to improve the teaching skills in order to enhance the effectiveness of their teaching, as a teacher pointed out that:

The greatest satisfaction comes from my teaching in class. This is especially so when I presented the lesson well and students appraised my performance positively. Therefore, as long as I can conduct a good lesson, both my students and I will be very happy and enjoy it very much.

Apart from the roles as an instructor and problem solver, teachers are also students' nurturers and counsellors:

The nurturing role of teachers is being a supporter, supervisor and disciplinarian. It means the provision of experiences that will foster such things as health, getting along with others, growing up, morality, civic responsibility, preparation for adulthood, vocational choices, personal and spiritual contentment. The teacher may thus be seen as a person responsible for the nurture and care of children and young people.

With a wide range of student abilities, teachers are expected to offer guidance to students who need emotional, academic, and psychological counselling when circumstances arise.

Teachers also see themselves as role models for students:

To make students into the best citizens as they can be. One of the best way is by the students' looking to the staff as role models, and therefore, it works when staff members are honest upright people who hold good upright values. Then hopefully that would be transferred to the students more than actually lecturing as such. So that in some way those personal values are being inherited rather than being taught in the classroom. These values are shown in the classrooms that the students do know how to behave.

In respect of this role, a teacher discussed the sources of job satisfaction in this way:

What is the satisfaction to be gained from teaching? This, I believe, can be answered only in a personal vein.

She went on to explain this point further by stating that:

I have gained satisfaction from seeing young people develop, from seeing them grow in knowledge and understanding, in personality, sense of responsibility, sociability, emotional stability and concern for others, from seeing them pass through adolescence, growing from children into adults and becoming more mature.

This view can be supplemented by another teacher's comment that:

My satisfaction lies in perceiving their development but, coupled with that, is the satisfaction derived from believing that I may have contributed in some measure to that development, by providing opportunities, by assisting them over difficulties, by giving them encouragement and by stimulating them to greater efforts.

Hence, it was found that the matching of school values with teachers' role perception and professional values is an important cultural element which affects teachers' job satisfaction. The successful fulfilment of teachers' role is important in gratifying teachers' needs and expectations as a teacher at school which in turn fosters teachers' satisfaction in their job and their commitment to the school as an organization.

The matching of teachers' role perceptions with their professional values and expectations as teachers are summarized in Table 9.3 below:

TABLE 9.3
A SUMMARY OF TEACHERS' ROLE PERCEPTION
AND THEIR PROFESSIONAL VALUES AND EXPECTATIONS

TEACHERS' ROLE PERCEPTIONS	TEACHERS' PROFESSIONAL VALUES AND EXPECTATIONS
1. As knowledge provider	* To assist students to become interested in the subjects, enthusiastic about them, to acquire knowledge about them and to understand them.
2. As facilitator of students' growth and development	
3. As a problem solver	* To assist students to develop as persons, as individuals and members of the community, able to think and reason, able to cope with the problems and pressures of life
4. As a moral guidance of students	
5. As a students' counsellor	* To help student find enjoyment through a broad range of interests
6. As a friendship initiator and peer support	* To develop students to be able and eager to help others and to contribute to the general well-being of society
7. As students' nurturer and supporter	* To help students develop their self-confidence and abilities of problem solving
8. As a role model for students	* To assist students to have all-rounded development and to develop to their full potential

MANIFESTATION OF TEACHERS' ORGANIZATIONAL COMMITMENT

In order to fulfil these roles effectively and to achieve the school goals as their professional and personal needs, teachers at Alice Girls' High School are serious in their teaching and they are also keen to see students learning well.

There were many observed examples showing that teachers at Alice Girls' High School are willing to spend extra time and effort on behalf of the school for the benefits of the school and students. As defined in Chapter 4, this is one of the dimensions which demonstrated teachers' commitment to the school as an organization. It was observed during participant observations that many teachers put in extra time and effort in the preparation of lessons and in marking students' work. The teachers' work room was always filled with staff who were preparing teaching materials or marking students' work during lunch time and after school finishes.

Many teachers were working after school finishes and were also working in the school during the holidays. During his fieldwork programme at the school, the researcher stayed several times at school until 5.30 or 6.00 p.m. and still found teachers working at school that time.

The researcher also went back to the school in mid-December during the summer holiday to conduct interviews with the Principal and some other informants and he also found some teachers were working at the school during the holidays. Thus, the researcher went back to school from time to time throughout the summer holiday and found that there were teachers working at the school most

of the time throughout the summer holiday. There was about a quarter of the staff who were working at the school in early January. Teachers at Alice Girls' High School started the preparation work for the new school year early before the school year started and about half of the staff came back to school to do the preparation work by 15 January. By the week before school started, most of the teachers were back in the school working and doing preparations for the start of the new school year.

Many teachers at Alice Girls' High School put in extra time to run classes or give extra lessons to students before school starts early in the morning, after school finishes late in the afternoon, or in the week ends. During the researcher's presence at the school, there were many scholarship classes conducted early in the morning before school starts for students who were going to take the scholarship examination for university entrance. There were also many extra lessons given to students after school finishes or during the weekends, especially before the examinations, in order to help those students who have special learning difficulties.

It was also observed that many teachers at Alice Girls' High School were prepared to stay after school to supervise the girls in the library so that they could study at peace. The library was kept open until 5.30 p.m. after school, particularly before or during examination periods, to provide a quiet and peaceful environment for students to study and prepare for their examinations. And there were always teachers present to help students with the difficulties or answer their questions.

While the computer teacher also expressed that:

I will stay here after school just in case any student wants to use the computer. I will stay until five o'clock just to keep the computer

room open so that students can make full use of the computer facilities at school for their studies.

The Principal recognized this commitment of teachers to the school and students by saying that:

I think just the time that the teachers put into preparation and marking. I think that teachers do spend a lot of time marking individual students' work, you know, there are a lot of assessments. They put a lot of time into marking work and preparing work, I think the fact that people are preparing to go in their holiday time to courses.

Apart from academic work, teachers are also willing to put in extra time and effort helping the school and students in extra curricular activities, sports teams, school productions and cultural activities too. During the researcher's presence at the school, it was found that almost every lunch time, after school or during the weekends, there were meetings going on and teachers and students were found doing all sorts of extra-curricular activities. There were many teachers who were taking sports teams in the week ends and some after school, and there were also teachers taking hobby groups. Basically, every teacher at the school spent a large amount of time into sporting teams and hobby teams, and into helping students at lunch times, after school and during weekends.

Teachers at Alice Girls' High School were found spending hours in the school production and its rehearsal. There were more than twenty staff members committed to the school productions and there were two major school productions during the 1993 school year. As a teacher pointed out:

Hundreds and hundreds of hours have put into the school productions. They are here all week ends and they are here days and nights. We have people at home making costumes, designing make up.

A teacher who has been teaching at the school for just a few years pointed out that:

All around the school, there are all sorts of sports and club, that sort of things are going and cultural activities that teachers have put a lot of time into. When I first came to the school I was surprised by that.

A Japanese teacher talked about his involvement in the cultural activities at school:

As far as our department is concern, next year, there will be a Japanese Show on. And there will be quite a lot of work involving in taking students to go and see it that the teachers in our [Japanese] department has started to do it already in organizing the trip. It is on a Friday night. At this school, I find that teachers put a lot of time into this kind of things.

Hence, teachers at Alice Girls' High School were highly committed to their work at school and they were also willing to spend extra time and effort for the benefits of the school and the students. All these demonstrated the high degree of commitment in teachers at Alice Girls' High School.

Therefore, it can be concluded from the above discussion that the basic philosophy and core values being upheld at Alice Girls' High School matched well with teachers' role perceptions and their professional values and expectations as a teacher at school. And this match is important in the development of teachers' commitment to their work because the achievement of these school goals is also the satisfaction of teachers' professional and personal needs which fosters teachers' satisfaction in their job and enhance the development of teachers' commitment to the school as an organization.

Apart from the curriculum and extra-curricular activities, the conceptual intangible foundations of a school's culture also find their tangible expressions in

the behavioural patterns, actions and interactions of organizational members in their daily school lives (Beare et al, 1989). Hence, some other cultural events and activities which are significant in reflecting the school values will also be discussed in the following section to allow the readers to have a better understanding of the basic philosophy and core values of the school and the ways by which these core values are being upheld at Alice Girls' High School and their effects on teachers work attitudes.

EXAMPLES OF CULTURAL EVENTS REFLECTING BASIC PHILOSOPHY AND CORE VALUES

In his presence at the school during the fieldwork programme, the researcher immersed himself in the school life and observed many school functions and activities. The Senior Prize-giving Ceremony and the Parents' Evening were selected as two typical examples of cultural activities taking place at the school to illustrate to the readers the ways in which school values were being upheld and manifested at the school and their cultural significance on teachers' work attitudes.

As discussed in the previous sections, the basic philosophy and core values are the essential core of the school culture and the match of this basic philosophy and core values of the school with teachers' professional values and expectations is important in the development teachers' job satisfaction and organizational commitment. Hence, the cultural significance of these two typical examples of cultural events at Alice Girls' High School are discussed at this point.

CULTURAL SIGNIFICANCE REFLECTED IN THE SENIOR PRIZE-GIVING CEREMONY:

According to Deal and Kennedy (1982), ceremonies are public and visible means by which the values of a culture can be identified, fostered and nurtured. As a process, Beare et al (1989) pointed out, ceremonies provide a tangible expression of the intangible elements of a culture. The annual senior prize-giving ceremony is one of the important formal ceremonies which is a public display of the culture of Alice Girls' High School. A number of the important cultural elements and core values were identified, fostered and upheld in this ceremony and they are, hereby, discussed.

The ceremony started with a Maori welcome ceremony when the procession began entering the school hall. The Principal was in Maori costume when she was taking the lead in the procession. These cultural acts demonstrated that the school is part of a multi-cultural society and the school recognizes and shows respect for different cultures. These cultural values were further fostered and upheld by the performance of a Maori dance by the Maori culture group of the school followed by the presentation of a welcome speech by a Maori speaker in Maori language.

Apart from recognizing and showing respect for different cultures, the ceremony has also put much emphasis on acknowledging the achievements of students in a wide range of academic, sports and cultural activities. These achievements were not only recognized by the awarding of various prizes but also openly recognized in the speeches of the Principal, chairperson of the School Board of Trustees and the guest speaker. These cultural acts upheld the core values of "striving for excellence" and "achieving to one's full potential".

In her report, the chairperson of the school Board of Trustees emphasized the effort of the Board in modernizing and upgrading the school buildings and facilities in order to provide a safe and comfortable environment which facilitates students' learning. This reflected the values of "meeting students' educational needs", and "putting teaching and learning first".

The chairperson of the school Board of Trustees pointed out the school policy of lifting the third form enrolment scheme so that the school can cater for everyone who wants to come to this school without any selection procedure. This reflected the value of "everyone is of equal value" irrespective of their family background, interests and abilities. "I think we believe that everyone is of equal value," a teacher expressed her view on this point to the researcher during an interview, "I think that, a girl who has very great abilities has the same value as a person who is of average abilities or the one who struggles".

Hence, students are equally valued irrespective of their academic ability, family background, social status or ethnicity. There is no streaming of students into different classes according to their academic abilities.

For the admission of new students, the school Board of Trustees does not adopt any criteria of selection. The Principal explained this policy of the school:

When we have to restrict the number of students coming to our school, we never have any consideration that the Board has to be selective in who they take. We want to be both a community school and to allow people who have close association with the school to come.

"It is a relief to the Board that all the girls who want to come to Alice Girls' High School can now be enrolled", the chairperson of the school's Board of Trustees, Mrs Bell, pointed out to the parents and guests who came to the

senior prize giving ceremony as she explained the Board's policy of lifting the third form enrolment scheme for 1994, "and it is our policy to cater for everyone who wants to come to this school without any selection procedure."

Another aspect of cultural significance demonstrated in this Prize-giving ceremony was the appreciation and recognition of the contributions made by any member of the school community. Throughout the ceremony, the effort put and the contributions made to the school by the Principal, members of the Board of Trustees, staff, students, and members of the school community were frequently and sincerely thanked and recognized. These reflected the core values that the school regards "everyone as equally important" and "values each others' work".

The cultural significance reflected in the Senior-Prize Giving Ceremony is summarized in Table 9.4 below:

TABLE 9.4

**A SUMMARY OF CULTURAL SIGNIFICANCE REFLECTED
IN SENIOR-PRIZE GIVING CEREMONY**

CULTURAL ELEMENTS OR CULTURAL ACTS AT THE SENIOR PRIZE-GIVING CEREMONY	CULTURAL SIGNIFICANCE REFLECTED IN THE CEREMONY
<p>1. <u>Showing respect for different culture:</u></p> <ul style="list-style-type: none"> * The Principal was in Maori costume * The performance of a Maori dance by the Maori culture group * The presentation of a welcome speech in Maori language by a Maori speaker 	<ul style="list-style-type: none"> * These cultural acts demonstrated that the school recognizes and shows respect for different culture * They upheld the value of "everyone is of equal value" and "concern and respect for others"
<p>2. <u>Recognizing Achievement:</u> Acknowledging and recognized the achievements of students in a wide range of academic, sports and cultural activities</p>	<ul style="list-style-type: none"> * Upheld the values of "striving for excellence" and "achieving to one's full potential"
<p>3. <u>Putting Teaching and Learning First:</u> The effort of the Board of Trustees' in modernizing and upgrading the school buildings and facilities</p>	<ul style="list-style-type: none"> * To provide a safe and comfortable environment which facilitates students' learning * Upheld the values of "meeting the educational needs of students" and "putting teaching and learning first"
<p>4. <u>Everyone Is Equally Valued:</u> No selection procedure for third Form enrolment No streaming of students into different classes</p>	<ul style="list-style-type: none"> * Students are equally valued irrespective of their academic ability, family background, social status or ethnicity
<p>5. <u>Recognizing Contributions:</u> The effort put and the contributions made to the school by any member of the school community were frequently and sincerely thanked and recognized</p>	<ul style="list-style-type: none"> * Appreciation and recognition of contributions and achievements

In sum, the Senior Prize-giving Ceremony was an important example of cultural events which manifested and upheld the basic philosophy and core values of the school. Through these cultural events, the basic philosophy and core values were being articulated, upheld and reinforced in order to become well accepted and commonly shared amongst staff and students. And, as discussed earlier, the match of this basic philosophy and core values of the school with the personal needs and professional values of the teachers is an important cultural factor which affect the development of teachers' commitment to the school as an organization.

Another important example of cultural events which manifested and upheld the basic philosophy and core values of the school was the Parents' Evening which is also discussed at this point.

CULTURAL SIGNIFICANCE REFLECTED IN THE PARENTS' EVENING:

Parents' Evening was another important cultural event which reflected significant cultural elements of the school which the writer now turns to discuss at this point.

All third form students and their parents were warmly invited to a parents' evening held in the school hall at 7.30 pm on Wednesday 3 November, 1993. This evening provided opportunity for pre-enrolled 1994 third form students and their parents to meet one another and to meet their teachers.

Most parents whom the researcher encountered in this parents' evening reckoned that the function is a most enjoyable and informative occasion and many parents appreciated the effort which the school has put into organizing this function.

The function is an important occasion for the school leaders -- the chairperson of the Board of Trustees, the Principal and members of the senior management team -- to articulate to new students and parents the important core values being upheld at the school as well as those which are expected of students.

As discussed earlier in the previous section on prize-giving ceremony, the school's Board of Trustees' policy of lifting the third form enrolment scheme so that the school can cater for everyone who wants to come to the school without any selection procedure reflected the value of "everyone is of equal value" irrespective of their family background, interests and abilities.

The chairperson of the Board of Trustees put much emphasis on the importance of the school uniform as an integral part of school life reflected the intention of the school to foster, in the students, the sense of identity to the school and students are also expected to take pride of the school by wearing proper school uniform.

The chairperson of the Board of Trustees emphasized again the Mission of the school which upheld the core values of "strive for excellence", "achieve to one's full potential", and "have a all-rounded and well-balanced development" as have been identified and discussed earlier.

The Principal explained to the new third form students in detail the arrangement of the first school day which allow new students to gain a deeper understanding of the school life. This understanding is essential for these new students to adapt successfully to their school lives at Alice Girls' High School.

The involvement of the Form 7 students in the orientation programme for new third form students encourages a positive peer influence among students and offers security and friendship between senior and junior student. It also provides

a training ground for the development of leadership in senior students. This demonstrated that the school endeavoured to cater for the developmental needs of the students.

The school also recognized the contributions made by the parents to the school and to the education of the girls. The school also encouraged parents' support to the work of the Parents and Teachers' Association which fosters a closer link between the school and the parents in order for the school, in the words of the chairlady of the school Board of Trustees, "to better meet the educational needs of the students".

The cultural significance reflected in the Parents' Evening at Alice Girls' High School is summarized in Table 9.5 below:

TABLE 9.5

**A SUMMARY OF CULTURAL SIGNIFICANCE REFLECTED
IN PARENTS' EVENING**

CULTURAL ELEMENTS OR CULTURAL ACTS AT THE PARENTS' EVENING	CULTURAL SIGNIFICANCE REFLECTED IN THE CULTURAL EVENT
1. No selection procedure for third Form enrolment No streaming of students into different classes	* Students are equally valued irrespective of their academic ability, family background, social status or ethnicity
2. The Chairperson of the Board of Trustees put much emphasis on the importance of the school uniform	* The intention of the school to foster, in the students, the sense of identity to the school and students are also expected to take pride of the school by wearing proper school uniform
3. The chairperson of the Board of Trustees emphasized the Mission of the school	* To upheld the core values of "strive for excellence", "achieve to one's full potential", and "have a all-rounded and well-balanced development"
4. The Principal explained to the new third form students in detail the arrangement of the first school day	* To allow new students to gain a deeper understanding of the school life * To help new students to adapt successfully to their school lives at the school
5. The involvement of the Form 7 students in the orientation programme for new third form students	* To encourage a positive peer influence among students * To offer security and friendship between senior and junior student * To provide a training ground for the development of leadership in senior students * To cater for the developmental needs of the students
6. The school recognized the contributions made by the parents to the school and to the education of the girls. The school encouraged parents' support to the work of the Parents and Teachers' Association	* To foster a closer link between the school and the parents * To enable the school "to better meet the educational needs of the students"

Resulting from the participant observations of these important cultural events at Alice Girls' High School together with data gathered from other sources of participant observations and interviews, it was also found that the school is always seeking to work in partnership with the parents and the community in order to better meet the educational needs of the students. Hence, this cultural aspect is also discussed at this point.

COMMUNITY PARTNERSHIP AND PARENTAL INVOLVEMENT

The Principal and staff of Alice Girls' High School see the school as a community school, and as a school with traditions and links with the past. As the Principal pointed out:

We want to be a community school and to allow people who has close association with the school to come. By the community it means the traditional community of Alice Girls' High School which is both part of the town and part of the country.

As stated in the policy statement, Alice Girls' High School believes that it is essential to have links with the community because students have specific and general needs related to the wider community.

For this reason, the school seeks to enhance students' learning by establishing a partnership with the school's community and to be responsive to its educational needs and wishes. Goals for student educational outcomes are established in the basis of this belief.

Therefore, the school endeavours to foster links between the community and the school and to establish a mutually beneficial partnership by informing the community of the school's philosophy, objectives and developments and by

providing opportunities for the community to express their views and expectations in order to anticipate the changing needs of students and the community at large.

For example, the school consults with the community by means of a questionnaire before decisions are made on the introduction of new courses. The introduction of modules at sixth form level was in response to meeting the needs of students and the community.

The school also fully utilized community resources by having a high rate of parental involvement. Parents participated in the life of the school at a variety of areas such as parent helpers in the school library helping in the computerization of the library catalogue system, repairing books, and parental involvement in fund raising activities ran by the Parent Teachers Association like the selling of second-hand school uniforms, books etc. This parental involvement was fostered and reinforced by making the parent helpers feel useful and valued by the school and the teachers.

Parents are also kept informed of what is happening at school, the important decisions made or to be made, important information and news of special interest by various means like monthly newsletters, school prospectus orientation booklets and homework notebooks.

The Principal summed up this partnership by saying that:

We are always trying to make the school a community or a family where everyone does feel valued and important.

By so doing, the educational and developmental needs of the students can be better met and catered for. Meeting the educational and developmental needs of students is the basic philosophy and core value of the school. This basic philosophy of the school culture matched well with the professional needs of

teachers who committed themselves to the roles of helping students grow and develop and also gained satisfaction in fulfilling these roles.

MATCHING OF SCHOOL VALUES WITH TEACHERS' PROFESSIONAL VALUES AND EXPECTATIONS FOSTERS TEACHERS' COMMITMENT

Therefore, cultural leaders can foster commitment in members to the organization by clarifying the mission of the organization and seeing that people share it (Peters and Waterman, 1982; Purkey and Smith, 1985). And teachers who show a high degree of satisfaction and commitment to the school are those who have the basic philosophy and core values upheld at the school matched well with their own personal needs and professional goals as a teacher.

As discussed in previous sections, many teachers at the school expressed to the researcher during informal conversations and informant interviews that they adopted the broad view of education in which they see the roles of teachers are not just teaching in the classroom but helping students grow and develop. When these professional values and role perceptions of teachers matched well with those of the school, teachers found their job more satisfying and worth doing, as an experienced teacher pointed out:

I have been here for a long time and I think I do identify with the school, the goals and the values.

As the years have gone by, I enjoyed life more and more each year at this school because the goals of the school are also the professional goals of my own as a teacher.

Hence, the achievement of these school goals is also the satisfaction of teachers' professional and personal needs. "You should basically like the way the

school operates," a new teacher also expressed, "and agree with the way they do it before you choose to teach at this school".

"The school values match more and more with my own needs and expectations," another example of teacher's expression which supported this view, "and, therefore, I worked hard to attain them as my professional goals."

"I feel more and more congruent with the goals and values of the school and I am highly committed to the achievement of these school goals and values," another teacher expressed. Thus, teachers have greater satisfaction in their jobs and higher commitment to the school as an organization when the basic philosophy and core values of the school match well with their professional values and expectations as a teacher.

The matching of the basic philosophy and core values of the school with teachers' professional values and role perceptions is summarized in Table 9.6 below:

TABLE 9.6
A SUMMARY OF THE MATCHING OF
BASIC PHILOSOPHY AND CORE VALUES OF THE SCHOOL
WITH TEACHERS' VALUES AND ROLE PERCEPTIONS

BASIC PHILOSOPHY AND CORE VALUES OF THE SCHOOL	TEACHERS' PROFESSIONAL VALUES AND ROLE PERCEPTIONS
* To meet the differing educational needs of the student	* To assist students to become interested in the subjects, enthusiastic about them, to acquire knowledge about them and to understand them.
* To recognize achievement in academic and sports	* To assist students to develop as persons, as individuals and members of the community, able to think and reason, able to cope with the problems and pressures of life
* To provide opportunities for students to achieve their personal standards of excellence and to reach their full potential	* To help student find enjoyment through a broad range of interests
* To prepare students for their future adult lives	* To develop students to be able and eager to help others and to contribute to the general well-being of society
* Educates students to care and concern for others	* To help students develop their self-confidence and abilities of problem solving
* To cater for the educational needs of students with varying interests and abilities	* To assist students to have all-rounded development and to develop to their full potential
* To uphold the value that "everyone is of equal value irrespective of one's abilities and interests	
* To enable students to have a well-balanced and all-rounded development	

Hence, as a conclusion, Theme One was developed from these cultural elements as follows:

As defined in Chapter Four, organizational commitment can be characterized in three main dimensions (Mowday et al, 1982):

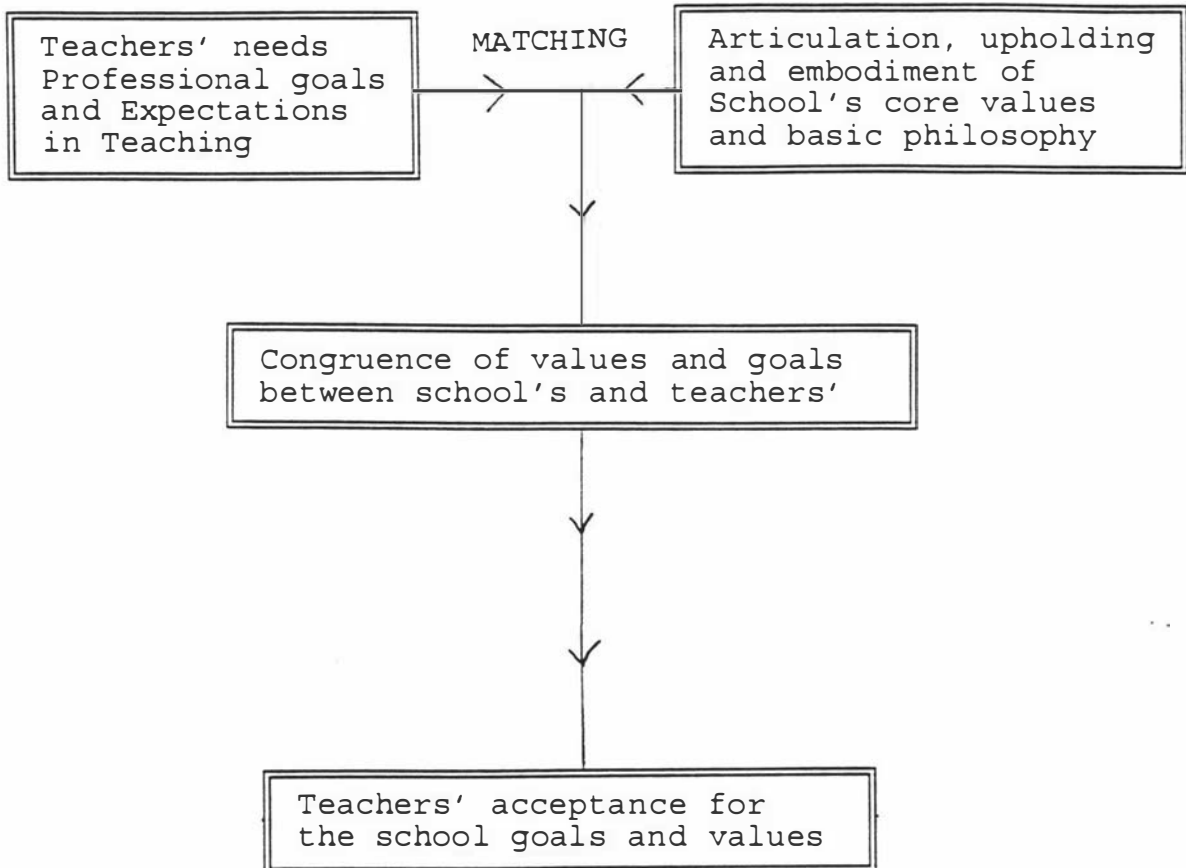
1. a strong belief in and acceptance of the organization's goals and values;
2. a willingness to exert considerable effort on behalf of the organization;
3. a strong desire to maintain membership in the organization.

It was found in the present study that, the congruence of basic philosophy and core values of the school with the professional values and needs of the individual teachers is important for the development of teachers' organizational commitment. This is an important finding of the present study in answering the second research question: How do these identified cultural elements affect teachers' organizational commitment?

This congruence of school philosophy and core values of the school with the professional values, needs and motivations of teachers fosters teachers' acceptance for and identification with the school. And this acceptance and identification is an essential condition for the development of teachers' commitment to the school and to their job. The commitment of teachers' to the school and to their job was manifested in teachers' willingness to spend extra time and exert considerable efforts on behalf of the school for the benefits of the school and students. Their relationships are shown in Figure 9.1 below:

FIGURE 9.1

CONGRUENCE OF VALUES AND GOALS



CONCLUSION

When the basic philosophy and core values of the school are clearly articulated, commonly understood amongst the staff and well accepted by the teachers, they would match well with the professional goals and expectations of the teachers.

As organizational commitment is defined as a strong belief in and acceptance of the organization's goals and values (Mowday et al, 1982), it was found in the present study that, the congruence of basic philosophy and core values of the school with the professional values and needs of the individual teachers is important for the development of teachers' organizational commitment which is an important finding of the present study in answering the second research question: How do these identified cultural elements affect teachers' organizational commitment?

This congruence of school philosophy and core values of the school with the professional values, needs and motivations of teachers fosters teachers' acceptance for and identification with the school. And this acceptance and identification is an essential condition for the development of teachers' commitment to the school and to their job. Their relationships were illustrated in Figure 9.1 of this chapter.

Furthermore, it was also found in the present study that the processes leading to teachers' acceptance for the school values and their identification with the school are also mediated by a number of other cultural factors which include: strong cultural leadership, a collaborative culture with participative decision making process, the effective means of reaching cultural consensus with wide consultation network and open communication channels. The writer now turns to discuss, in the next chapter (Chapter 10), these cultural factors and their effects on the development of teachers' commitment to the school as an organization which will complete the answers for the second research question: How do these identified cultural elements affect teachers' organizational commitment?

CHAPTER 10

MEDIATING FACTORS OF TEACHERS' ORGANIZATIONAL COMMITMENT

INTRODUCTION

The main purpose of this study is to investigate the relationships between school culture, teachers' job satisfaction and organizational commitment in a New Zealand secondary school. The study sought to identify the elements of a school's culture and to examine their effects on teachers' job satisfaction and organizational commitment.

When addressing the second research question in the previous chapter (Chapter 9), it was found that the congruence of basic philosophy and core values of the school with the professional values and needs of the individual teachers is important for the development of teachers' organizational commitment which is an important finding of the present study in answering the second research question:

How do these identified cultural elements affect teachers' organizational commitment?

Furthermore, it was also found in the present study that the processes leading to teachers' acceptance for the school values and their identification with the school are also mediated by a number of other cultural factors which include: strong cultural leadership, a collaborative culture with participative decision making process, the effective means of reaching cultural consensus with wide consultation network and open communication channels. The writer now turns to discuss, in this chapter, these cultural factors and their effects on the development of teachers' commitment to the school as an organization which will complete the answers for the second research question: How do these identified cultural elements affect teachers' organizational commitment?

As discussed in chapter four, the type of organizational commitment most commonly studied is attitudinal type. It is defined as the relative strength of an individual's identification with and involvement in a particular organization. Conceptually, it can be characterized by at least three factors (Mowday et al. 1982):

1. a strong belief in and acceptance of the organization's goals and values;
2. a willingness to exert considerable effort on behalf of the organization;
3. a strong desire to maintain membership in the organization.

This three-part definition of organizational commitment (Mowday et al. 1982) is most comprehensive and was adopted for the present study.

As organizational commitment is defined as a strong belief in and acceptance of the organization's goals and values (Mowday et al, 1982), it was found in the present study that, the congruence of basic philosophy and core values of the school with the personal needs and professional values of teachers is important for the development of teachers' organizational commitment. As discussed in the last chapter, this congruence of school philosophy and core values of the school with the professional values, personal needs and motivations of teachers fosters teachers' acceptance for and identification with the school. And this acceptance and identification is an essential condition for the development of teachers' commitment to the school and to their job.

Furthermore, the processes leading to teachers' acceptance for the school values and their identification with the school are also mediated by a number of other cultural factors which include: strong cultural leadership, a collaborative culture with participative decision making process, the effective means of reaching cultural consensus with wide consultation network and open communication channels. This was one of the four cultural themes (Theme Two: Mediating factors fostering Teachers' Identification with the School) identified in the present study for addressing the second research question: How do these identified cultural elements affect teachers' organizational commitment?.

The writer now turns to discuss, in this chapter, these cultural factors and their effects on the development of teachers' commitment to the school as an organization which is one of the main aims of the present study.

CULTURAL LEADERSHIP AND TEACHERS' ORGANIZATIONAL COMMITMENT

As discussed in the last chapter, in order to match well the basic philosophy and core values of the school with the professional goals and expectations of the teachers, these basic philosophy and core values need to be clearly articulated, commonly understood amongst the staff and well accepted by the teachers. The Principal and school leaders are playing a key role in upholding, sustaining and shaping this basic philosophy and core values of the school culture. Hence, the cultural leadership of the Principal and the articulation and embodiment of the basic philosophy and core values at Alice Girls' High School are presented at this point of the thesis.

The contributing features of cultural leadership at Alice Girls' High School identified in the present study and their effects on teachers' organizational commitment are first summarized in Table 10.1 below and they will be discussed in the following sections:

TABLE 10.1
A SUMMARY OF THE CONTRIBUTING FEATURES OF
CULTURAL LEADERSHIP AT SCHOOL AND THEIR EFFECTS
ON TEACHERS' ORGANIZATIONAL COMMITMENT

CONTRIBUTING FEATURES OF CULTURAL LEADERSHIP	EFFECTS ON TEACHERS' ORGANIZATIONAL COMMITMENT
1. Articulation and embodiment of school philosophy and core values	<ul style="list-style-type: none"> * Clarify the Mission of the school and ensure that teachers share it * Guiding and directing the ways of thinking of teachers to be in line with the school values and objectives * Matching school values with teachers' professional values and expectations * Foster teachers' commitment to achieving the goals of the school
2. Creating a shared vision and a sense of direction	<ul style="list-style-type: none"> * Provide a sense of purpose and meaningfulness for teachers' work at school * Produce confidence and a commitment in teachers toward their work and toward the school
3. Looking forward and planning ahead	<ul style="list-style-type: none"> * Uphold the core values and behavioural norms of "looking forward and planning ahead" * Build confidence in teachers to meet the challenges of the changing society and the needs of the students
4. Building a group identity and a sense of belonging	<ul style="list-style-type: none"> * The good image and reputation of the school built up as a result of teachers' commitment and devotion to their work * Brings to teachers and students a group identity and a sense of belonging to the school * Provide teachers with a sense of pride in the school which leads to teachers' loyalty and commitment towards the school

1. **ARTICULATION AND EMBODIMENT OF SCHOOL PHILOSOPHY AND CORE VALUES**

Cultural leaders can foster commitment in members to the organization by clarifying the mission of the organization and seeing that people share it (Peters and Waterman, 1982; Purkey and Smith, 1985). It was found in the present study that the Principal is playing an important role in the articulation and embodiment of this school philosophy and core values in the daily cultural activities and interactions at the school. This is reflected in the Principal's leadership behaviour and her positive role modelling. It was observed that every time she talks about something at the school, she is always going back to the fundamental beliefs that she has: "the students have their right to receive education" and "it is our job to serve their rights". "She stands up in staff meetings and said this is the way things should be," as a teacher pointed out, "and everybody comes to grip with that philosophy."

Besides serving such administrative functions as decision making, planning and co-ordinating, staff meetings at Alice Girls' High School are also value-laden rituals (Henry, 1992). In these meetings, many important core values were articulated, upheld and embodied.

For instance, the values of "meetings the needs of the students" was demonstrated in prioritizing the items on the Properties Development Plan of the school. In one of the meetings of the Property Development Committee, the Principal articulated the mission, goals and objectives of the school and suggested that staff should prioritize students' educational needs in making decisions on resource allocation for property development of the school.

In all these staff meetings the members of the senior management team exercise their roles as school leaders by sitting in the chairs specially reserved for them in front of the staff room which symbolized their leadership positions. Their leadership was also demonstrated by their ability to provide sufficient background information on the issues to be discussed, by articulating and embodying important core values in the meetings, and by their guiding and directing the ways of thinking of the teachers to be in line with the school values and objectives in the processes of decision making.

For instance, in a School Properties Development committee meetings, a proposal was made to establish a computer learning centre at Alice Girls' High School. The Principal discussed the recent advanced development in computer technologies and their uses in education. She supplied information about the development of the international computer networks connecting the schools and other educational institutions all over the world and the ways they are being used by schools and universities for educational purposes. She aroused the interest of the staff in discussing these advanced development in computer technologies and their implications for Alice Girls' High School. The Principal also suggested that the staff think about the uses of these technologies in achieving the goals of the school and in meeting the educational needs of the students when making decisions on prioritizing the resources allocation in the school development plans.

2. CREATING A SHARED VISION AND A SENSE OF DIRECTION

According to Schein (1985), and Sergiovanni (1982, 1984), organizational culture not only provides meaning that leaders can use in communicating their values to followers but also produces confidence and a commitment toward work in employees. Alvesson and Berg (1992) also pointed out that, by creating a shared vision and a sense of direction to the members of an organization, cultural leaders can generate commitment to the organization and its mission and goals far beyond the goals of the individual employees.

Therefore, not only did the school leaders at Alice Girls' High School articulate and embody the school philosophy and core values, but these basic philosophy and core values were also guided by a clear vision which they are always seeking to develop amongst the staff about where, what and how the school should be heading. This vision and sense of purpose generated a commitment in teachers towards their work and toward the school. "On the school wide bases, the Principal is an extremely good manager," a teacher commented, "she has got real vision and the school is heading with directions and a strong firm direction".

From the Principal's contacts in New Zealand and overseas, she has a good knowledge of where education is developing, and from where it has come. She acts as a visionary leader (Deal and Kennedy, 1988) by sharing information about educational development and seeking to develop a clear vision of the school amongst the staff. She is aware of the international trends and she is eager to tell the staff. She filtered the information and made available articles on educational issues. She communicated these ideas and information with the staff by putting articles into teachers' pigeonholes or putting them up on the noticeboard in the

staffroom. She also shared these ideas and information during formal and informal contacts with members of the staff. She had a lot of continuing discussions among the staff toward the changes which are presently taking place in the education system in this country. For instance, a teacher pointed out that:

There are a lot of changes taking place in education in these days. And really they are taking place in an uncomfortably fast way. So, she [the Principal] got a huge job of bringing the more reluctant people [the teachers] into the realization of the changes in the system.

3. LOOKING FORWARD AND PLANNING AHEAD

Apart from sharing information and vision with the teachers, school leaders at Alice Girls' High School also upheld the core values and behavioural norms of "looking forward and planning ahead" in order to meet the challenges of the changing society and the needs of the students.

It was observed that the Principal, as the instructional and cultural leader of the school, always alerted the staff to be aware of the things that may have an impact on the school in the future. She always try to give the staff an understanding of what the possibilities might be for the future or the directions things go. For instance, she alerted the staff of this need in a staff meeting that:

Climate and environment are changing and moving quickly and we need to think of the way of enhancing the learning of students in this changing environment and rapid reforms in the education system.

Together with National Education Guidelines, the Principal pointed out, new syllabi for different subjects such as mathematics and science have also been produced recently in the education system. There is a great rush of new syllabi

coming out and there have also been radical developments in the whole curriculum structure in all subjects at the secondary schools in this country.

For this reason, the Principal suggested to the staff in the Head of Departments meeting that:

We need to think about the things that our school, our departments need to do. I suggest that leaders and heads of departments set up committees to educate ourselves about the new technology and changes and see how we can implement these new syllabi under the new environment. For example, the computer across curriculum committee can look at ways in which new technology in computing science can be applied to our daily teaching at school.

This demonstrated that the Principal is always taking the lead as a cultural leader and encouraging the staff to look forward to the future and to plan ahead in order to meet the educational needs of the students in this rapid changing environment. This provided amongst the staff a shared vision of the future and a strong sense of purpose and direction for their work at school.

The Principal also advised the staff in a Head of Departments meeting that they have to open up their minds to the new technology and new development in education because there are ranges of possibilities for the future, as she pointed out that:

We need to plan ahead, get programmes done early. We need to look at goals and objectives as our targets and think of the things that we need to do in advance and find out the ways how we can achieve them. We need to have ideas of what we are heading towards in the future, say, for the next two or three years. We need to think beyond the department level and have a school wide view in our planning.

4. BUILDING GROUP IDENTITY AND A SENSE OF BELONGING

Apart from taking the lead by looking forward and planning ahead, the school leaders also sought to build up a strong group identity amongst staff and students and a sense of belonging to the school. According to Alvesson and Berg (1992), the projection of the image of an organization on the public is a "source of pride" to the organizational members. They further argued that the way in which the organization is seen and recognized in the outside world will foster cohesion and commitment inside the organization and this sense of pride is a positive feeling which leads to loyalty and commitment in members towards the organization (Alvesson and Berg, 1992). Thus, the good image and reputation of the school built up as a result of teachers' commitment to the school and devotion to their work, brings to teachers and students the strong group identity and sense of belonging to the school. This strong group identity and sense of belonging is an important cultural factor which fostered teachers' commitment to the school as an organization.

It was observed in the present study that teachers of Alice Girls' High School were reinforced by having staff and students working very hard and committed to the school that the school got good name and was recognized in the city. By the fact that students did well and achieved well in the sports and academic because of the time and effort put in by the staff after they do well in the school, the teachers and students would be reinforced with the good name of the school. As a teacher said:

I have been here for a long time and I think I do identify with the school, the goals and the values of the school too. And as the years have gone by, I enjoy life more and more each year because the

school has a good name. I like being associated with a school which has a good name.

The Principal was always seeking to build up this group identity and sense of belonging amongst the staff and students by making the school a community, or a family, where everyone does feel valued and important. For instance, as discussed earlier in the thick description of typical school days, the Principal pointed out in a staff meeting that the school is like a jigsaw puzzle and "no matter what role we are playing in the school, we are all important to make up the whole picture". No matter what position one is in and what role one is playing at the school, "everyone is of equal value".

During the researcher's participant observations at the school, the caretakers, cleaners, groundsman and sometimes parents were invited to most staff social functions. It was also observed that the caretakers and cleaners, and sometimes even students were also invited to voice their opinions in the discussions of certain issues, especially those concerning the school as a whole, such as the changing of the times and daily schedules of the school day. Furthermore, parents were frequently invited to take part in many school functions such as the sports day and school production performance.

By seeing that parents, students and the staff are all part of the school family, it was made clear to the staff and the students that they are extremely important, as stated in the school magazine and the school newsletters: -- "the school is there for them and the students and the staff together really make up the school". This family feeling and sense of belonging is also frequently articulated in school assemblies and staff meetings.

This family feeling and sense of belonging to the school was also reflected in the fact that there were many teachers who had been very long serving members of the staff and who have retired from the school but they still retained an active interest in the school. They often came back to school and took part in many school functions and activities like prize giving ceremonies, sports days, school productions and fund raising activities.

Because of this family feeling and sense of belonging, it was observed that, staff and students of Alice Girls' High School have developed a sense of honour and pride in the school. As a teacher said:

Often when a student does something outside the school in "my uniform", they have a sense of honour about belonging to Girls' High School and that is up to them to make and tell the pride of the school.

A school like Alice Girls' High School with a long history and well established traditions has an advantage in building up this group identity and sense of belonging. The school has staff members who were old students. They have the honours board that goes back to the 1900's and have photos about the school which were taken in that time.

It is this context of history and tradition that gives the staff and students at the school the sense of belonging. As emphasized in the school's Ninety Years' Jubilee Magazine, the school has more than ninety years of excellence and achievement; all the students before have been told a similar philosophy and the students have a standard to follow. So, both staff and students are proud of Girls' High School, as a teacher said:

In the sense of being able to aware of people who have gone before you, and I think, it provides a pride in today.

For this reason, teachers and students at Alice Girls' High School are trying hard to keep this good tradition and achievement which led to the development of a strong sense of commitment to the school as an organization.

Therefore, cultural leaders are playing an important role in fostering teachers' commitment to the school by clarifying the mission of the school and by building up in the staff and students a strong group identity and a sense of belonging to the school.

Apart from cultural leadership, a collaborative culture with shared decision making processes and the effective means of reaching cultural consensus were also found to be important cultural factors which affect teachers' commitment to the school as an organization. And, hence, they are discussed in the following section.

A CULTURE OF COLLABORATION AND TEACHERS' ORGANIZATIONAL COMMITMENT

Beare et al (1989:197) pointed out that operational procedures like communication patterns and decision making procedures are important cultural components reflecting the aims and objectives of the school which are related to the basic philosophy and core values of the school.

A school having a strong culture is characterized by a clear vision with commonly shared values and goals as well as a strong sense of purpose and direction. Leithwood and Jantzi (1990) also found that a school's culture can be strengthened by emphasizing shared goals, and by practicing shared collaborative

decision-making in order to reduce teacher isolation and to reach a cultural consensus amongst staff members. Sharing in decision making gives teachers a greater feeling of ownership which motivates teachers and commits them to their work and to the school as a whole (Campo, 1993). It was also found in the present study that the decision making patterns at Alice Girls' High School and the channels of communication between school leaders and amongst staff are important cultural factors which affect teachers' commitment to the school as an organization.

Therefore, these cultural features of the decision making pattern, the means of reaching consensus amongst staff at Alice Girls' High School and the cultural functions they served are first summarized in Table 10.2 below. The discussion of these cultural features and their effects on teachers' commitment to the school as an organization are also presented in this section.

TABLE 10.2

A SUMMARY OF THE CULTURAL FEATURES OF DECISION MAKING PATTERN, THE MEANS OF REACHING CONSENSUS AND THEIR CULTURAL FUNCTIONS AT SCHOOL

THE CULTURAL FEATURES OF DECISION MAKING PATTERNS AND MEANS OF REACHING CONSENSUS	CULTURAL FUNCTIONS SERVED
1. The Principal acted as a cultural leader to clarify mission and shared vision of the school in the decision making processes	1. Clarify the school mission, shared vision and strengthen the core values of the school culture
2. A participative and collaborative culture in decision making by sharing of power and responsibilities	2. Build cultural consensus amongst staff members on the decisions made
3. Decisions were made at the staff level in which teachers have enough chances to voice their opinions	4. Develop mutual understanding between school leaders and staff
3. Teachers opinions and inputs were highly valued	5. To build a higher degree of collegiality and a stronger culture of collaboration amongst staff members
4. Direct and frequent communication to share information and rationale of the decisions made.	6. Give teachers a greater sense of ownership for what is happening in the school
5. The Principal always seek to supply relevant background information to help teachers in planning and making informed decisions which are in line with the school values	7. Provide teachers with a greater satisfaction in their job
	8. Foster in teachers a greater degree of commitment to their work at school and to the school as an organization

Leithwood and Jantzi (1990) found that school leaders can strengthen the culture of a school by direct and frequent communication and by sharing of power and responsibilities with the staff. Hence, the involvement of teachers in the

decision making processes and effective channels to communicate the information and the rationale of the decisions being made are important cultural factors in building consensus and mutual understanding between school leaders and the staff. This kind of consensus and mutual understanding are important in giving teachers a greater sense of ownership for what is happening in the school and fostering in teachers a higher degree of commitment to the school as an organization.

Various forms of staff meetings at Alice Girls' High School serve different functions and decision making is amongst the important ones. School leaders sought to make decision at the staff level. Opinions and suggestions were sought from those people who are most affected.

Therefore, setting up committees for important issues was one of the organizational or leadership approaches which the school leaders used to achieve consensus amongst staff. "What I use is consensus," the Principal explained the means she uses to build consensus amongst staff, "We are asking teachers all the time what they perceive as the needs of the school." Hence, all the committees were attempts for communicating with the staff to find out what they perceive their objectives were. Hence, most teachers perceived that they have enough chances to voice their opinion and to be part of the decision making processes.

For instance, special committees were often set up to work on such important issues as school properties development plan, computer across curriculum, the implementation of National Curriculum Framework, and the Curriculum and Assessment procedures. These committees were formed on a voluntary base by teachers who were interested to be involved in the particular issue. Some of them were appointed because of their positions which represent a

particular subject area such as the Head of the Computer Department on the Computer Across Curriculum Committee.

These committees did not make decisions, they only did the background work, came up with some ideas on the issue and made the recommendations for the whole staff to vote. For example, when the staff was talking about changing the time schedules of the school days, i.e. the time for morning interval and form time in particular, there was a Curriculum and Assessment Committee who came up with the ideas of how it should be done. They wrote the suggestions for the changes and the whole staff discussed the matter and made the decision on the issue.

Another example was the changes in the reporting systems, i.e. the system in which internal examination results are reported to parents. The Curriculum and Assessment Committee worked on it -- discussed the problem, reformatted the report card and wrote a proposal to the Head of Departments meeting and then to the full staff meetings for other members of the staff to discuss and approve them.

It was also observed in the present study that the Principal was often ahead of the staff in thinking of the alternatives or variables when the school was facing problems or having decisions to be made. She was more conscious of more variables than the rest of the staff because she spent more time to investigate issues and staff member could feel very comfortable that any decision made were results of much thought.

The Principal always seeks to supply relevant background information to help teachers in planning and making informed decisions. Because of the Principal's perspectives on the long term planning of the school, she is able to give a perspective of which other members of the staff have not previously thought of.

It was observed that the Principal often came in briefly at the planning stage of any decision making process to supply background information and to answer any immediate questions. She was always there to supply information and to try to avoid situations because of the lack of background information.

Making use of the committee system, school leaders sought to consult widely and to ensure that well informed decisions were made. In these decision making processes, the staff of Alice Girls' High School demonstrated a high degree of collegiality and a culture of collaboration (Hargreaves, 1994). In this kind of collaborative school culture (Campo, 1993), everyone is equally valued and every member of the staff at Alice Girls' High School has the chance to voice their opinion on any particular issues with which they were concerned. Their ideas and opinions were highly valued and seriously taken into consideration in the decision making processes.

There were also many ways by which the school leaders used to communicate the information and the rationale of the decisions to those who were not involved in the committees. Minutes of the committee meetings were placed on the notice board in the staff room. And, at the Head of Departments meetings, and also the full staff meetings, committee members often told the whole staff of what the committee was discussing and what they were doing in order to get other members of the staff to discuss relevant topics. It was a way of communicating and getting feedback from the staff on any particular issue which the committees were working on.

For instance, the committee working on the change of school time can be used as an example to explain how these patterns of communication and consultation were done. In the 1993 school year, the school changed all the time

schedules of the school day and the way the school runs. In 1992, the committee was set up to organize how that would happen and how the school would organize the structure of the day, the length of the periods, the time for interval and especially the form-time. The committee undertook tasks like surveying the students and the staff, discussing the issue with the management team and making recommendations on the proposed changes. After reaching consensus amongst the staff, the proposal was implemented from the beginning of the 1993 school year until Easter as a trial. Based on the results of the trial and the feedbacks from teachers the staff decided to stay on with it.

Therefore, it was generally agreed amongst the staff at Alice Girls' High School that, both before and after the decisions were made, there was enough communication to explain the rationale behind the decisions to those teachers who were not involved in the decision making processes. Hence, every member of the staff could have a sense of ownership for the decisions being made.

Hence, the participative decision making patterns at Alice Girls' High School were important in giving teachers a greater sense of ownership for what was happening in the school and fostering in teachers a higher degree of commitment to the school as an organization. Therefore, the styles by which school leaders make decisions and the involvement of teachers in the decision making processes at Alice Girls' High School which characterized a collaborative school culture were found to be important cultural factors which affect the development of teachers' commitment to the school as an organization. The following are some typical examples of remarks reflecting teachers' perception on this aspect:

"I have a few ways of making input into the decision making processes,"

a teacher talked about the way she used to voice her opinions:

I can tell my HOD who then takes it further. I can go straight to the Principal because she is very open to that. And I can go to colleagues and discuss it with them... We have committees, we have personal conversations, lots of information circulated among the staff, from one department to another, newsletters. I think the consultation and communication channels at this school are quite adequate.

"All these are actually means or attempts used by the school leaders to give staff opportunities to have their input into the decision making processes" another teacher supported this view, "and seek to build up some sort of consensus and a sense of ownership amongst the staff for what they are doing at the school".

"Most members of the staff, I think, find that there is no trouble in any of those things of communication and consultation," as a teacher pointed out, "and we are very happy with the patterns of consultation and decision making which are in use at the school."

"The satisfaction of teachers is reflected in teachers' feeling of how much they had input into the decision making processes", another teacher's comment supplemented on this point, "if you feel that your little piece isn't listened to, then you don't get very satisfied."

"The most important thing is that teachers are informed as much as possible," the Principal pointed out the importance of effective consultation and communication channels at school on teachers' satisfaction and commitment, "I think all these sorts of things do affect teachers' satisfaction in their job and their commitment to the school."

"If they are feeling that things are going on out there and they are not informed, or not consulted, or things are going on that they are not aware of," she explained further, "they will think that they are not important or they are not valued, and therefore, we must work hard on this to keep everyone well informed as much as possible".

Hence, a school culture of collaboration (Campo, 1993) with forward planning, shared decision making and effective means of reaching cultural consensus are important in giving teachers a greater sense of ownership for what is happening in the school and this, in turn, fosters in teachers a higher degree of commitment to their work at school. This kind of work attitudes and commitment of teachers to their work at Alice Girls' High School was manifested in three main dimensions as defined in Chapter 4:

1. a strong belief in and acceptance of the school's goals and core values of the school culture;
2. a willingness to exert considerable effort on behalf of the school for the benefits of the school and the students;
3. a strong desire to maintain membership in the school.

These dimensions of teachers' organizational commitment and the contributing cultural factors identified in the present study which enhance the development of teachers' organizational commitment at Alice Girls' High School are summarized in Table 10.3 below:

TABLE 10.3
THE DIMENSIONS OF TEACHERS'
ORGANIZATIONAL COMMITMENT AND THE
CONTRIBUTING CULTURAL FACTORS

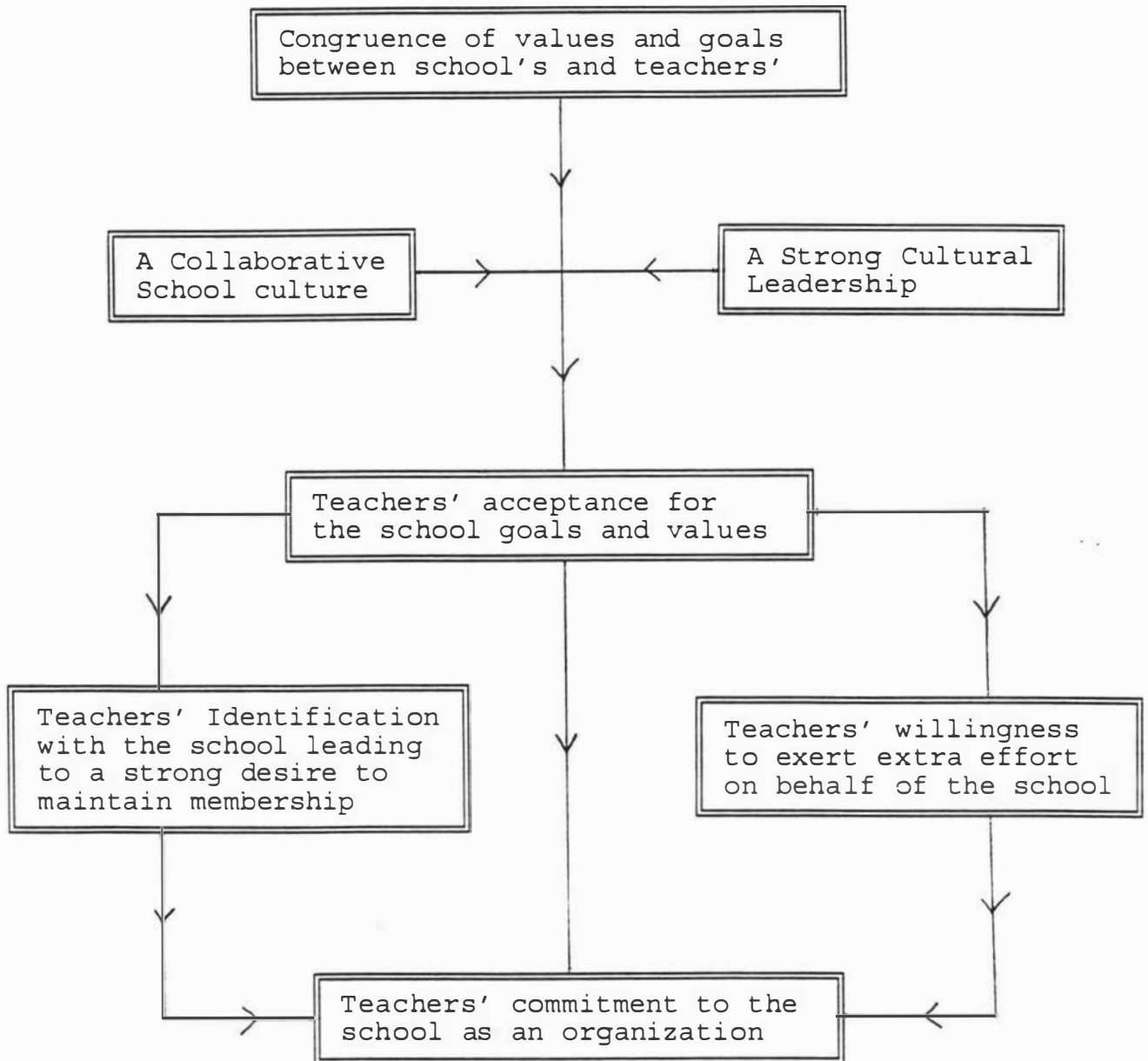
DIMENSIONS OF TEACHERS' ORGANIZATIONAL COMMITMENT	CONTRIBUTING CULTURAL FACTORS
<p>1. A strong belief in and acceptance of the school's goals and the core values of the school culture</p>	<p><u>The Matching of school goals and core values with teachers' personal values and expectations:</u></p> <ul style="list-style-type: none"> a. Teachers are involved in the development of the school goals and core values b. These school goals and core values match well with teachers' personal values and expectations c. The school goals and core values are being clearly articulated, commonly understood amongst the staff and well accepted by the teachers d. The core values of the school culture are being consistently manifested, sustained and shaped through strong cultural leadership
<p>2. A willingness to exert considerable effort on behalf of the school for the benefits of the school and the students</p>	<p><u>A school culture of collaboration:</u></p> <ul style="list-style-type: none"> a. A strong cultural leadership in articulation and embodiment of school philosophy and core values b. Creating a shared vision and a sense of direction which provides a sense of purpose and meaningfulness for teachers' work at school c. Uphold the core values and behavioural norms of "looking forward and planning ahead" which builds confidence in teachers to meet the challenges of the changing society and the needs of the students d. Achieving consensus amongst staff members through participative decision making by sharing of power and responsibilities which gives teachers a greater sense of ownership for what was happening in the school
<p>3. A strong desire to maintain membership in the school</p>	<p><u>A strong cultural bond and group identity:</u></p> <ul style="list-style-type: none"> a. The good image and reputation built up as a result of teachers' commitment and devotion create a strong cultural bond between teachers and the school b. This cultural bond brings to teachers and students a group identity and a sense of belonging to the school c. Provide teachers with a sense of pride in the school which leads to teachers' loyalty and commitment towards the school

Hence, as a conclusion, Theme Two was developed from these cultural elements as follows:

THEME TWO: MEDIATING FACTORS OF TEACHERS' IDENTIFICATION WITH THE SCHOOL

Apart from the congruence of the basic philosophy and core values of the school culture with the professional values and expectations of individual teachers which is important for the development of teachers' commitment, the processes leading to teachers' acceptance for the school values and their identification with the school are also mediated by a number of cultural factors which include: strong cultural leadership, a collaborative culture with shared decision making process, and effective means of reaching cultural consensus with wide consultation network and open communication channels. The relationships between these cultural elements and their effects on teachers' commitment to the school as an organization are shown in Figure 10.1 below:

FIGURE 10.1
MEDIATING FACTORS ENHANCING TEACHERS' IDENTIFICATION
WITH THE SCHOOL



DEVELOPMENT OF TEACHERS' ORGANIZATIONAL COMMITMENT

To conclude the discussion, the writer now sums up the cultural factors, as discussed in this and the previous chapters (Chapter 9 and 10), which affect the development of teachers' commitment to the school as an organization.

As discussed in Chapter 9, the congruence of basic philosophy and core values of the school culture with the personal needs and professional values of the individual teachers is important for the development of teachers' commitment to the school as an organization. This congruence of school philosophy and core values of the school with the personal needs, professional values and expectations of teachers fosters teachers' acceptance for the school values and their identification with the school. And this teachers' acceptance of the school values and their identification with the school is an essential condition for the development of teachers' commitment to the school as an organization.

In order to match well the basic philosophy and core values of the school with the personal goals and needs of the teachers, these basic philosophy and core values need to be clearly articulated, commonly understood amongst the staff and well accepted by the teachers. The Principal and other school leaders are playing an important role in the articulation and embodiment of these school philosophy and core values in the daily cultural activities and interactions at the school.

The styles by which school leaders make decisions and the involvement of teachers in the decision making processes are also found in the present study to be important cultural factors which enhance the development of teachers' identification with the school goals and values. Teachers who feel that they have

been involved in the development of the school philosophy and values have a higher degree of commitment to these school philosophy and shared values.

Similarly, collaborative planning, participative decision making patterns and effective consultation and communication channels were also found to be important cultural factors which bring to teachers a greater sense of ownership for what is happening in the school and foster in teachers a higher degree of commitment to the school as an organization.

Apart from collaborative school culture and participative decision making, school leaders' role modelling, professional support and encouragement provided for teachers are also cultural aspects of leadership behaviours which teachers see as important cultural factors which affect their commitment to the school as an organization.

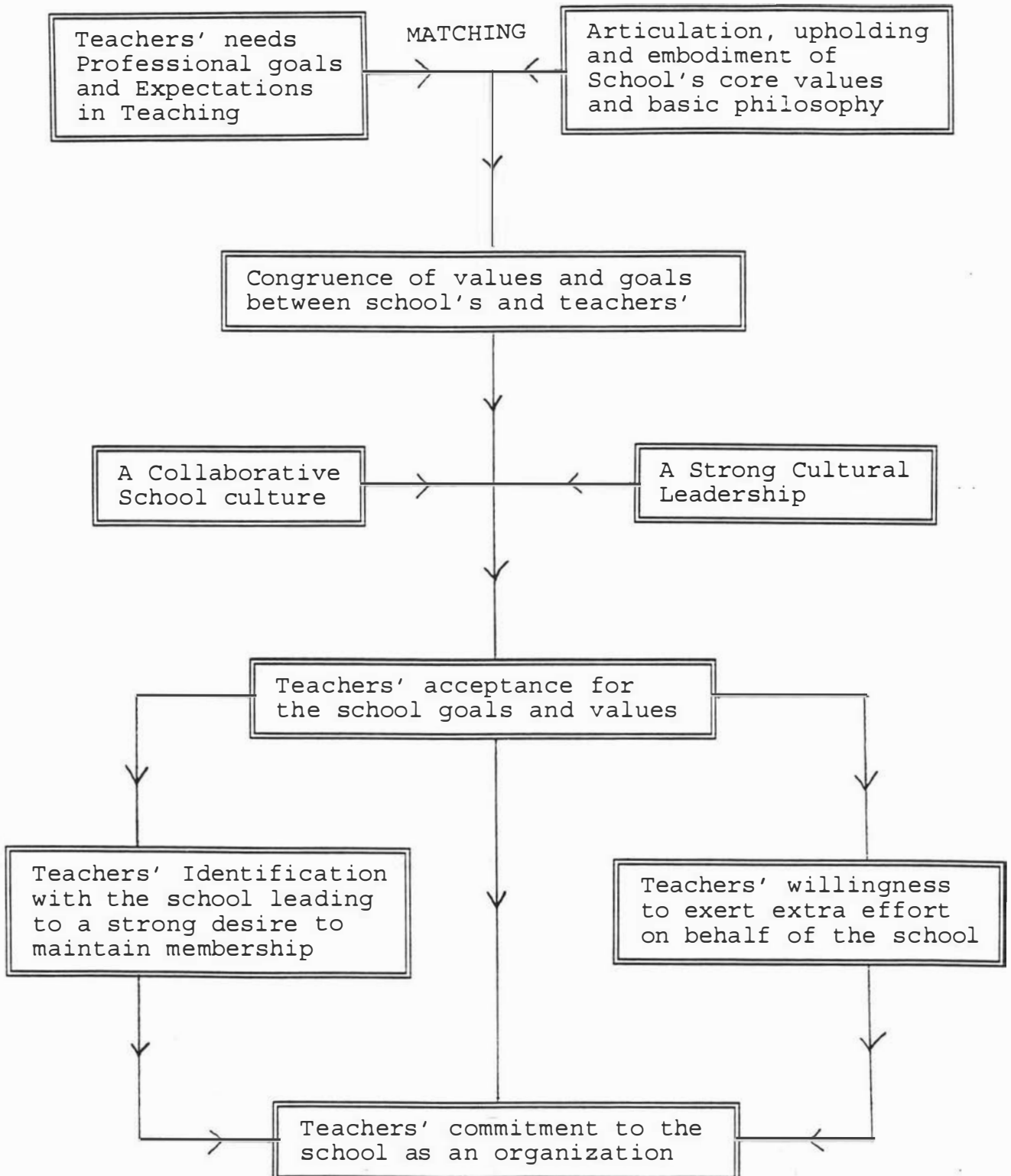
In addition to a strong belief in and acceptance of the school's goals and shared values, teachers' commitment to the school as an organization also embodies a positive, affective bond between teachers and the school reflected in teachers' willingness to exert considerable effort on behalf of the school, and a strong desire to remain as a member of the school.

Hence, the cultural factors and cultural processes leading to the development of teachers' commitment to the school and to their job are summarized in Figure 10.2 below which answered the second research question posed for the present study:

- * How do these identified cultural elements affect teachers' organizational commitment?

FIGURE 10.2

**DEVELOPMENT OF TEACHERS' ORGANIZATIONAL
COMMITMENT**



CONCLUSION

As organizational commitment is defined as a strong belief in and acceptance of the organization's goals and values (Mowday et al, 1982), it was found in the present study that, the congruence of basic philosophy and core values of the school with the personal needs and professional values of the individual teachers is important for the development of teachers' organizational commitment. This congruence of school philosophy and core values of the school with the professional values, personal needs and motivations of teachers fosters teachers' acceptance for and identification with the school. And this acceptance and identification is an essential condition for the development of teachers' commitment to the school and to their job.

Furthermore, the processes leading to teachers' acceptance for the school values and their identification with the school are also mediated by a number of other cultural factors which include: strong cultural leadership, a collaborative culture with participative decision making process, the effective means of reaching cultural consensus with wide consultation network and open communication channels.

In this chapter, the writer discussed these cultural factors and their importance in the development of teachers' commitment to the school as an organization.

CHAPTER 11

SCHOOL CULTURE AND TEACHERS' JOB SATISFACTION

INTRODUCTION

The main purpose of this study is to investigate the relationship between school culture and teachers' job satisfaction and organizational commitment in a New Zealand secondary school. The study sought to identify the elements of a school's culture and to examine their effects on teachers' job satisfaction and organizational commitment. Having addressed the first two research questions in the previous three chapters (Chapters 8 to 10), the writer now turns to address, in this chapter, the third research question posed for the present study:

- * How do these identified cultural elements affect teachers' job satisfaction?

Apart from those two cultural themes discussed in the last two chapters (Chapters 9 and 10) which related school culture to teachers' commitment to the school as an organization, two other cultural themes were also identified in the present study which related school culture to teachers' job satisfaction and provided answers to the third research question:

- * How do these identified cultural elements affect teachers' job satisfaction?

These cultural themes, as stated earlier in Chapter 9, are:

THEME THREE: SCHOOL VALUES AND TEACHERS' NEED SATISFACTION

The degree to which teachers are satisfied with their job depends very much on the extent to which teachers' personal needs as a teacher at school are gratified and their professional goals and expectations of their job are met.

- 3(a) Teachers' personal needs, their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher.
- 3(b) And, teachers' role perception is in turn affected by the basic philosophy and core values of the school's culture.

THEME FOUR: MEDIATING FACTORS ENHANCING TEACHERS' JOB SATISFACTION

The processes of need satisfaction and goal achievement in teachers, as stated in Theme Three, are mediated by a number of cultural factors which can be classified into two categories:

- 4(a) cultural relations which include: teachers' relationships with their students, supervisors and colleagues; and

4(b) other cultural factors which include: the organizational characteristics of the school, professional autonomy, recognition of contribution and achievement and the professional support and encouragement provided by the school leaders.

In this chapter, the writer discusses these two cultural themes and their effects on teachers' job satisfaction which provided answers for the third research question posed for the present study: How do these identified cultural elements affect teachers' job satisfaction?

As discussed in Chapter 4, there are four major antecedents or factors which lead to teachers' job satisfaction. These antecedents of teachers' job satisfaction and the contributing cultural factors identified in the present study which foster teachers' job satisfaction at Alice Girls' High School are first summarized in Table 11.1 below. The discussion of these identified cultural factors and their effects on teachers' job satisfaction will be presented in the following sections.

TABLE 11.1
THE ANTECEDENTS OF TEACHERS'
JOB SATISFACTION AND THE
CONTRIBUTING CULTURAL FACTORS

ANTECEDENTS OF TEACHERS' JOB SATISFACTION	CONTRIBUTING CULTURAL FACTORS AT ALICE GIRLS' HIGH SCHOOL
1. Cultural relationships of teachers with their principals, management teams, fellow teachers and students (The Social Factors)	<ul style="list-style-type: none"> * A positive collegial relationships amongst the staff * Positive professional support and encouragement from the Principal and middle management * Recognition of contributions and achievement
2. Organizational characteristics	<ul style="list-style-type: none"> * The school has a long history of traditions and outstanding achievements which provides teachers with a sense of pride in the school * A positive, cheerful and open school atmosphere where teachers enjoyed working at the school * A strong cultural leadership which provides teachers with a shared vision and a sense of direction
3. Job characteristics	<ul style="list-style-type: none"> * The basic philosophy and core values of the school culture matched well with teachers' role perceptions, professional values and expectations * The fulfillment of these school goals and core values provides teachers with a sense of purpose and meaningfulness in their job * The achievement of school goals leads to the satisfaction of teachers' professional needs and expectations
4. Positive job experience	<ul style="list-style-type: none"> * Students are hard working and well behaved and teachers can conduct their lessons more smoothly and effectively * The school has relaxed and cheerful classroom environment and good learning atmosphere in which teachers were able to enjoy their teaching * Teachers have much satisfaction in seeing students grow and develop in a good way as a result of their work on the students

SCHOOL VALUES AND TEACHERS' NEED SATISFACTION

As stated in Theme Three, the degree to which teachers are satisfied with their job depends very much on the extent to which teachers' personal needs as a teacher are gratified and their professional goals and expectations of their job are met. Teachers' personal needs, their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher. The effects of matching school values with teachers' professional values on the development of teachers' organizational commitment had been discussed in the last two chapters (Chapters 9 and 10). The writer now turns to discuss the effects of this match on teachers' job satisfaction at this point of the thesis.

"A school philosophy provides a theoretical or conceptual focus for the school's activities," Beare et al (1989:185) pointed out, "and reflects a set of formally espoused values." Values are guidelines for behaviour, they further explained. Values are criteria against which we evaluate cultural actions and interactions, and they reflect attitudes and behaviours (Beare et al 1989).

Therefore, the basic philosophy and core values of a school's culture also provide a "collective construction of social reality" for teachers to make sense of their work at school (Sackmann, 1991b:33). And this "collective understanding" about "how the school got to be" has a major influence on teachers' work attitudes and attachment to their job at school (Louis and Miles, 1990).

TEACHERS' ROLE PERCEPTION, PROFESSIONAL VALUES AND EXPECTATIONS

As discussed in Chapter 9, derived from the basic philosophy and core values of the school's culture are teachers' understandings of the nature of education and the perception of their roles as a teacher at the school. As Firestone and Wilson (1985:13) pointed out, organizational culture affects "individual's definitions of the task". They further explained that "the school's organizational culture provides answers to such questions as: What does it mean to teach? What should be accomplished by teaching?" (Firestone and Wilson, 1985:13).

Hence, teachers' understandings of the nature of education and their perception of their roles as a teacher are directly related to the basic philosophy and core values of the school's culture. "Education is concerned with assisting students to develop as persons, as individuals and members of the community, able to think and reason," as a teacher pointed out to the researcher in an interview, "able to help others and to contribute to the general well-being of the society".

Cultural values are important in establishing "what is the appropriate teacher role" (Bullough, 1987:83). For those teachers who have accepted the broad view of teaching in which they see that the roles of teachers are not just teaching in the classroom but helping students grow and develop would find their job more satisfying and worth doing. With this view, teachers at Alice Girls' High School not only see themselves as a knowledge provider, but also a problem solver, counsellor, nurturer, moral guidance and friendship initiator for students under their care. Satisfactory performance of these roles would provide teachers' with important intrinsic rewards and satisfaction in their job. The performance of these teachers' roles and the intrinsic rewards and satisfaction provided for teachers are

first summarized in Table 11.2 below and they will be discussed in the following section.

TABLE 11.2
A SUMMARY OF TEACHERS' ROLE PERCEPTION
AND INTRINSIC REWARDS

TEACHERS' ROLE PERCEPTIONS, PROFESSIONAL VALUES AND EXPECTATIONS	INTRINSIC REWARDS WHICH SATISFY TEACHERS' HIGHER ORDER NEEDS
* To assist students to become interested in the subjects, enthusiastic about them, to acquire knowledge about them and to understand them.	1. <u>Social needs:</u> Teachers' positive relationships with students satisfied teachers social needs for acceptance, belonging and friendship
* To assist students to develop as persons, as individuals and members of the community, able to think and reason, able to cope with the problems and pressures of life	2. <u>Ego needs:</u> Having positive responses from students satisfied teachers' esteem needs for recognition and respect from others which produces a feeling of self-confidence and prestige
* To help student find enjoyment through a broad range of interests	
* To develop students to be able and eager to help others and to contribute to the general well-being of society	3. <u>Self-actualization needs:</u> Helping students grow and develop to their full potential satisfied teachers' self-actualization needs for the sense of achievement, feeling of successful at work and attainment of professional goals and values
* To help students develop their self-confidence and abilities of problem solving	
* To assist students to have all-rounded development and to develop to their full potential	

TEACHERS' ROLE PERCEPTION, INTRINSIC REWARDS AND JOB SATISFACTION

In order to fulfil these roles, teachers need to have good relationships with their students. It was found in the present study that teachers at Alice Girls' High School expected positive responses from students, and they were happy to see students grow and develop in a good way as a result of their work on the students. Hence, teachers always make a great effort to motivate their students to learn and they have much satisfaction in seeing students learning and performing well. This serves as an important source of intrinsic rewards which satisfied teachers' higher order needs such as sense of achievement and self-actualization (Locke and Henne, 1986; Maslow, 1954).

It was found during participant observations and informal conversations with participants that teachers at Alice Girls' High School perceived the students to be very hard working and well behaved because most of the students have good family background and parents have high expectations on them to do well. For this reason, teachers could conduct their lessons more smoothly and effectively because they spent less time on disciplining students.

This view was supported by the Education Review Office report which states that the students of Alice Girls' High School are well presented, polite, enthusiastic, motivated to succeed, self confident and self assured with high level of communication skills. The students were observed to be supportive of each other and of the school. And the Principal, Miss Cooper, also commented in a Parents' Evening that "we are proud of our present students, and of our past students who, in all fields of public life, are achieving success."

It was also observed in the senior prize giving ceremony that much emphasis has been put on acknowledging the achievements of students in a wide range of academic, sports and cultural activities. These achievements were not only recognized by the awarding of various prizes but also openly recognized in the speeches of the Principal, chairperson of the School Board of Trustees and the guest speaker. These cultural acts upheld the core values of "striving for excellence" and "achieving to one's full potential".

Many teachers at Alice Girls' High School expressed that they enjoy getting along with their students and draw a lot of satisfaction from their relationship with the students. "I love interacting with young people," a teacher expressed to the researcher, for example, "and that is really the joy we get out of teaching."

"I have had the satisfaction of assisting students by showing that I am concerned about them," another teacher pointed out to the researcher during an interview, "and willing to help them, and of seeing a positive response to encouragement."

It was found that teachers at Alice Girls' High School were more satisfied when they believed that their students got benefit from their teaching. Teachers of Alice Girls' High School were also happy to see good changes from their students and regard the success as the result of their work on students. Having positive responses from students was one of the needs of the teachers. When such needs are fulfilled, this becomes one of their important sources of job satisfaction. The following comment made by a teacher in the interview is one of the examples which support this view:

A lot of the satisfactions have to do long terms not short terms. When students obviously succeed and you will have the satisfaction and pleasure. It doesn't matter what abilities the students have,

whether academically or in sports. What they perceive to be a challenge, if they aim right to that challenge and make some effort for it, that is wonderful.

In order to help students to strive for excellence and to fulfil their full potential, teachers at Alice Girls' High School are highly devoted to their jobs. Many observed examples demonstrated that there is a strong sense of commitment amongst the staff at Alice Girls' High School. "Teachers here are always trying to do the best for the school and for our students", is a comment made on the staff of Alice Girls' High School by an experienced teacher who has been teaching at the school for more than twenty years.

As a knowledge provider and an instructor in the learning process of students is regarded by most teachers at Alice Girls' High School as one of the important roles of teachers at school. An example of teacher's comment reflecting this view is:

Teachers are seen primarily as imparters of information. We are seen primarily as persons whose duty is to guide and instruct our students in the learning process.

And a science teacher also expressed that:

Just to give the students the best deal possible. They go out to get some sort of enjoyment in science and they get some understanding in science, so that they go out coping with what happening in their daily life. We just motivate them to the point that they feel comfortable to explain what is happening around them rather than just accepting it. That is the kind of satisfaction I have in teaching.

Therefore, teachers at Alice Girls' High School are doing their best to meet the educational needs of the students in order to help their students grow and develop to their full potential. And these professional values and expectations are congruence with the basic philosophy and shared values of the school culture.

In an informal conversation with the researcher after an observation of a drama class, the Head of the English Department gave an example of the way in which teachers are doing the best for the students by building up their self confidence:

I think I would like to say that over the time that I have been here we have worked very hard to build up the self confidence in students. Students are not afraid to talk. I think that is important for students to do well. Because confident talking students end up in a better learning and a better writing. They can articulate their thoughts to a class or a group. Poor performing students... when you analyze why they are poor performing students, you may find that they are not orally articulating. So we do a lot of confidence building in Drama and Speaking exercises more than we must do, I am sure. I think it pays off. Academically you do better in the end. So, the students in F.7 whose writing is weak in Bursary Essays. I think they can write better essays because we make them talk a lot free. This can improve their self image and enhance their self confidence.

By meeting the educational needs of their students and helping them grow and develop to their full potential, a teacher discussed the sources of satisfaction she got in her job:

What is the satisfaction to be gained from teaching? This, I believe, can be answered only in a personal vein.

She went on to explain this point further by stating that:

I have gained satisfaction from seeing young people develop, from seeing them grow in knowledge and understanding, in personality, sense of responsibility, sociability, emotional stability and concern for others, from seeing them pass through adolescence, growing from children into adults and becoming more mature.

This view was also supported by another teacher's comment that:

My satisfaction lies in perceiving their development but, coupled with that, is the satisfaction derived from believing that I may have contributed in some measure to that development, by providing

opportunities. by assisting them over difficulties, by giving them encouragement and by stimulating them to greater efforts.

All these examples reflected that the common values and behavioural norms of "meeting the educational needs of the students" and "doing the best for the school and the students" were widely shared amongst staff at Alice Girls' High School. This kind of commitment was a reflection of the devotion of teachers to their job for the benefits of the school and students. From this, teachers derived a lot of satisfaction by fulfilling these roles as a teacher at the school. For example, a teacher expressed this view to the researcher in an interview:

We love the children and we love the school. If you don't love the children, then you don't love working with kids and you don't love the job. We like working at this school and we like working for the students. We are trying our very best for the benefits of our school and our students. This is the greatest satisfaction we can have from our job as a teacher.

As Clarke et al (1981:52) pointed out, "culture is the way the social relations of a group are structured and shaped, it is also the way those shapes are experienced, understood and interpreted". Hence, social relationships that teachers experience with their students and the ways by which their professional goals and expectations of their jobs are met are important cultural factors affecting teachers' job satisfaction.

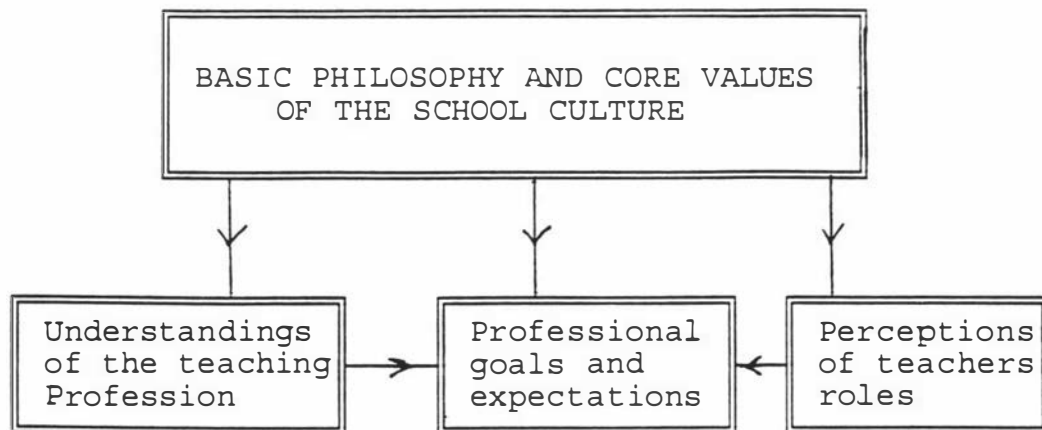
Therefore, as a conclusion, Theme Three which related school culture and teachers' job satisfaction was developed from these identified cultural elements as follows:

The degree to which teachers are satisfied with their job depends very much on the extent to which teachers' professional needs are gratified and their professional goals and expectations of their job are met. Teachers' personal needs,

their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher. And, teachers' role perception is in turn affected by the basic philosophy and core values of the school's culture (Firestone and Wilson, 1985).

This relation is shown in Figure 11.1 below:

FIGURE 11.1
DEVELOPMENT OF TEACHERS'
PROFESSIONAL GOALS AND EXPECTATIONS



For those teachers who have accepted the broad view of teaching in which they see the roles of teachers are not just teaching in the classroom but helping students grow and develop will find their job more satisfying and worth doing. With this view, teachers not only see themselves as a knowledge provider, but also a problem solver, counsellor, nurturer, moral guidance and friendship initiator for students under their care.

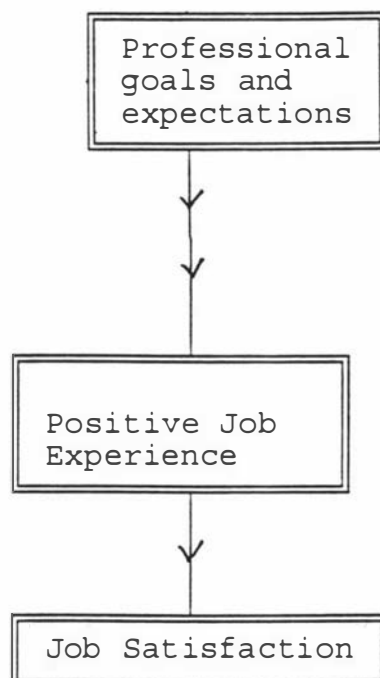
In order to fulfil these roles, teachers need to have good relationships with their students, they expect positive responses from students, and they are happy to see students grow and develop in a good way as a result of their work on the students.

Satisfying these personal needs and achieving their professional goals and expectations as a teacher would lead to positive job experiences for teachers. These positive job experiences include: having positive responses from students, seeing students learning and performing well, and seeing good changes in their students as the result of their work on students. With these positive job experiences, teachers have great sense of achievement and perceive the job they are doing as meaningful, challenging and worth doing.

Hence, these positive job experiences was found to be prerequisite conditions for the fostering of job satisfaction in teachers at school as shown in Figure 11.2 below:

FIGURE 11.2

TEACHERS' POSITIVE JOB EXPERIENCE



Thus, Theme Three was formulated in the present study which was stated as follows:

THEME THREE: SCHOOL VALUES AND TEACHERS' NEED SATISFACTION

The degree to which teachers are satisfied with their job depends very much on the extent to which teachers' personal needs as a teacher at school are gratified and their professional goals and expectations of their job are met.

- 3(a) Teachers' personal needs, their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher.
- 3(b) And, teachers' role perception is in turn affected by the basic philosophy and core values of the school's culture.

Apart from the intrinsic rewards gained from fulfilling the roles and helping students grow and develop, the process of need satisfaction and goal achievement in teachers are also mediated by a number of other cultural factors as stated in Theme Four below:

**THEME FOUR: MEDIATING FACTORS ENHANCING TEACHERS'
JOB SATISFACTION**

The processes of need satisfaction and goal achievement in teachers, as stated in Theme Three, are mediated by a number of cultural factors which can be classified into two categories:

- 4(a) cultural relations which include: teachers' relationships with their students, supervisors and colleagues; and
- 4(b) other cultural factors which include: the organizational characteristics of the school, professional autonomy, recognition of contribution and achievement and the professional support and encouragement provided by the school leaders.

These mediating cultural factors and their effects on teachers' job satisfaction are first summarized in Table 11.3 below and will be discussed in the following sections.

TABLE 11.3

**A SUMMARY OF THE MEDIATING CULTURAL FACTORS AND
THEIR EFFECTS ON TEACHERS' JOB SATISFACTION**

THE MEDIATING CULTURAL FACTORS	EFFECTS ON TEACHERS' JOB SATISFACTION
1. Positive Collegial relations amongst staff	<ul style="list-style-type: none"> * The positive and friendly relationships among staff members satisfied teachers social needs for acceptance, friendship and sense of affiliation. * The collaborative professional relationships amongst staff members enhance mutual understandings and provide professional support amongst teachers
2. Professional support from the Principal	<ul style="list-style-type: none"> * The school management enhance teachers' professional autonomy and sense of satisfaction by seeking to take away from teachers the stress and uncertainty resulting from the rapid changes and educational reforms * The Principal acts as an educational leader and adviser on professional matter can back up teachers in their work at school and assist teachers in attaining the school goals and satisfying their professional needs
3. Professional support from the middle management team	<ul style="list-style-type: none"> * The middle managers helped teachers to look at their own professional goals so that teachers can have some control over their own professional development which satisfied teachers' professional autonomy and developmental needs * Heads of departments assisted teachers in the uses of resources and teaching materials in developing their teaching programme which provided teachers with a feeling of success at work and enhance the attainment of their professional goals and values
4. Recognition of contributions and achievements	<ul style="list-style-type: none"> * Recognizing achievements is important in building a stronger and more cohesive culture of the work group amongst the staff * Recognition satisfied teachers' esteem needs for recognition and respect from others which produces a feeling of self-confidence and prestige * Recognition also satisfied teachers' self-actualization needs for the sense of achievement, feeling of success at work and facilitate the attainment of their professional goals and values

MEDIATING FACTORS OF TEACHERS' JOB SATISFACTION

"We cannot speak about culture of an organization if there is no group that carries the culture," Staessens (1993:114) noted, "the organizational culture only exists if the members share common experiences and interactions". Schein (1985:7) also argue that it is precisely through these interactions that the culture is formed. Therefore, the interpersonal relationships amongst cultural players are important elements of the school culture which have effects on teachers' job satisfaction.

The Principal and school leaders, the staff members, parents and students are all important cultural players at school. As Beare et al (1989) pointed out, culture is that collectivity of images which governs interpersonal interaction and social support. Hence, the quality of personal and interpersonal relationships and interactions are important characteristics of a culture (Beare et al, 1989:173).

Clarke et al (1981:52) also pointed out that culture is the way the social relations of a group are structured and shaped and it is also the way those shapes are experienced, understood and interpreted. Hence, the kind of social relationships that teachers experience with their students, school leaders and amongst the staff are important cultural factors affecting teachers' work attitudes. These interpersonal relationships include not only the personal relationships but also the social and professional relationships amongst and between school leaders, staff members and students.

Teachers' relationships and interactions with school leaders and students have been discussed earlier in this and the previous chapters (Chapters 9 and 10). The writer now focusses the discussion on the collegial relationships amongst staff members at Alice Girls' High School in the following section.

THE POSITIVE COLLEGIAL RELATIONSHIPS AMONG STAFF

Alice Girls' High School is served by dedicated and well qualified staff. There are 56 full-time and 23 part-time teachers make up the teaching staff which include the Principal, Deputy Principal, Assistant Principal, twenty three Heads of Departments, six Deans, and teachers with other special administrative responsibilities, such as music or sports co-ordinators, guidance and counselling and the teacher in charge of the library.

The ancillary staff members include one librarian, three technicians, one Executive Officer who also serves as the Secretary to the Board of Trustees, five office staff, two cafeteria staff, two caretakers and one groundsman.

Staessens (1993) considered the professional relationships amongst the teachers as an important carrier of school culture. "Communication and cooperation between teachers are two basic processes in the construction and maintenance of the culture", Staessens (1993;114) further explained, "it is through the process of communication about professional matters that norms can grow."

The staff of Alice Girls' High School is professional, conscientious and serious minded, and the relationship goes beyond friendship but one of professionalism. During the researcher's presence at the school, these kinds of

interactions were frequently observed amongst the teaching staff at Alice Girls' High School:

Jane: "I found this book in the library. See if it would be of any help to you in teaching this new topic."

Mary: "Oh, its very kind of you. You are really great. That's exactly what I need, thanks very much."

Cathy: "I have designed a new model for teaching this unit. Do you want me to show you?"

Alan: "Yes, please ! I am just puzzling how I can bring out this concept to the students."

During morning break, lunchtime or after school, teachers make use of every chance to get together with other teachers teaching similar subject areas to share ideas, teaching methods and resources, and to help each other solve problems. "Welcome to the Department where we all have a spare brain in our jacket pocket" was written in a card sent to a new teacher who has just joined the English Department.

It was observed during the researcher's presence at school that the interpersonal relationships amongst staff was significantly affected by the heavy work load and increasing work pressure partly due to the recent reform in educational administration taking place in the country and there have been times of trading off friendship for professional matters. This was supported by some of the remarks which teachers made during the informant interviews with the researcher. For example, a teacher expressed that:

Any staff that works enormously hard, like our staff do, are bound to have periods of time when they are so busy they don't perceive the other person's problem. There are sometimes, we can have situations we forget to walk into some other person's shoes.

And a new teacher expressed to the researcher that, when he first came to the school, he found that it was very hard to know people. He found that teachers at Alice Girls' High School are so busy doing their daily things and did not even have time to sit down and talk. But another teacher explained the reason that everyone was extremely busy because of the new administrative system. She pointed out that, little by little, teachers have to do more and more paper work. Therefore, teachers were so busy to the extent that most of them did not have time to actually sit down just to talk and to socialize. A teacher expressed her resentment in this respect:

I have strong views about that. It was a very friendly place to work. In the surface, it is still a friendly place to work. But the change here in the last four or five years, have put us off with so much pressures of work that we rarely have the time to socialize as we used to do. Because the staffroom was really a place of relaxation and a place of fun and it is not now. But we do tend to work now in the staffroom. Because there is very little opportunities to meet other people, so very often, even during interval or lunchtime, we are actually working rather than socializing. I think, in that respect, we have lost quite a lot.

Some people have said that we have gained in professionalism while we have lost socially. I regret that because we need socialization and relaxation.

Because of this heavy work load and work pressure, the interaction between teachers were mostly focused on work related matters and, therefore, teachers have closer link within each subject department than across departments. This view was supported by the remarks which teachers made to the researcher during informant interviews. For example, a teacher expressed:

I feel that the staff is in little groups. It tends to be evolved because of professional work. So we have the English group, the Science group, the Maths group and they tend to sit together and relate to each other more than to anyone else.

Teachers tend to sit in the staffroom during morning intervals and lunch times or after school to form small groups according to the subject areas they teach. And they tend to talk about curricular matters which they are teaching in common. They were that professional and talked with each other in the areas they teach. As a teacher pointed out, they were wearing the "curriculum hat" and they did not quite perceive the demands on the other curriculum areas which they do not have many contacts with them. But a senior teacher explained to the researcher that it is hard for secondary teachers to work across curriculum areas because they themselves use significantly different approaches to teach their individual subjects. For example, it is hard for maths teachers to understand the problems that the English teachers face because maths has something to do with specificity and precision.

Hence, the departments work extremely close together and mutual encouragement and professional support amongst staff take place more within each subject department. The heads of the departments were very successful in getting staff to work together and be cooperative, friendly and supportive of one another.

The management team is well aware of this phenomenon and measures have been taken to integrate the staff of the school as a whole. They adopted a number of professional development activities which required cross curriculum mixing. When they have staff meetings on professional development or on activity organizations, the school leaders came up with some way getting the departments to split up, so the groups actually be a mix of people from different departments.

The Curriculum and Assessment Committee and the Property Development Committee were good examples of working collaboratively across departments. These committee activities have been discussed in the sections on the decision making process and communication pattern at the school in the previous chapters. Through these committee activities, teachers from different departments and subject areas work collaboratively for the common goals of the school as a whole.

It was also observed that there were many other occasions in which staff could socialize and work collaboratively together across departments. They worked across departments with many school projects which have nothing to do with their subjects such as in fund raising, school production, as well as camping and they also met each other on social occasions.

Hence, the staff of Alice Girls' High School generally co-operated well to make the school function and their daily communications and conversations were largely in the context of the school matters. They have a warm and friendly atmosphere and they could also enjoy the occasional staff functions.

For instance, at the end of the school year, they had a staff social function at which teachers could socialize more and talk more and get to know more about each other than other times of the year. During term time, as observed, morning intervals and lunch times of teachers were largely spent discussing work or else working. "We should have more social functions throughout the year", as a teacher expressed.

The following description of a birthday party can serve as an example of this kind of social functions amongst the staff throughout the school year:

One day, half an hour before the morning interval, the office ladies and library assistant were busy decorating a long table with beautiful table cloth. There were plenty of cakes, biscuits, muffins, and sandwiches orderly laid out on the table. In the middle of the table was a large birthday cake with three candles on it. Behind the table was an arm-chair decorated with birthday cards, surrounded by lots of flowers and balloons and a soft toy-dog was sitting in the chair.

"How should I cut the birthday cake into eighty pieces ?" asked an office lady. *"An electric knife will be a good idea."* was the reply. Then it sounded-the bell for morning interval. The staff who came back to the staffroom after two hours of teaching were surprised and freshened up at the same time.

"What a big treat !"

"Yes, really !"

The staffroom was full of cheer and joy all of a sudden.

"Excuse me, may I have your attention please ?"

A teacher tried to draw the attention of the staff as the staffroom was so noisy at that moment.

"On behalf of the staff I would like to thank Chris for putting on this wonderful morning tea for us. Today is the birthday of her three years old beloved dog. It is equivalent to twenty-one years old in human age."

"What a lucky dog !"

"Your dog should have a birthday every week then, Chris ! It will be good for us, hey !"

"No, it's no good for my diet plan."

While socializing with each other in a warm and cheerful atmosphere, the staff enjoyed the wonderful morning tea with lots of joy and laughters followed by a birthday song "*happy birthday to your beloved dog*".

This was one of the three morning teas of this kind put on by members of the staff in just two weeks' time. The other two were celebrating the twenty-fifth wedding anniversary of a teacher and a teacher's twenty years' service at Alice Girls' High School.

Beare et al (1989) pointed out that rituals "can build *esprit de corps* and pride of association." Cultural rituals are means of identifying, fostering and nurturing cultural values in a visible and public way (Deal and Kennedy, 1988). They are also tangible expressions of intangible elements of a culture (Beare et al 1989).

Therefore, cultural rituals involve participants in a process of cultural celebration and identification (Deal and Kennedy, 1988). Because of the heavy work load and increasing work pressure, partly due to the recent reform in educational administration taking place in the country, there have been times of trading off friendship for professional matters. Teachers need time off from their serious professional matters to socialize and develop friendship in a relaxed, warm and friendly atmosphere. Morning teas at Alice Girls' High School act as a kind of social ritual which foster positive social relationships among staff members.

Many teachers expressed to the researcher that they find the relationship amongst the staff at Alice Girls' High School is very good and teachers are satisfied with this kind of relationship. The following remark which a teacher made to the researcher was an example of this view:

It is a cheerful place, friendly relations with the staff, lots of jokes and things which indicates that we have a happy staff. People don't joke together if they hate the place. I find that the team is very supportive and caring.

Therefore, these kinds of social and professional interactions amongst staff members increase teachers' sense of affiliation with the school which help develop teachers' satisfaction with their jobs and their commitment to the school.

In sum, the positive and friendly relationships among staff members satisfied teachers social needs for acceptance, friendship and sense of affiliation. Moreover, the collaborative professional relationships amongst staff members enhance mutual understandings and provide professional support amongst teachers.

Apart from the relationships and cultural interactions among cultural players at school, other cultural factors were also identified to have effects on teachers' work attitudes. These cultural factors include: professional support and recognition of contribution and achievement.

Therefore, the writer now turns to discuss these cultural factors and their effects on teachers' job satisfaction which was one of the main aims of the present study.

PROFESSIONAL SUPPORT, RECOGNITION OF ACHIEVEMENTS AND TEACHERS' JOB SATISFACTION

As Beare et al (1989:198) pointed out, one of the important cultural elements of a school's culture is the kind of psychological, social, emotional and moral support which the school gives for the students and teachers.

Hence, these cultural factors and their effects on teachers' job satisfaction will be discussed in the following sections.

PROFESSIONAL SUPPORT AND TEACHERS' JOB SATISFACTION

Resulting from the recent reforms in the education system, administrative structures and school management which have been taking place in the country during the recent years, new structures, new roles and responsibilities, and new relationships among professionals in the education sectors have been created both at the school and the system levels. As identified during the earlier stages of the fieldwork programme, it seems important for the school management to enhance teachers' professional autonomy and sense of satisfaction by seeking to take away from teachers the stress and uncertainty resulting from these changes. This can only be done at a school with a culture of collaboration (Campo, 1993; Hargreaves, 1994) which comprises of well organized school structures, clearly defined responsibilities and roles relationships and effective management systems which provide teachers with professional support, recognition and encouragement. Hence, the professional support and the recognition and encouragement provided for teachers by the school leaders are important cultural elements which affect teachers' job satisfaction. Thus, the writer now turns to discuss these cultural elements and their effects on teachers' job satisfaction in the following sections.

PROFESSIONAL SUPPORT PROVIDED BY THE PRINCIPAL

The Principal at Alice Girls' High School perceived her role as a Principal at the school in the eyes of the members of the Board of Trustees as an advisor on professional matters, as the manager and the educational leader of the school, as she expressed:

Those points of view of the Board, they see me as an advisor on professional matters. They also see me as the manager of the school and the educational leader of the school. So that would be their expectations.

For the staff and students, they see the Principal as the educational leader of the school, and the person who is also responsible for the management of the school. While the staff also see the Principal as the provider of resources or manager of the resources so that they can do their job the Principal can back them up and assist them in that way.

"I think the staff would also see me as a commander to make decisions at times in which way we go and what we do" she further explained her role as a Principal in the eyes of the staff and students:

Students will see me as the leader of the school, the person who in the end is responsible for the day to day running of the school.

And I think the community see me as a person accountable for everything happening at the school.

It was found in the present study that, apart from having positive relationships with students, teachers are more satisfied with their job when they have good relationship with their supervisors.

"More and more teachers are respecting the Principal," a teacher talked about the relationship of the Principal with the staff, "and her relationship with the staff has been better". Teachers at Alice Girls' High School are satisfied with this relationship and work happily at the school.

As a result, the Principal of Alice Girls' High School is well received by the staff as a positive and supportive principal. Some of the appreciations of the Principal's leadership from the staff include the following:

"She is a supportive, helpful and understanding principal."

"Working under her leadership, all have freedom to develop special interests, with much help and little restraint, and real support when necessary."

"Newcomers have been made to feel welcome, those leaving, regretted."

The following incident reflects the friendly and supportive relationships between the Principal and the staff at Alice Girls' High School.

The Principal was on leave in the last two weeks of the second term to attend a conference for educational administrators in Europe. She sent a facsimile message back to school showing her concerns about how things were getting on at school and sent her best wishes to staff for a nice term holiday. The staff sent a reply facsimile message back reporting to her the things happening at school with some good news -- the winning of the hockey team in the sports tournament. The facsimile message ended with : "Wishing you a wonderful, enjoyable and fruitful trip. ... Love from your faithful servants, staff of Alice Girls' High School".

This incident indicated the commitment and concern shown by the Principal to the school even when she was at the other side of the earth. And a warm,

supportive and friendly relation between the Principal and the staff was made obvious in the staff's reply message.

The Principal always seek to create and maintain this supportive and friendly relationships with the teachers by giving them support and encouragement. This was usually done at the personal level by talking with the teachers about what they were doing, by encouraging what they were doing, by going to the activities and supporting them, by facilitating them in what they were trying to do and talking to them about the things they were doing for the school.

For example, it was observed that the Principal always engage herself in personal contacts with the teachers during morning tea, lunch time, after school or in staff social functions. She talked with teachers about the things they were doing at school and showed great interest in what the teachers are doing for the school. When a group of teachers were talking about the preparation for the visits of the Japanese sister school in the staff room during a lunch time, the Principal came into the staff room and, immediately, joined in the discussion with great interest and enthusiasm.

In another occasion, when a group of teachers and students were working hard for the school production and having rehearsal in the school hall late in the evening, the Principal came back to school and gave them support and encouragement. She prepared some refreshment and soft drinks for the teachers and students and showed great interests and concerns about their preparation and performance. Thus, the Principal always take the interest to go and see what was happening at school and gave the staff and students necessary support and encouragement.

Another example of the support and encouragement which the Principal gave to the staff in what they do for the school was the development of the programme plan for computerizing the library system. The Principal encouraged the staff to work out what they want to do and the resources and funding they need for the project and the Principal helped to get the necessary funding for the implementation of the plan.

The Principal emphasized the importance of this kind of support and encouragement for teachers:

You have to do it at the personal level by talking about it both formally and informally and also by trying to help provide the encouragement. I think it is very important to provide support to teachers whenever it is necessary in order for them to have satisfaction in what they are doing and be committed to it for the good of the school and the students.

It was found that teachers valued and appreciated this kind of support and encouragement from the school leaders so that they could carry out their roles and perform their duties smoothly and effectively. For example, a teacher expressed to the researcher her respect for the Principal and valued the support and encouragement she has given to the staff in this way:

The Principal, having been as an inspector of schools more ten years and over a large area in Auckland city before she came here, she has been to lots of classrooms, has seen lots of subjects. So when she gives praise, we believe her. We value her support and encouragement. I think that if the Principal do not recognize what we do personally, there will not be so much satisfactions. If they didn't organize things properly, we would be worried about certain things and have frustration.

Another teacher appreciated the support of the Principal and the senior management team in getting things well organized and taking all the worries off the staff so that they could perform their duties effectively:

So, on the ground that, they [the senior management team] are there to help us teach. They are not our bosses so much as facilitators to make us free from worries so that we can teach our subject not worrying about having chosen the best time to ring the bell. She takes all that worries off us.

In sum, the school leaders can enhance teachers' professional autonomy and the sense of satisfaction by seeking to take away from teachers the stress and uncertainty resulting from the rapid changes and recent educational reforms. The Principal also acts as an educational leader and adviser on professional matter by providing teachers with professional support and encouragement. All these can back up teachers in their work at school and assist teachers in attaining the school goals and satisfying their professional needs which brings to teachers greater satisfaction in their jobs at school.

PROFESSIONAL SUPPORT PROVIDED BY THE MIDDLE MANAGEMENT

After from the Principal, the middle management team was another source of professional support provided for teachers at Alice Girls' High School. The Principal was supported by a middle management team in the effective management of the school. The middle managers had a role in the decision making process and contributed to the implementation of board policies. They provided leadership for members of their departments by sharing the responsibilities and conducting the accepted staff appraisal system.

On the appraisal system, a staff member commented:

There is a appraisal system in place. I have been waiting for a appraisal eagerly all year, so that I could debate and discuss my

role, my job description and time to have it modified. I have a meeting with Jade [the Principal] to discuss my work load. An opportunity for teachers to say what they are there for, further directions they want to take in their career and the type of professional development courses they want to involve in and that sort of things.

A member of the senior management team pointed out to the researcher that the appraisal system was brought about two years ago and the staff has talked about the purposes of it for individual professional development and that was well accepted by the staff. "I think that works well because of the fact", the Principal pointed out, "that it has developed in individual teachers the chance to feel that they have some control over their own professional development". "I think", she added, "the fact that they are to choose who their appraiser is also helpful".

The Heads of Departments were also responsible for implementing a management planning cycle which involved departmental goal setting, a mid-year monitoring of the goals and an end-of-year review with further goal setting. This was prepared in collaboration with department staff and presented in a written form to the principal. The process informs the principal of departmental plans and ensures that there is a regular self review within each department.

The appraisal and evaluation was a process to help develop teachers in the professional development processes. "To help the professional development of teachers", a Head of Department commented on the evaluation process, "that is to help them to look at their own goals for next year whether they want in-service help in certain areas". On one hand, the evaluation process was individualized for individual teachers. On the other hand, the evaluation system was looking at the teaching programme itself. "For example, our English programme", the Head of English Department explained, "what do we set aims to it":

How can we ^{Succeed.} success in doing it. ² If not, why not? What are we going to do next year?

Thus, the middle management team was professionally committed and worked cooperatively with the staff within their departments as well as other departments in their role as Heads of Departments. And Heads of Departments have overall responsibility of the teaching in their department, the uses of teachers and the resources for the teaching and learning of their particular subject. "The role of the HOD is a very important one", the Principal pointed out, "because of the fact that there is important part played by the HOD in the teaching and learning".

A senior teacher also pointed out the kind of support and encouragement provided for teachers by the school leaders and the Heads of departments:

There are school systems as well as the Heads of departments there to support and encourage the teachers in their own ways and the guidance system helps them too. So that where teachers need assistance with teaching materials in developing their programme, then their HOD's help them.

Where there is problem in relationships with each other or with students or behavioural problems among students, the guidance network here comes in to help them solve these problem.

The most important thing is that we help staff to develop a situation where they can solve the problems themselves rather than hand them on to someone else to solve them.

A first year teacher also expressed her appreciation for the support she got from her Department Head:

Because I am new, the more help if I get for my job from the HOD, and to help me to do a better job, the more satisfaction I will get out of my job. I haven't been trained as a teacher. So, my case may be a little different. I tend to be more rely on help from HOD and other teachers.

Hence, all these kinds of professional support and encouragement provided teachers with psychological, social, emotional and moral support which are important in fostering teachers' satisfaction in their job at school.

RECOGNITION AND TEACHERS' JOB SATISFACTION

Apart from professional support, the school leaders also encouraged staff through recognition and appreciation of their contributions and achievements. As Osborne (1992) pointed out, recognizing achievements is important in building a stronger and more cohesive culture of the work group. Recognition refers to praise and appreciation of both individual teachers and the staff as a group (Blase, 1987). It was found in the present study that, apart from collegial relationships and professional support, the recognition of the teachers' contribution and efforts made to their work and to the school was also found to be an important cultural factor which affects the job satisfaction of teachers. From the teachers' perspectives, the recognition of effort and achievements, both of individual teachers or the staff as a whole, was perceived as rewarding. As a teacher pointed out:

The Principal's recognition, encouragement and support is very important for teachers to have satisfaction in their work. Having worked under other Principals who didn't bother to encourage, I know that is very valuable.

The school leaders have realized this importance and sought to provide teachers with necessary encouragement and recognition. School leaders always try to actually publicly recognize that, first of all at the staff meeting in the morning, at school assemblies, in formal school functions like prize giving ceremonies and also in the newsletters.

For instance, throughout the Prize Giving Ceremony, the effort and the contributions made to the school by the Principal, members of the Board of Trustees, staff, students, and members of the school community were frequently and sincerely thanked and recognized. These reflected the core values that the school regards "everyone as equally important" and "values each others' work".

It was also observed that the staff of Alice Girls' High School did appreciate this effort that the school leaders have put into recognizing, motivating and encouraging staff. "They always try to recognize good things when they are done in the staff meetings", a teacher pointed out, "Mostly people are thanked and people are complimented." Hence, recognition reinforced those behaviours which were in line with the commonly shared and upheld school values and behavioural norms. Recognition and encouragement also fostered teachers' self-esteem, strengthened staff morale and group cohesion.

Another perspective on this respect is that recognition should be given even more at the personal level rather than at the official level. For example, a teacher pointed out to the researcher in an informant conversations that:

We got the recognition at the official level. We got such and such doing such and such. But not very much at the personal level. Such as a ~~pack at~~ ^{part on} the back and say "Joseph, thanks for doing that.

There should be more personal recognition statements, I should say. That is an area need to be addressed.

"I think that if the school does not recognize what we do personally", another teacher also expressed this view to the researcher in an interview, "there will not be so much satisfaction."

Hence, it was found that recognition of contribution and achievements is an important cultural factor which affect teachers' job satisfaction. Teachers have

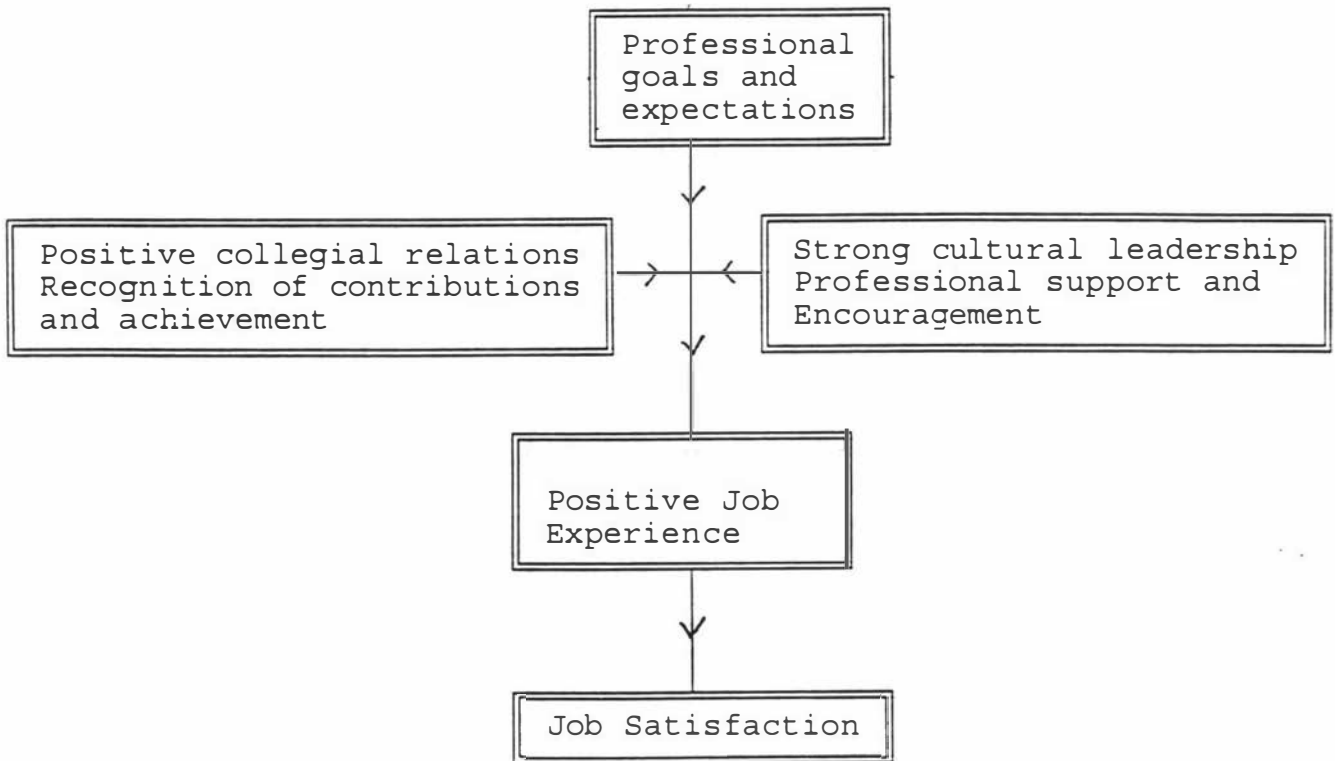
more satisfaction and greater encouragement when they were recognized at the personal level than at the official level.

In sum, the kind of professional support, recognition and encouragement provided for teachers made possible by strong cultural leadership, a well organized school structure and effective management system are important cultural elements which affect teachers' job satisfaction.

Hence, as a conclusion, Theme Four was developed from these identified cultural factors as follows:

The processes of need satisfaction and goal achievement in teachers are mediated by a number of cultural factors. As Clarke et al (1981:52) pointed out, "culture is the way the social relations of a group are structured and shaped". Thus, the social and cultural factors which have effects on teachers' job satisfaction include: teachers' cultural relationships with their students, supervisors and colleagues, organizational characteristics of the school, professional autonomy, recognition of contribution and achievement and the professional support and encouragement provided by the school leaders. The relationships between these cultural factors and their effects on teachers' job satisfaction are shown in Figure 11.3 below:

FIGURE 11.3
MEDIATING FACTORS OF TEACHERS'
POSITIVE JOB EXPERIENCES

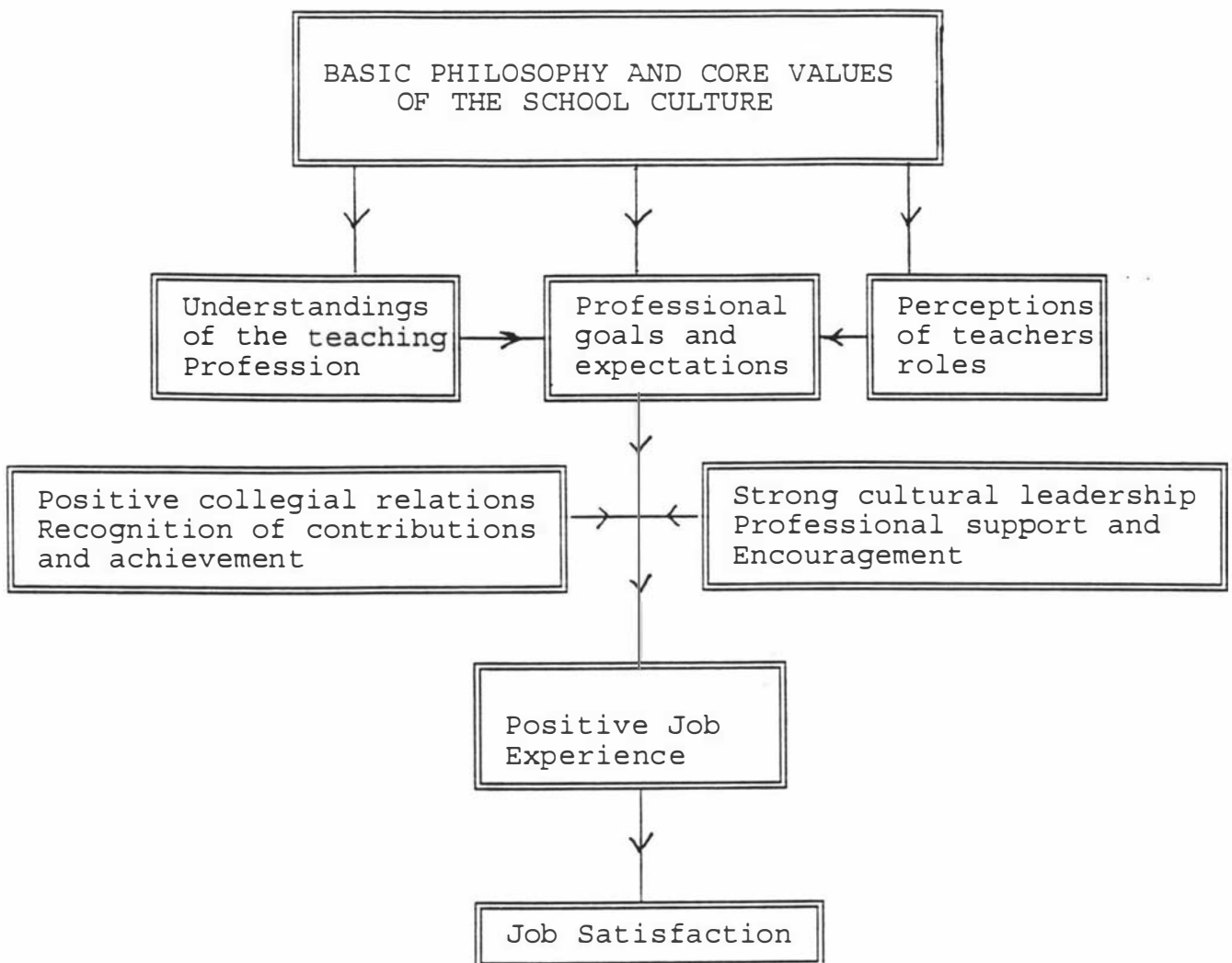


THE DEVELOPMENT OF TEACHERS' JOB SATISFACTION

To sum up what have been discussed so far, the cultural factors and processes leading to the development of teachers' job satisfaction are summarized in Figure 11.4 below:

FIGURE 11.4

DEVELOPMENT OF TEACHERS' JOB SATISFACTION



CONCLUSION

This chapter can be concluded by the two cultural themes (Themes Three and Four) identified in the present study which related school culture to teachers' job satisfaction and provided answers for the third research question posed for the present study:

- * How do these identified cultural elements affect teachers' job satisfaction?

The degree to which teachers are satisfied with their job depends very much on the extent to which teachers' personal needs as a teacher at school are gratified and their professional goals and expectations of their job are met. Teachers' personal needs, their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher. And, teachers' role perception is in turn affected by the basic philosophy and core values of the school's culture.

These processes of need satisfaction and goal achievement in teachers are mediated by a number of cultural factors which include such cultural factors as teachers' relationships with their students, supervisors and colleagues; and other cultural factors like the organizational characteristics of the school, the professional autonomy, recognition of contribution and achievement and the professional support and encouragement provided by the school leaders. These were found in the present study as important cultural elements which affect teachers' satisfaction in their job at school.

The writer now turns to conclude the study by presenting, in the next chapter, a cultural model which related the school culture to teachers' job satisfaction and their commitment to the school as an organization. The chapter will also address the last of the four research questions posed for the present study by discussing the implications of the research findings of the present study for school leaders who seek to shape and sustain a school culture which enhance teachers' satisfaction in their job and their commitment to the school as an organization.

PART V: CONCLUSION

CHAPTER 12: CONCLUSION

CHAPTER 12

CONCLUSION

INTRODUCTION

In this chapter, the writer seeks to tie together the multiple strands from the findings of the present study as presented in the previous chapters (Chapters 8 to 11) by a cultural model which related school culture to teachers' job satisfaction and organizational commitment. The writer then addresses the last research question posed for the present study by discussing the implications of the research findings of the present study for school leaders who seek to shape and sustain a school culture which enhance teachers' satisfaction in their job and their commitment to the school as an organization.

It will then be followed by a discussion of the place of the present study in relation to the literature, a reconsideration of the methodology used in the present study, and, finally, some suggestions for further research.

TOWARDS A CULTURAL MODEL

The main purpose of this study is to investigate the relationship between school culture, teachers' job satisfaction and organizational commitment in a New Zealand secondary school. The study sought to identify the elements of a school's culture and to examine their effects on teachers' job satisfaction and organizational commitment.

For these purposes, the following four research questions were posed for the present study:

1. What are the elements of school culture which affect teachers' job satisfaction and organizational commitment?
2. How do these identified cultural elements affect teachers' organizational commitment?
3. How do these identified cultural elements affect teachers' job satisfaction?
4. What are the implications of these research findings for school administrators who seek to shape and sustain a school culture which enhance teachers' satisfaction in their job and their commitment to the school as an organization?

For answering the first research question, as discussed in Chapters 8, the following main areas of focus and cultural elements were identified in the present study:

- A. The central core of the school culture:
 - A1. The general atmosphere of the school

- A2. The background history and tradition of the school
- A3. The basic philosophy and core values upheld at school
- B. The cultural elements leading to the development of teachers' commitment to the school as an organization:
 - B1. The congruence of basic philosophy and core values of the school with the personal needs, professional values and expectations of teachers
 - B2. Strong and positive cultural leadership of the Principal and school leaders
 - B3. A school culture of collaboration:
 - The participative decision making processes;
 - The wide consultation and open communication patterns;
 - The ways of reaching cultural consensus leading to the sense of ownership and group identity.
- C. The cultural elements which affect teachers' job satisfaction
 - C1. Matching of school values with teachers' personal needs, professional goals and expectations
 - C2. Students' positive responses and values of achievement
 - C3. Teachers' cultural relationships with their students, school leaders and colleagues
 - C4. Organizational characteristics:
 - professional autonomy;
 - recognition of contributions and achievements professional support and encouragement.

Basing on these three main areas of focus, all these cultural elements identified and their effects on teachers' job satisfaction and organizational commitment were further examined in the subsequent stages of the field work programme at the site of study resulting in the four cultural themes being identified in the present study which related school culture to teachers' job satisfaction and their commitment to the school as an organization.

The first two cultural themes (Theme One and Theme Two) related school culture to teachers' commitment to the school as an organization which provided answers for the second research question:

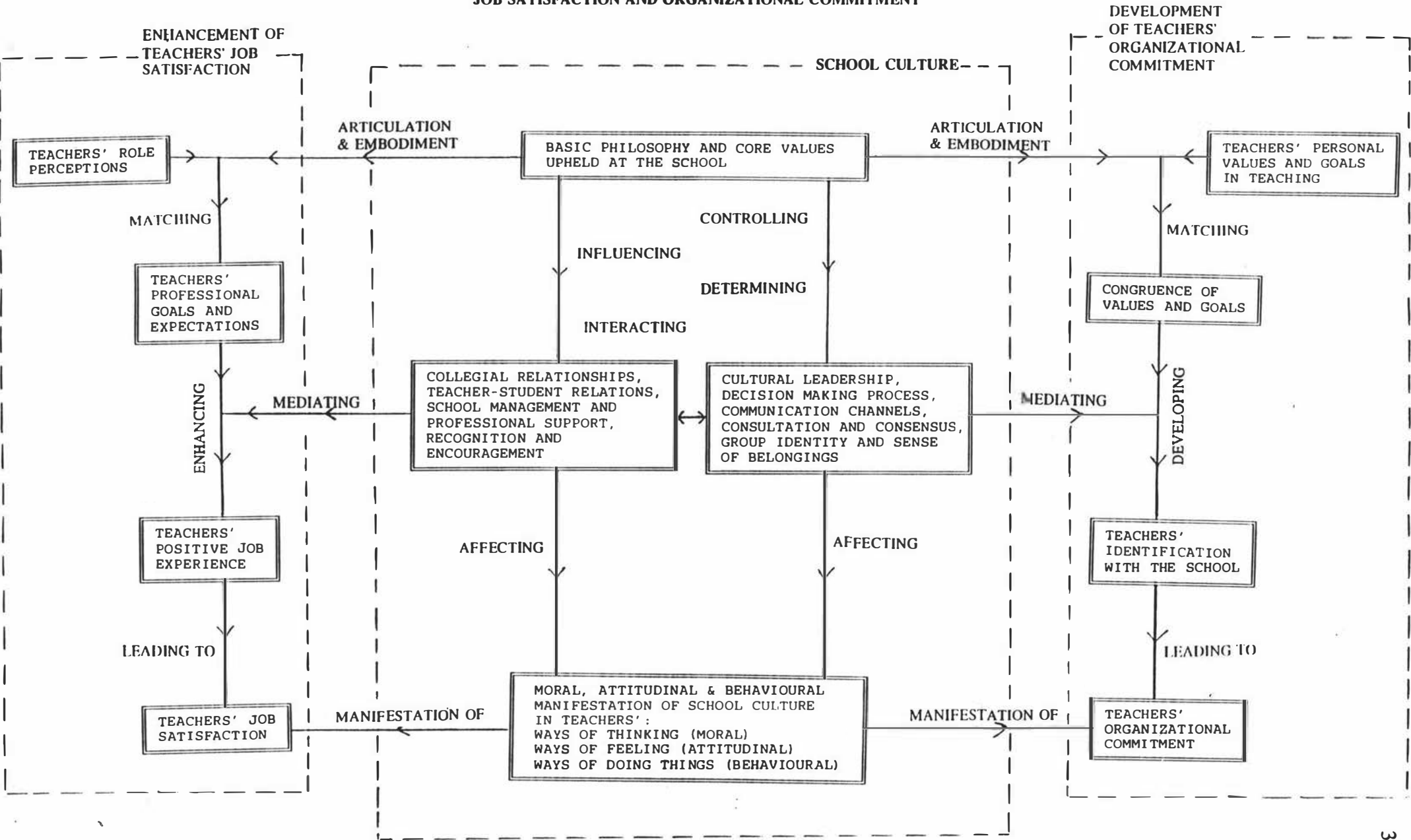
- * How do these identified cultural elements affect teachers' organizational commitment?

While the other two cultural themes (Theme Three and Theme Four) related school culture to teachers' job satisfaction which provided answers for the third research question:

- * How do these identified cultural elements affect teachers' job satisfaction?

By integrating these four cultural themes and the associated summary diagrams as presented in the previous chapters (Chapters 9 to 10), the writer constructed a cultural model to relate these cultural elements and their effects on teachers job satisfaction and organizational commitment as shown in Figure 12.1 below:

FIGURE 12.1
A CULTURAL MODEL OF TEACHERS'
JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT



Thus, the model shows the effects of the identified elements of the school culture on teachers' job satisfaction and organizational commitment which the writer now turns to summarize at this point of the thesis.

SCHOOL CULTURE AND TEACHERS' ORGANIZATIONAL COMMITMENT

As discussed in chapter four, the type of organizational commitment most commonly studied is attitudinal type. It is defined as the relative strength of an individual's identification with and involvement in a particular organization. Conceptually, it can be characterized by at least three factors (Mowday et al. 1982):

1. a strong belief in and acceptance of the organization's goals and values;
2. a willingness to exert considerable effort on behalf of the organization;
3. a strong desire to maintain membership in the organization.

This three-part definition of organizational commitment (Mowday et al. 1982) is most comprehensive and was adopted for the present study. Based on this definition, the first two cultural themes (Theme One and Theme Two) which related school culture to teachers' commitment to the school as an organization were identified in the present study as follows:

THEME ONE: CONGRUENCE OF GOALS AND VALUES

As organizational commitment is defined as a strong belief in and acceptance of the organization's goals and values (Mowday et al, 1982), it was found in the present study that, the congruence of basic philosophy and core values of the school with the personal values and needs of the individual teachers is important for the development of teachers' organizational commitment. This congruence of school philosophy and core values of the school with the personal values, needs and motivations of teachers fosters teachers' acceptance for and identification with the school. And this acceptance and identification is an essential condition for the development of teachers' commitment to the school and to their job.

The commitment of teachers' to the school and to their job was manifested in teachers' willingness to spend extra time and exert considerable efforts on behalf of the school for the benefits of the school and students. Teachers were also found to have a strong desire to remain membership in the school because they have the sense of pride in the school.

THEME TWO: MEDIATING FACTORS ENHANCING TEACHERS' IDENTIFICATION WITH THE SCHOOL

The processes leading to teachers' acceptance for the school values and their identification with the school are also mediated by a number of cultural factors: a strong and positive cultural leadership, a collaborative culture with participative decision making process; and the effective means of reaching cultural

consensus which include wide consultation network and open communication channels.

DEVELOPMENT OF TEACHERS' ORGANIZATIONAL COMMITMENT

In order to match well the basic philosophy and core values of the school with the personal goals and needs of the teachers, these basic philosophy and core values need to be clearly articulated, commonly understood amongst the staff and well accepted by the teachers. The Principal and other school leaders are playing an important role in the articulation and embodiment of these school philosophy and core values in the daily cultural activities and interactions at the school.

The styles by which school leaders make decisions and the involvement of teachers in the decision making processes are also found in the present study to be important cultural factors which enhance the development of teachers' identification with the school goals and values. Teachers who feel that they have been involved in the development of the school philosophy and values have a higher degree of commitment to these school philosophy and shared values.

Similarly, collaborative planning, participative decision making patterns and effective consultation and communication channels were also found to be important cultural factors which bring to teachers a greater sense of ownership for what is happening in the school and foster in teachers a higher degree of commitment to the school as an organization.

Apart from collaborative school culture and participative decision making, school leaders' role modelling, professional support and encouragement provided for teachers are also cultural aspects of leadership behaviours which teachers see

as important cultural factors which affect their commitment to the school as an organization.

In addition to a strong belief in and acceptance of the school's goals and shared values, teachers' commitment to the school as an organization also embodies a positive, affective bond between teachers and the school reflected in teachers' willingness to exert considerable effort on behalf of the school, and a strong desire to remain as a member of the school.

SCHOOL CULTURE AND TEACHERS' JOB SATISFACTION

Apart from organizational commitment, teachers' job satisfaction is another important concept about teachers' work attitudes which affects teachers' job performance, school effectiveness and educational outcomes. It was also one of the main aims of the present study to identify the cultural elements of the school which affect teachers' job satisfaction. Two of the four cultural themes (Theme Three and Theme Four) which related school culture to teachers' job satisfaction and organizational commitment were identified in the present study as follows:

THEME THREE: SCHOOL VALUES AND TEACHERS' NEED SATISFACTION

The degree to which teachers are satisfied with their job depends very much on the extent to which teachers' personal needs as a teacher at school are gratified and their professional goals and expectations of their job are met. Teachers' personal needs, their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher. And, teachers' role perception is in turn affected by the basic philosophy and core values of the school's culture (Firestone and Wilson, 1985).

For those teachers who have accepted the broad view of teaching in which they see the roles of teachers are not just teaching in the classroom but helping students grow and develop will find their job more satisfying and worth doing. With this view, teachers not only see themselves as a knowledge provider, but also a problem solver, counsellor, nurturer, moral guidance and friendship initiator for students under their care.

In order to fulfil these roles, teachers need to have good relationships with their students, they expect positive responses from students, and they are happy to see students grow and develop in a good way as a result of their work on the students.

Satisfying these personal needs as a teacher at school and achieving their professional goals and expectations of their job as a teacher would lead to positive job experiences for teachers. These positive job experiences include: having positive responses from students, seeing students learning and performing well,

and seeing good changes in their students as the result of their work on students. With these positive job experiences, teachers have great sense of achievement and perceive the job they are doing as meaningful, challenging and worth doing. These positive job experiences are prerequisite conditions for job satisfaction.

THEME FOUR: MEDIATING FACTORS FOSTERING TEACHERS' JOB SATISFACTION

These processes of need satisfaction and goal achievement of teachers stated in Theme Three above are also mediated by a number of cultural factors. As Clarke et al (1981:52) pointed out, "culture is the way the social relations of a group are structured and shaped".

Thus, the cultural factors which have effects on teachers' job satisfaction include: teachers' relationships with their students, supervisors and colleagues, the organizational characteristics of the school, the professional autonomy, recognition of contribution and achievement and the professional support provided by the school leaders.

Having presented a cultural model relating school culture to teachers' job satisfaction and organizational commitment, the writer now concludes the thesis by the discussion of the implications of the findings of the present study for school leaders who seek to shape and sustain a school culture which enhance teachers' satisfaction in their job and commitment to the school as an organization. These implications provided answers to the last research question posed for the present study:

- * What are the implications of these research findings for school administrators who seek to shape and sustain a school culture which enhance teachers' satisfaction in their job and their commitment to the school as an organization?

IMPLICATIONS OF RESEARCH FINDINGS FOR SCHOOL ADMINISTRATORS

The central intent of the present study was to investigate the elements of a school's culture which affect teachers' job satisfaction about their work and their commitment to the school as an organization. With this main aim of investigating the relation between school culture and teachers' job satisfaction and organizational commitment in a New Zealand secondary school, Alice Girls' High School was chosen as the site of study because of the reasons that it has a long history, a well established tradition and a strong school culture. The school is also led by a highly regarded principal and served by dedicated and well qualified staff with good social and collegial relationships.

THE IMPORTANCE OF STRONG CULTURE

According to Deal and Kennedy (1982), the degree to which values and beliefs are shared denotes the strength of a culture. An organization with strong culture has clearly defined basic philosophy which provides members with the sense of direction. It also has widely shared core values and commonly accepted

belief systems which guide the actions and interactions of members and serve as a strong bond which hold the members of the organization together. For this reason, Alice Girls' High School is regarded by the researcher as a school with a strong culture. It has a long history and well established tradition. It also has strong cultural leaders who uphold the core values and beliefs which are clearly defined, widely shared and commonly accepted by members of the school.

Sergiovanni (1982) emphasized that organizational culture provides organizational members with a clear understanding of the organization's norms, beliefs, principles, and guidelines and offers meaningfulness to members of the organization. These components build a strong bond which brings members together to work on behalf of the organization to attain its common goals and which in turn contribute to a strong organizational culture. Rosenholtz (1989) has also provided evidence that schools with well-defined cultures tend to generate higher levels of teacher commitment. Hence, a strong organizational culture brings members' commitment to the common philosophy and purpose of the organization.

Therefore, the research findings of the present study presented in this thesis have a few implications for school administrators who wish to improve school effectiveness through enhancing teachers' satisfaction in their job and developing teachers' commitment to the school as an organization.

1. GRATIFYING TEACHERS' NEEDS

As discussed in previous chapters, the degree to which teachers are satisfied with their job depends very much on the extent to which teachers' personal needs as a teacher at school are gratified and their professional goals and expectations of their job are met. It was found in the present study that teachers' personal needs, their professional goals and expectations of their job as a teacher are influenced by their understanding of the teaching profession and their perception of the roles as a teacher.

And, teachers' role perception is in turn affected by the basic philosophy and shared values of the school's culture. It was also found in the present study that the matching of the basic philosophy and shared values of the school culture with teachers' professional values and expectations is important in fostering teachers' satisfaction in their job and developing their commitment to the school as an organization.

2. SELECTIVE STAFF RECRUITMENT

Hence, in order to have a satisfied and committed staff at school, school administrators need to have a better knowledge of teachers' understanding of the teaching profession and their perception of the roles as a teacher when they select or recruit teachers. By this means, school administrators can select for appointment teachers whose personal values about education and their professional goals as a teacher at school are in line with those of the school, because the congruence of basic philosophy and core values of the school with the personal values and needs

of the individual teachers is important for the development of teachers' organizational commitment.

3. UPHOLDING SCHOOL VALUES

For those teachers who have accepted the broad view of teaching in which they see the roles of teachers are not just teaching in the classroom but helping students grow and develop will find their job more satisfying and worth doing. Hence, school administrators have to uphold at the school the basic philosophy of education in line with those professional values and needs of the teachers who see teaching is to help students develop to their full potential.

4. PROVIDING POSITIVE JOB EXPERIENCE

Satisfying these personal needs and achieving their professional goals and expectations as a teacher would lead to positive job experiences for teachers. With these positive job experiences, teachers have greater sense of achievement and perceive the job they are doing as meaningful, challenging and worth doing. These positive job experiences are prerequisite conditions for job satisfaction.

5. STRENGTHENING COLLEGIAL RELATIONS

It was also found in the present study that these processes of teachers' need satisfaction and goal achievement is mediated by many social and cultural factors. These social and cultural factors may include teachers' relationships with their students, supervisors and colleagues, the organizational characteristics of the school, the professional autonomy, recognition of contribution and achievement and the professional support and encouragement provided for teachers by the school leaders.

Hence, in order to enhance teachers' job satisfaction, school leaders need to shape and sustain a school culture which facilitates the building of good and positive relationships of teachers with their students, with the management team, and amongst the staff. School administrators also have to establish an organizational structure which promotes and values teachers' professional autonomy and recognizes their contribution and achievement. All these provide teachers with strong and positive professional support and encouragement which is essential for the development of teachers' satisfaction in their job and their commitment to the school as an organization.

6. MATCHING OF GOALS AND VALUES

As Weiner (1982) pointed out, commitment is enhanced when members accept the values and goals of the organization and integrate them into their own values and belief system. Since the congruence of basic philosophy and core values of the school with the professional values and needs of the individual teachers is

important for the development of teachers' organizational commitment, in order to match well the basic philosophy and core values of the school with the personal needs and professional goals and expectations of the teachers, these basic philosophy and core values of the school culture need to be clearly articulated, commonly understood amongst the staff and well accepted by the teachers. School leaders are playing a key role in upholding, shaping and sustaining this essential core of the school culture.

Hence, establishing shared attitudes, beliefs, and values systems among teachers is important in the development of teachers' commitment to the school and to their job. Sergiovanni (1987) emphasized that cultural leaders can bond people together by upholding a common set of cultural values.

7. ARTICULATION AND EMBODIMENT OF SCHOOL PHILOSOPHY

Therefore, the Principal and other school leaders are playing an important role in the articulation and embodiment of these school philosophy and core values in the daily cultural activities and interactions at the school. For example, through the daily actions and interactions between school leaders and staff members, the formal and informal organizational structures, operational procedures, decision making procedures and behavioural patterns, school leaders can communicate to members of the staff shared values and purposes of the school.

8. BEING A STRONG CULTURAL LEADER

As Deal and Peterson (1990) pointed out, leadership in organizations can be both technical and symbolic. Through these basic technical and symbolic functions, cultural leaders can reinforce the culture of the organization which enhance the identification and involvement of organizational members (Deal and Peterson, 1990).

This congruence of basic philosophy, core values and vision of the school with the personal values, needs and motivations of teachers fosters teachers' acceptance for and identification with the school. It was also found in the present study that the processes leading to teachers' identification with the school are also mediated by a number of other social and cultural factors.

9. PROMOTING COLLABORATIVE SCHOOL CULTURE (Campo, 1993)

One of these important cultural factors is the styles by which school leaders make decisions and the involvement of teachers in the decision making processes. It was found that teachers who feel that they have been involved in the development of the school philosophy and values have a higher degree of commitment to these philosophy and values.

Hence, school leaders are playing an important role in promoting a collaborative school culture (Campo, 1993). It is important for school leaders to involve teachers, as fully as possible, in decision making by providing the opportunity for staff to have appropriate input on decisions that may be important to them and by valuing their opinions and input.

10. FOSTERING NORMS OF COLLEGIALLY AND A CULTURE OF COLLABORATION

Campo (1993) also argued that Principals should take leadership in fostering norms of collegiality, in modelling and rewarding collaboration and cooperation amongst staff.

Hence, school leaders need to shape a school culture characterized by norms of collegiality, collaborative planning, participative decision making patterns and effective means of reaching cultural consensus, in order to give teachers a greater sense of ownership for what is happening in the school and to foster in teachers a greater degree of satisfaction in their job and a higher degree of commitment to the school as an organization.

Having discussed the implications of the findings of the present research for school leaders, the writer now turns to discuss the place of the present research in relation to the literature.

THE PLACE OF THE STUDY IN RELATION TO THE LITERATURE

As discussed in chapter one of this thesis, the importance of the teacher's role in achieving educational effectiveness has long been realized (Medley, 1982). Teachers in schools are playing an important role in providing a high quality education for our students. Research findings (Miskel et al. 1979; Mathieu and

Zajac, 1990; Holdaway, 1978; and Pastor and Erlandson, 1982) also shows that the more teachers are satisfied with their job and find their job worth doing, the more likely it is that they will have a greater sense of achievement and be more committed to their work. A high level of commitment is often associated with high performance of teachers (Miskel et al. 1979; Mathieu and Zajac, 1990; O'Reilly and Chatman, 1986). Hence, the issue of teachers' job satisfaction and commitment has aroused much concern in educational research (Carver and Sergiovanni, 1971; Chapman and Lowther, 1982; Gorton, 1971; Grasse and Carss, 1973; Holdaway, 1978; and Pastor and Erlandson, 1982).

The concept of culture has received increasing attention recently in the literature of education in general and educational administration in particular (Cusick, 1987). Smircich (1983) has also pointed out that culture enhances social stability and facilitates the generation of organizational commitment and satisfaction. Thus, the major intent of the present study was to seek to understand the culture of a school and its effects on teachers' job satisfaction and organizational commitment.

Most studies, for example, Cheng (1993) and Shaw and Reyes (1992), which the writer found in the literature on teachers' job satisfaction and organizational commitment, employed the cross-sectional quantitative survey approach to analyze the factors and their relationships on teachers' work attitudes. The present study differs from these studies found in the literature in that it adopted the qualitative ethnographic approach to understanding the culture of the school from the perspectives of the participants.

A number of ethnographic studies were found in the literature which applied the concept of culture to studies in educational settings (Edwards, 1986;

Poskitt, 1989; Fitzgerald, 1992). Most of these studies focused on cultural leadership and the role of principals in shaping school culture (Firestone and Wilson, 1985; Blase, 1987; Pavan and Reid, 1990; Reitzug and Reeves, 1992; Southworth, 1993). Apart from looking at the cultural leadership and the role of principals in shaping school culture, the present study also focused on a wider range of cultural areas covering curriculum, staff relations, school boards, student bodies, and the community and their effects on teachers' work attitudes and performance.

Apart from some quantitative surveys (Cheng, 1993), no research has been found in the literature which sought to investigate the effects of school culture on teachers' work attitudes such as job satisfaction and organizational commitment.

Thus, this study seeks to fill this gap in the literature by identifying and examining the elements of school culture which affect teachers' job satisfaction and organizational commitment through more direct observational approach in contrast to survey responses. This study contributes to the recent continuing research on organizational culture in educational settings, but it has a specific focus on organizational behaviour, teachers' work attitudes and performance.

The present study also helps in deepening the understanding of the culture of a school and its effects on teachers. Findings of this study would, hopefully, be helpful to school administrators who wish to improve school effectiveness through organizational development (Miles and Schmuck, 1971).

THE METHODOLOGY OF THE STUDY RECONSIDERED

The present research is an ethnographic case study in which the culture of a secondary school was studied using the ethnographic research approach for cultural description and interpretation (Geertz, 1975). With the emphasis on participant observations in the field as the main research technique, the study also employed both formal and informal informant interviews of people in the school and document analysis as data gathering techniques.

There was one interesting point which ^{was} worth noting for using the ethnographic research approach in the present study. The researcher is a Hong Kong Chinese who came to teach in a New Zealand secondary school a few years before the present research was undertaken. In spite of the fact that the researcher came from a country of origin with different cultural background, he was not a stranger to New Zealand schools. He had taught in the local secondary school and was familiar with the local school system, the organizational structures and operations of the school and the working conditions of the teachers. Hence, he could share his experience in school with the participants and perceived the cultural life from the perspectives of the teachers. Furthermore, he could look at the school culture with fresh eyes because of his different cultural background and relatively new to the system. This could be an advantage over New Zealand born teachers in undertaking the present research. Thus, the ethnographic research approach has been proved to be most suitable and appropriate for the purposes of the present study.

The ethnographic research approach also proved to be a highly demanding task for the researcher. The researcher had to spend a substantial period of time, which last for more than a school year, in the field as a participant observer to observe the cultural life as it took place in the daily living at the school and to provide a "thick description" of this cultural life from the perspectives of the participants themselves (Glaser and Strauss, 1967).

This research approach is highly demanding not only in terms of time and physical effort in data collection, but also in terms of the quality of the researcher in observing and making interpretations. A good ethnographer needs to have an analytical mind, an open eye in observing and making cultural interpretations without being affected by preconceptions or prejudices. A good ethnographer also needs to be able to see things in someone else perspectives and have a holistic and impartial view of looking at cultural phenomena and in making cultural interpretations.

It was also found in the present study that informal conversations is the most useful and effective way of data gathering which can be matched to individuals and circumstances. In informal conversations the interviewer can be highly responsive to individual differences and situational changes (Patton, 1990). This technique allowed the researcher to probe more deeply into the issues he has in mind at the time of conversations. These issues might have been identified during participant observations, document analyses, or other informal conversations held with other participants.

In these situations of informal conversations, participants were more relax and less likely to have the feeling of being examined or scrutinized. Hence, they

can express more freely their perceptions, feelings and ways of thinking. Thus, most of the useful data in this study were gathered by this technique.

Another methodological issue which needs to be reconsidered in the present study is the one of subculture. In the interpretations and discussions presented throughout this thesis, it seems that there is only one uniform culture present at Alice Girls' High School. The present researcher recognized the existence of subcultures amongst groups of participants at the school and these subcultures might differ in some ways amongst themselves or from the one described in this study.

But, as an ethnographic case study, the present research only focused on the dominant school culture present at Alice Girls' High School which has the greatest effects on teachers' work attitudes and performance. Thus, there is a need to recognize that the experiences of some of the participants in the cultural world of the school have been hidden through the process of the present study (Deal and Kennedy, 1988).

The processes of data analysis and presentation leading to the generation of grounded theory is another point which worth reconsideration for the following reasons.

Data analysis in ethnographic research is basically a process to generate theoretical ideas and to shape a theory grounded in the data (Glaser and Strauss, 1967). According to Van Maanen (1983) the explanations of informants constitute the "first order concepts" which is actually the journalistic or ethnographic reporting of what transpired in the words of those who were involved in the unfolding of the story. The "second order concepts" emerge from the analysis of the data by the researcher, who imposes a theoretical framework on the story and

makes it meaningful to an audience interested in the story as social scientists. Van Maanen (1983) called the "first order concepts" which the informants unfolded in the data as "ethnographic facts" while the "second order concepts" developed during the course of research as "theories". According to Miles and Huberman (1994) the journey from ethnographic facts to theories is a "perilous step":

We're moving progressively up from the empirical trenches to a more conceptual overview of the landscape. We're no longer dealing just with the observables but also with the unobservables, and are connecting the two with successive layers of inferential glue.

(Miles and Huberman, 1994:261)

Thus, data analysis in ethnographic research is a process of creating a way to make sense of the data. In other words, data analysis in ethnographic research is the process by which the researcher searches for patterns in data and for ideas that help explain the existence of those patterns.

Fetterman has the most concise summary of the process:

The ethnographer begins with a mass of undifferentiated ideas and behaviour, and then collects pieces of information, comparing, contrasting, and sorting gross categories and minutiae until a discernible thought or behaviour becomes identifiable. Next the ethnographer must listen and observe, and then compare his or her observations with this poorly defined model. Exceptions to the rule emerge, variations on a theme are detectable. These variants help to circumscribe the activity and clarify its meaning. The process requires further sifting and sorting to make a match between categories. The theme or ritualistic activity finally emerges, consisting of a collection of such matches between the model (abstracted from reality) and the ongoing observed reality.

(Fetterman, 1989:92)

According to Glaser and Strauss (1967), generating theory from data meant that cultural themes and theoretical ideas generated in the study were grounded in

the data and findings were systematically worked out in relation to the data throughout the research process.

Hence, the process of generation of grounded theory in the present study leading to the cultural model which related teachers' job satisfaction and organizational commitment was also found to be a highly demanding task for the researcher.

SUGGESTIONS FOR FURTHER RESEARCH

Since the culture of a school is dynamic and this study is limited in time to the school year in which the fieldwork was undertaken, therefore, the study is not repeatable to have exactly the same data gathered as those of this study, but the cultural themes and theoretical ideas generated can be subjected to validation and verification by further research to be carried out at other secondary schools in New Zealand.

As discussed in Chapter 7 on the selection of the site of study, the school studied in this research was chosen in a purposive manner. Therefore, the school chosen is not supposed to be an average or typical New Zealand Secondary school. For this reason, the findings of this study cannot be generalized directly to any wider population of secondary schools in the country.

But the theoretical ideas generated in the present study and the cultural theory which relates school culture to teachers' job satisfaction and organizational commitment can be applied to other schools for further study.

The schools to be selected for further study could differ from the school under the present study in cultural characteristics, historical background and traditions, basic philosophy and school values, administrative structures, or staff compositions. So that comparisons can be made with the findings of the present study.

Since, the congruence of basic philosophy and core values of the school culture with the personal values and needs of the individual teachers is important for the development of teachers' organizational commitment, one of the possibilities for further research, for instance, is to apply the theoretical ideas and cultural model generated in the present study to studies in other schools with different basic philosophy and school values. So that the effects of these basic philosophy and school values on teachers' job satisfaction and organizational commitment can be further examined and tested. Such research would determine the validity of the cultural model and its applicability to wider school populations, or suggest modifications, if necessary, to the cultural model proposed in the present study.

CONCLUDING REMARKS

The best should teach ... The world seldom notices who teachers are; but civilization depends on what they do.

(Stiles, quoted in Eastmond, 1959:410)

Teachers are playing a key role in a child's future. In order to have well-balanced development, children need the best education possible which can only be passed on by devoted teachers who are not just doing a job but who are also enjoying their work and are committed to it (Hargreaves, 1994; Reyes, 1990). For this reason, the writer undertook the present research in order to understand the culture of a school and its effects on teachers' job satisfaction and commitment.

The present study could, hopefully, be able to deepen the understanding of the relationship between school culture and teachers' job satisfaction and organizational commitment in schools. With these understandings, school leaders can, hopefully, shape and sustain a school culture which enhances teachers' satisfaction in their job and foster teachers' commitment to the school and to their work, which in turn would, hopefully, lead to better performance in teachers and better educational outcomes in our students.

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APPENDICES

APPENDIX A



**MASSEY
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**FACULTY OF
EDUCATION**

**DEPARTMENT OF
EDUCATION**

2 July 1993

██████████
The Principal
██████████ Girls' High School

Dear Miss ██████████

Re: Proposal for Research Project to be carried out at
██████████ Girls' High School

Thank you very much for letting me have the chance to meet you and to discuss the possibility for me to carry out the fieldwork component of my PhD research at your school.

Following the discussion held with you on last Thursday, 1 July 1993, I would like to seek your formal approval to conduct my PhD research at your school. A proposal for the research project is attached to this letter.

Your school is being invited to participate in this study for the reasons of having a good reputation for excellence, a good record of student achievement, a long history and well established tradition, a strong school culture, a dedicated staff and a highly regarded principal.

Trust and support from you and your staff is important for this study to be successful. I would like to build up a collaborative relation with the staff in carrying out this study. It is understandable and also natural that when there is an outsider coming to the school to do a study, the people involved will have the feeling that they are there to be studied and scrutinized, while the researcher is coming to investigate and examine them. I think this should not be the case for this study.

But, instead, you are invited to participate in this study and we are working together to achieve some common goals for mutual benefits. With no doubt that I shall benefit by the study in fulfilling the requirement for my PhD. But, on the other hand, I think the school and the teachers will also benefit by the study. The findings of the study will also be helpful for you to

better understand the culture of your own school, to work out a model to enhance teachers' job satisfaction and make your job more meaningful and enjoyable.

For these reasons, the school authority and staff members should also have a stake in the study. Any comments or feedback on any aspects concerning the study will be most welcome and greatly appreciated.

Should you, or any other person connected with the school, require any clarification of this proposed study I should be too willing to comply with such a request. Further, should you wish to make any comments regarding the study I would greatly appreciate your input.

Associate Professor Wayne Edwards and Senior Lecturer Dr Wilhelmina Drummond, both of the Education Department, Massey University, are to supervise this study, while I may also be contacted through the Department at phone number 3569099 Ext 7719.

Thank you very much for your kindest consideration and look forward to receiving your most favourable reply.

Yours sincerely,

Joseph Mak

Encl.



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**FACULTY OF
EDUCATION**

**DEPARTMENT OF
EDUCATION**

PROPOSAL FOR RESEARCH PROJECT TO BE CARRIED OUT

AT GIRLS' HIGH SCHOOL

TO : Chairperson of Board of Trustees,
Principal and staff of
_____ Girls' High School

FROM : Joseph Mak
Education Department
Massey University
Palmerston North

DATE : 1 July 1993

THE RESEARCH TOPIC :

The elements of school culture which affect job satisfaction and commitment of teachers.

REASONS FOR CHOOSING THE SCHOOL :

Your school is being invited to participate in this study for the reasons of having a good reputation for excellence, a good record of student achievement, a long history and well established tradition, a strong school culture, a dedicated staff and a highly regarded principal.

RESEARCHER'S BACKGROUND :

The researcher has been involved in education as a school teacher and administrator for the last 15 years. He has been a teacher, Head of Department and Deputy Principal at secondary schools in Hong Kong and has also taught in a New Zealand secondary school for some years.

The researcher is also experienced in educational research. He gained his Master in Educational Administration Degree from The University of New England, N.S.W., Australia and awarded a Distinction for the thesis on "The Effect of Participative

Decision Making on School Effectiveness and Job Satisfaction Among Secondary School Teachers".

Since July 1992, the researcher has been a candidate for the PhD degree at Massey University. He has been working in the area of educational administration research under the supervision of Associate Professor Wayne Edwards and Senior Lecturer Dr Welhelmina Drummond at the Faculty of Education of Massey University. The proposed study would fulfil the requirement for the PhD degree in Education at Massey University.

RATIONALE FOR THE RESEARCH TOPIC :

Having been a school teacher and involved in administrative work at schools for some years, the researcher is very much concerned about the factors affecting teachers' job satisfaction and commitment.

The importance of the teacher's role in achieving educational effectiveness has long been realized. Teachers are playing an important part in providing a high quality education for our younger generation. The more teachers are satisfied with their job and find their job worth doing, the more likely they are to have a higher sense of achievement and be more devoted to their work. This will also lead to higher teachers' performance and better educational outcomes.

Therefore, teachers' job satisfaction is an important factor in schools. It not only has an effect on the individual teachers but also affects the effectiveness of the school as well as the educational outcomes in our students.

Hence, the issue of teachers' job satisfaction and commitment has aroused some concern in educational research. But no research has been located so far to relate the culture of the school to teachers' job satisfaction and commitment. This proposed study is trying to fill the gap in this area of research in educational administration.

THE CONCEPT OF SCHOOL CULTURE :

The concept of school culture involves the basic assumptions, the underlying philosophy and the value systems upheld by the school and shared among staff and students. From these derive the behavioural norms, that is, the way of thinking and the way of doing things or the way of life at school. These in turn influence the behaviours of members of the school, their relations and interactions with each other. Therefore, school culture affects almost every facet of school life.

THE PURPOSE OF THIS PROPOSED STUDY :

The purpose of this proposed study is to investigate the relation between school culture and job satisfaction and commitment of teachers in a New Zealand secondary school.

This study will seek to identify the elements of school culture which have an effect on teachers' job satisfaction and commitment. In particular, the study will investigate how these cultural elements affect teachers' job satisfaction and commitment, and the way they can be shaped and sustained in order to enhance teachers' job satisfaction and commitment.

THE RESEARCH APPROACHES :

It is not an easy task to understand the culture of a school in a short time. It takes time for someone who is new to the school to learn about the way of life in the school. A considerable amount of time is needed to be spent in the school to understand the culture and collect data to describe it.

The approach to be used to study the culture of the school will be a qualitative and naturalistic one. It requires the researcher to live as much as possible with and in the same manner as the group of people being studied, to take part in the daily activities of people by watching what they do, listening to what they say, and interacting with participants such that the researcher becomes a learner to be socialized into the group being studied in order to reconstruct their interactions and activities in field notes taken on the spot and to make interpretive comments from the perspectives of the participants.

DATA GATHERING FOR THE PROPOSED STUDY :

Three major data gathering methods are proposed :

1. Observation:

In seeking to describe and interpret the culture of the school, the researcher will spend time in the school interacting with participants, talking with people and observing the 'way of life' of the school : in the staffroom, at staff meetings, in classrooms, in play-ground, at assemblies, at school functions, at sports matches and at staff social functions.

2. Interviews :

The principal, members of the staff and a sample of students in the school will be interviewed in order to discover the cultural world from the participants' perspectives. They will also be asked about the aspects of the school life which they think have effects on teachers' job satisfaction and commitment.

3. Document analyses :

The documents to be collected and analysed, if available, will include the school charter, policy statements, newsletters, minutes of meetings, handbooks, school magazine, collection of newspaper items concerning the school, any account of the background and early history of the school, and the like. These will provide information of the values, beliefs and behaviours that constitute the school culture.

TIMING OF THE PROPOSED STUDY :

Should approval be granted, the researcher will spend four or five weeks' time each term at the school. The total time span of the fieldwork program will be approximately one year. It will be carried out at stages in blocks of two to four weeks each. If it is possible to start in term II of the 1993 school year, the fieldwork program will finish before the end of term II 1994.

RESEARCHER'S GUARANTEES FOR THE PROPOSED STUDY :

1. The study will be carried out in an unobtrusive way and causing no disruption to the functioning of the school or any events taking place at the school.
2. All information obtained and its source will be treated confidentially and will not be passed from one person to another.
3. Fictitious names or code numbers will be used to preserve the anonymity of the school and the people involved so that neither the school nor any individual involved will be identified.

WORKING RELATIONS BETWEEN RESEARCHER AND PARTICIPANTS :

Trust and support from the school authority and the staff is important for this study to be successful. The researcher would like to build up a collaborative relation with the staff in carrying out this study. It is understandable and also natural that when there is an outsider coming to the school to do a study, the people involved will have the feeling that they are there to be studied and scrutinized, while the researcher is coming to investigate and examine them. To the best of the researcher's belief, this should not be the case for this study.

But, instead, the school is being invited to participate in this study. The school and the researcher are working together to achieve some common goals for mutual benefits. By doing the study, the researcher fulfils the requirement for his PhD degree. But, on the other hand, to the best of the researcher's belief, the school and the teachers will also benefit by the study. The findings of the study will also be helpful for them to better understand the culture of their own school, to work out a model to enhance job satisfaction and to make their job more meaningful and enjoyable.

Therefore, the school authority and staff members should also have a stake in the study. Any comments or feedback on any aspects concerning the study will be most welcome and greatly appreciated.

Should any other person connected with the school require any clarification of this proposed study, the researcher would be too willing to comply with such a request. Further, should any comments regarding the study be made, the researcher would greatly appreciate those valuable inputs.

Associate Professor Wayne Edwards and Senior Lecturer Dr Welhelmina Drummond, both of the Education Department, Massey University, are to supervise this study, while the researcher may also be contacted through the Department at phone number 3569099 Extension 7719.

[REDACTED]

PRINCIPAL

[REDACTED]



TELEPHONE [REDACTED]
FAX. NO [REDACTED]

29 July 1993

Mr J Mak
Education Department
Massey University
PALMERSTON NORTH

Dear Mr Mak

I am very pleased to be able to write to tell you that our staff and Board of Trustees have agreed to your carrying out your research proposal in our school.

Members of our staff and Board of Trustees are very interested in the project and are very happy for the school to be involved. We believe it will be an interesting and useful exercise.

I suggest that you contact me during the next two weeks to discuss further details of the arrangements.

Yours sincerely

[REDACTED SIGNATURE]

PRINCIPAL

APPENDIX C

DATA ITEMS FROM DOCUMENTS

SOURCE	DATA ITEM	CATEGORY
Mission Statement	<p>Alice Girls' High School will provide an education for young women that challenges each student to achieve personal standards of excellence and to reach her full potential through intellectual, physical, social, moral, aesthetic, cultural, and emotional growth.</p> <p>The school will encourage cooperation, and a concern and respect for others.</p> <p>We will prepare the students for life in a challenge and changing world.</p> <p>Particular emphasis will be placed on the development of the young women's sense of self-worth and self-confidence, to prepare them for a future of equal opportunities, irrespective of gender.</p>	Basic philosophy and core values
School Charter	Alice Girls' High School has a fine tradition of promoting the educational needs of girls. It has high academic standards, and offers a broad curriculum.	Core values
Staff Handbook	The school aims to provide an environment and learning opportunities so that each student will, to the best of her ability, acquire and develop the knowledge, skills, attitudes and values needed to understand and contribute to society.	School aims

APPENDIX C (Continued)

Policy Statement	The school believes it is essential to have links with the community. The students have specific and general needs related to the wider community. Goals for student educational outcomes are established in the basis of this belief.	Partnership with community
Program Plan of School Library	The teacher-librarian, in association with the library services team, supports the educational and social roles of the school by being responsible for the selection, organization and management of all the school's learning resources.	Learning resources and educational needs of students
The School Newsletter <u>Update</u>	This edition of <u>Update</u> highlights the extensive range of activities both in and out of class that have taken place in the school this term and the high standard of achievement of our students.	core values -- achievement
	I should like to acknowledge the commitment, enthusiasm and hard work of students, staff, parents and others.	recognition
Letter to parents	You will appreciate that to make the most of their educational opportunities it is important for students to attend school each day. As a preparation for adult life, students also need to learn to fulfil their "work commitments" and acquire good habits by attending school every day.	values expected of students -- work commitment

APPENDIX D

SAMPLES OF RAW FIELD NOTES

THE SENIOR PRIZE-GIVING CEREMONY

held in the school hall at 8 p.m.
on Wednesday 17 November, 1993.

before the start of the ceremony,
several well-mannered and dressed up senior students,
appeared at the entrance of the school hall

TO give a warm welcome to every parent or guest

7:45 p.m., the school hall was filled up
delighted students, parents and visitors

no more seats for those who came after that time.
additional seats put just outside the entrance of the
school hall.

The atmosphere in the school hall was cheerful and
delighted
with noises of laughter and casual talks

suddenly quiet down
AC went up to the stage to signal the start of the
ceremony

ceremony started with a Maori welcome ceremony
the processional enter the school hall

JC in Maori costume,
lead the procession
followed by the guest speaker
the members of the Board of Trustees
members of the staff.

procession gone up to the stage
took their seats

a Maori dance was performed
by the school's Maori culture group

singing the New Zealand Anthem

Maori speaker presented a welcome speech in Maori
language

Maori culture group sang some Maori songs

APPENDIX D (Continued)

BOT Chair:

Tonight is to acknowledge your achievement in whatever field you have succeed

giving thanks to the Principal, staff and parents for their support and contributions made to the school

reported the effort that the Board has put in modernising and upgrading the school buildings and facilities:

Another year has nearly gone
the completion of the final stage of our current Development Plan
the remodelling and upgrading of the Home Economics Suite,
the shifting of two of the upstairs laboratories to ground level, consequent upgrading

Providing a safe and comfortable environment which facilitate students' learning is a high priority of the Board

explained the policy of the Board:

The Board is determined to have on-going planning for the future

we are having discussions about the next Development Plan to upgrade our school facilities to better meet the educational needs of our students

the ideas and dreams of the school community can be focused, organized and planned into a logical sequence

third form enrolments settled down:

The Board felt that it was safe to lift the enrolment scheme for 1994

our third form enrolments closed on 31 July 1993, the number of students was almost exactly what we wanted

it is a relief to the Board that all the girls who want to come can now be enroled

it is our policy to cater for everyone who wants to come to this school without any selection procedure

gave thanks to the members of the Board for their support and concern for the school

and the students:

The Board members work well together.

They respect one another's opinions

discuss the issues

reach total agreement or consensus

APPENDIX D (Continued)

the Principal's report:

emphasised the importance of students' participation in school activities
their achievements in both academic and extra-curricular activities

"Tonight is the chance to acknowledge a wide range of activities and achievements"

"our results in national examinations last year were outstanding"

about the curriculum offered:

Like other schools we are very conscious of the changing needs of our students

we are constantly reviewing our curriculum to ensure that it is meeting the needs of all our students

"When we look at the wealth of opportunities at Girls' High School we have to recognize our students' talents, creativity and hard work
and the support and assistance of teachers and others

Students have participated in a huge range of activities both within and outside the classroom

further recognized and congratulated the achievers:
many have achieved at a very high level academically and in cultural and sporting activities

"A large number of old girls of Alice Girls' High School are graduating from universities throughout New Zealand."

she also emphasised the primary aim of the school mission: to provide opportunities for the full development of young women to their full potential -- intellectually, physically, socially and in sports and cultural activities

by making this comment:

Our school has a fine record of providing opportunities for young women to achieve academically and in all aspects of life

This year we should rejoice in the considerable achievements of our past and present students

recommit ourselves as a school community to providing an education for young women
prepare them for a future of equal opportunities, irrespective of gender

APPENDIX E

SAMPLES OF DATA ITEMS

The Quality management system:

JC explained the rationale for the implementation of the system.

Sue explained the diagram, flow-chart of the system. The roles and responsibilities of different management team members, the HODs, PR holders, etc. "Rationale for the system -- a way of reviewing of the educational processes taking place at the school."

"Policy and principles of Quality management is for us to have confidence that the policy goals can be achieved.

"We will do what we say we are going to do."

"We can be sure that the policy goals can be achieved and the rules and procedures followed."

Every year, someone from outside will come to look at "the system" to see how well it is working, its effectiveness and the way to improve.

As external evaluators, their role is looking at each department with the subject expertise.

JC: The school has to know "What we are going to do and Why?"

We need to record what we are doing, and how they are done and how well we are doing them.

It took three months to write up the scheme and it's a big job.

Thanks for those who have made contributions in setting up the scheme.

The school needs to be self-reviewing.

Quality management is not only a document but a system in place for our self-reviewing and evaluation for improvement.

Each subject department will be reviewed every three years by subject expertise from outside the school.

Report from the Computer Committee:

The computer policy by computer development committee

The priorities came up with as followed:

"We should decide in principle whether this is the way we want to achieve and the way we are going to achieve. Why we decide to have a computer network at school and how are they going to be used to facilitate students' learning."

JC asked for comment on the stage I priority that the committee has come up with.
 Leslie explained the proposed setup and the uses of the computer network.

There will be three stages in developing the new computer network system with a budget of \$84,000
 Margaret raises the question "Where to get the money?"

JC: "We have to decide what we need, the BOT will try to get the money."

John: "What about the priorities of other departments? Some departments are short of money for resources."

JC: "We need to set priorities and adjust to changing needs."

Staff social committee:

"We are too work-oriented but not enough social oriented."

"We need to know each other right from the beginning of the year."

"There are not enough social occasions in term 2 for us to socialize."

Collegial relationship amongst staff:

Observed staff collegial relation : stick with Dept.
 (sit together in groups of same subject at staffroom) -- to discuss academic matters

making funs, jokes: --

Some lost properties found and handed back to Alan
 "Thank you, I just put it there to see who is the most honest person on the staff."

"Did you have any doubt?"

"Oh, yes, I did."

Laughters followed.

Sharing resources:--

"I found this book in the library. See if it would be of any help to you in teaching this new topic."

"Oh, its very kind of you. You are really great. That's exactly what I need, thanks very much."

"I have designed a new model for teaching this unit. Would you like me to show you?"

"Yes, please ! I am just puzzling how I can bring out this concept to the students."

APPENDIX F

CATEGORIZING DATA ITEMS

<p>HOD meeting, 20/9 3:30pm staffroom --> 4:30pm J.C. chaired the meeting, big 3's at front table in middle of staffroom Two items in the agenda : 1. Teaching & learning goals & objectives -- prioritizing them 2. Capital works & buildings development projects</p>	meetings	staff meeting agenda
<p>J. emphasised the importance of prioritising teaching program, teaching & learning goals/ objectives, resource allocations etc.</p>	meetings	prioritizing goals and objectives
<p>She gave examples of prioritizing resource allocation to suit : learning needs of students; changing demands of society, changing climate/environment</p>	meetings	students' needs
<p>J.C. : Climate & environment are changing & moving quickly e.g. the national curriculum & planning</p>	meetings	changing environment
<p>we need to think of the ways of enhancing the learning of students in this changing environment</p>	meetings	enhancing students' learning
<p>National education guidelines have come out recently; new syllabus for different subjects e.g. maths & science, Technology and English are coming out soon Great rush of new syllabi are coming out There have been radical developments in science curriculum and other subjects too.</p>	meetings	new syllabi and curriculum guidelines

We need to think about the things that our department need to do.

meetings

adapt to changes

I suggest that departments set up their own committees to: educate ourselves about the new technology and changes how to implement the new syllabi under the new environment e.g. computing across curriculum

Teacher development contract for next year : on area of assessment think about and work on the needs for staff development program

meetings

teachers' professional development

J.C. as instructional and professional leader: She brings out new ideas, new development in Education; explores resource -- from reading widely, from library, from T.V. supplies information on new development and changees : e.g. Tele-teaching/learning; new ways of communicating some schools are booking sites with Telecom. to set up the centres for Tele-teaching they set up links between schools in the network different schools have different strengths in teaching various subjects, or various resources that they can share through these links and networks.

meetings

principal as professional leader, provide information of recent educational development, etc.

We have to open up our minds to these new techn. and new development -- ranges of possibilities for the future we need wide reading for new Ed'n development

meetings

planning for the future

* we need to think about what our school can do -- and priorities of resource allocations

meetings

resource allocation

APPENDIX G

CODING OF DATA SEGMENTS

In an HOD meeting J.C. emphasised the importance of prioritising teaching program, teaching & learning goals/objectives, resource allocations etc.

staff meeting
agenda (HOD)
(7.3)

She gave examples of prioritizing resource allocation to suit: learning needs of students; changing demands of society, changing climate/environment

prioritizing goals
resource allocation (3)
students learning
needs (9.3)
(4.1)

J.C.:
Climate & environment are changing & moving quickly
e.g. the national curriculum & planning

adaptation to
changing ext.
env't (4.1)

we need to think of the way of enhancing the learning of students in this changing environment

students' needs
teaching & learning (4.1)

We need to think about the things that our department need to do.
I suggest that department set up committees to:

educate ourselves about the new technology and changes
how to implement the new syllabi under the new environment
e.g. computing across curriculum

plan ahead
adapt to change (4.1)
self-renewal
(4.2)

In prioritizing the goals, we need to think globally the school's needs & priorities.

Working at where we should go ?

prioritizing goals.
(3.3)

Library --> convert to multi-learning space

We need to think about the learning purposes for these facilities.
Facilities should be centred around enhancing teaching & learning.

School facilities (1.3)
enhance students'
learning (4.1)
Teaching & learning 1st
(4.1)

Education consultant, Don, hired by the school under a teacher professional development consultant contract for special project of staff development ran a 2-day seminar 15 teachers were involved Don came to school for 1 day every 2 weeks

prof. devel't (10.7)

He acted as an observer and facilitator in the classroom and in the staffroom, discuss with teachers individually or in groups.

Topic : "Group work" teaching techniques

sp. wk - co-op. (4.3)

Held seminars or group discussions in lunch time or afterschool 15 teachers involved voluntarily

self-renewal prof. growth (10.7)

A teacher rushed back from the library and said to another teacher: "I found this book in the library. See if it will be of any help to you?" "Oh, you are really great !"

sharing resources collegial relation (10.4)

Two teachers chatting at morning tea : "I have designed a new model for teaching this unit. Would you like me to show you?" "Yes, please! I am just puzzling how I can bring out this concept."

collegial relation (10) mutual support (9.2)

Staff making funs and jokes - Some lost properties found and handed back to Alan "Thank you, I just put it there to see who is the most honest person on the staff." "Did you have any doubt in my honesty?" "Oh, yes, I did." Laughters followed.

staff social relation (9.2) & (10.3)

School Motto : "Always Upwards" means

strive for excellence (4.3) (sch. value)

Parents send students choose to come to this school for academic reasons This school is well accepted by the community with good reputation and it is attractive to students and parents

acad. achievement (4) community relation reputation (10.2) identity.

APPENDIX H

COMPUTER ENTRIES OF CODED DATA ITEMS

2.1 The School Charter

- 2.1.1 In order to achieve the educational goals and objectives, the Board of Trustees is responsible for the preparation of the charter of the school in collaboration with the Principal, the staff, and the community.
- 2.1.2 The charter defines the purposes of the school and the intended outcomes for students.
- 2.1.3 It also defined the ways in which programmes are designed to take account of the particular interests and needs of the students, the special skills and qualifications of the staff, the resources of the community, and the community's expectations of the school.

2.6 Middle management

- 2.6.1 The senior management team is supported by a middle management group in the effective management of the school.
- 2.6.2 The middle managers have a role in the decision making process and contribute to the implementation of board policies.
- 2.6.3 They provide leadership for members of their departments by sharing the responsibilities and conducting the accepted staff appraisal system.
- 2.6.4 The Heads of Departments are also responsible for implementing a management planning cycle which involves departmental goal setting, a mid-year monitoring of the goals and an end-of-year review with further goal setting.

4.1 Core values

4.1.3 meeting students' educational needs

- 4.1.3.1 The basic philosophy is really that we are here to meet the educational needs of our students. This is the only one purpose that the school exist. And that is to meet the learning needs of the students and also to provide opportunities for them to learn and growth or the opportunities for them to achieve in a whole range of development -- academic, social, personal, cultural and sporting as well as they can.
- 4.1.3.2 a wide range of courses are offered at Alice Girls' High School
- 4.1.3.3 students can make the most of the opportunities which are offered to *"prepare the students for life in a challenging and changing world"*,
- 4.1.3.4 the Principal advised the students to *"look towards the future"* when choosing their subjects and *"consider not only what you hope to get out of Girls' High School but also what you can contribute to the school and one another."*

10.4 Collegial relationships amongst staff

10.4.2 Sharing resources:--

- 10.4.2.1 "I found this book in the library. See if it would be of any help to you in teaching this new topic."
"Oh, its very kind of you. You are really great. That's exactly what I need, thanks very much."
- 10.4.2.2 "I have designed a new model for teaching this unit. Would you like me to show you ?"

"Yes, please ! I am just puzzling how I can bring out this concept to the students."

APPENDIX I

POSITIONS AND NUMBERS
OF INFORMANTS INTERVIEWED

	POSITION	NUMBER
SENIOR MANAGEMENT	1 Principal 1 Deputy Principal 1 Assistant Principal	3
MIDDLE MANAGEMENT	3 Heads of Department 2 Deans 1 Student Counsellor 1 Head of Special Needs 2 Other PR holders	9
OTHER TEACHERS	Without any positions of responsibilities	12
TOTAL		24

APPENDIX J

INTERVIEW GUIDE

How long have you been teaching at this school and at other schools?

Do you have any special duties or post of responsibilities at this school?

Why did you choose teaching as your career?

What are the things which are most attractive to you in choosing teaching as your career?

Do you have any personal goals and expectations in being a teacher?

What are the things which satisfy you in being a teacher?

What are the things which motivate you to work hard as a teacher?

What does the school expect of the students?

As a teacher at this school, what do you see the school expect of you ?

For the role you are playing at the school, how much is it congruent with what you are expected of by the school, the students, parents and yourself?

How do you feel about the students at this school -- their behaviours, attitudes, performance and your relation with them?

What do you think about the social relation among the staff at this school?

What do you think about the working relation among the staff at this school?

What do you think are the basic philosophies, core values and belief systems upheld by the school?

In what way are theses basic philosophies, core values and belief systems articulated and manifested in the school?

How much do you think these school values match with your personal goals and expectations as a teacher?

What are the factors which affect you carrying out your duties and playing your role as a teacher effectively at this school?

What do you think about the leadership styles and behaviours of the management team ?

In what way do these leadership styles and behaviours affect your satisfaction as a teacher?

What do you think about the formal organizational structures of the school?

In what way do you think these formal organizational structures affect your job satisfaction?

What do you think about the consultation, decision making processes and communication patterns at this school?

Do you think leaders are spending enough time to consult, communicate and explain school policies and decisions with staff members?

How much professional autonomy do you think you are enjoying in making decision and carrying out your duties at this school?

How do you feel about the appraisal of teachers and recognition of their effort, contribution or achievement?

How do all these reward systems, appraisal and recognition processes and practices affect your job satisfaction?

What are the good things about working at this school?

If you were able to change one thing about working at this school what would it be and why?

Generally speaking, do you think most of the teachers at this school are willing to spend extra time and effort on behalf of the school for the benefits of the school and the students?

What do you think are the factors that foster teachers' commitment to their job and their willingness to spend extra time and effort on behalf of the school?

If you had the choice again, would you choose teaching as your career? Why?

If you had the choice again, would you choose to teacher at this school? Why?

What are the factors that you would consider if you were thinking of changing your job or changing a school to teach in?

APPENDIX K

SAMPLES OF INTERVIEW TRANSCRIPTION

WITH MARGINAL REMARKS AND CODE NUMBERS

I : Interviewer
R : Respondent

I : What are the things which satisfy you in being a teacher?

R : I think the job is a worthwhile one in that you are able to provide education to young people. First of all, you are able to influence what that education is and the way it is provided. I think that makes the job is therefore satisfying in social means to the community. I think that therefore that makes the job meaningful. I think that could become rather abstract, but you do see individual students growth and making progress and that you actually physically see the progress and people express appreciation to that progress. I think that all of that gives you satisfaction. I think that it gives you satisfaction that there are further opportunities being offered to students which can all developed over a period of time. I think it gives you satisfaction to see that the school is developing to meet the needs of the students. And I think it gives satisfaction to see that development and to see that participation and to see I think the achievement made by the school and the individual students and staff. I think it is also a satisfying job in that there is a challenge to the work and that it is constantly changing.

Worthwhile & meaningful job (9.4.4)

social student growth & dev. (9.4.9)

recognition intrinsic reward (8.1.1) (9.4.8)

meeting the needs of the students.

achievement

challenging (8.1.1)

I : What are the things which motivate you to work hard as a teacher?

R : I think it is the personally motivated needs and I believe that you do a job then you do it as well as you can. I that the nature of the job and nature of the school are in line with my personal philosophy. And I have a very strong commitment to actually working to meet the educational needs of all the students and I therefore have a strong personal philosophy to what the school is trying to do. So that is a strong motivator.

intrinsic motivation (8.1.1)

congruence of goals & philosophy (10)

APPENDIX K (Continued)

I : What does the school expect of the students?

R : It is quite clearly defined in the mission statement. The mission statement was really developed several years ago, actually before the Torrow's School. The school really wants to help to meet the individual needs of the students and help students to achievement personal standard of excellence. Or if you like help them to achieve their best. We provide them with the opportunities and we provide them with the encouragement. And the other thing, I believe, is that, you know, we are not just academically, but their personal development and social development and also cultural and sporting activities. We talk about personal, cultural and social development, that kind of a whole range of things as well as of course academic achievement. And I think that also we are preparing them to move on to the next stage. When they leave school and turn into adults, you know, to prepare them for their adult lives is also important too. And we have to be very conscious to the fact that the world outside the school is very different from that when they are at school. We are constantly trying and monitoring what we are doing in the curriculum and check if any change in the curriculum to see what can offer in terms of the curriculum. I think we try and we do spend a lot of time monitoring the progress of individual students and have a lot of contacts with their parents. And we do try and provide as big a range of social, cultural and sporting activities as possible. We have put a lot of time in making these clear to them at their initial application. And I think there is a lot more we can do of course. We have tried to advance in all those areas.

Sch. Mission (3.1)
 meeting needs of students (4.1)
 achievement & excellence (4.3.2)
 well-balanced all-round devel't (4.3)
 prepare for future (4.3.1)
 changing context (4.3.5)
 curriculum adjust to changes (5.1)
 partnerships with parents (4.1)
 articulation of vision (3.2.2)
 (10.5.1)

APPENDIX L

DATA CLASSIFICATION SCHEME

- 1 SCHOOL PROFILE
 - 1.1 school image and reputation
 - 1.2 early history
 - 1.3 grounds, buildings & facilities
 - 1.4 the administration area
 - 1.5 the library
 - 1.6 staff
 - 1.7 students
 - 1.8 present principal
 - 1.9 past principals (e.g. Miss Wallace)
 - 1.10 the principal's role

- 2 ORGANIZATIONAL STRUCTURE OF SCHOOL
 - 2.1 The School Charter
 - 2.2 B.O.T.
 - 2.3 Student Council
 - 2.4 The role of Principal
 - 2.5 Senior management
 - 2.6 Middle management

- 3 BASIC PHILOSOPHY & SCHOOL GOALS
 - 3.1 Mission statement
 - 3.2 Basic philosophy
 - 3.3 School goals & aims

- 4 CORE VALUES
 - 4.1 Values concerning the whole school
 - 4.2 Values commonly shared amongst the staff
 - 4.3 Values which are expected of students

- 5 OTHER CULTURAL MANIFESTATIONS
 - 5.1 curriculum and activities
 - 5.2 what is it like working at GHS
 - 5.3 rites and rituals
 - 5.4 heroes

6 SCHOOL LIFE

- 6.1 a typical school day
- 6.2 prize giving ceremonies
- 6.3 parents' evenings
- 6.4 staff gathering
- 6.5 school production
- 6.6 Japanese sister schools visits
- 6.7 graduation dinner

7 MEETINGS

- 7.1 Staff briefing sections
- 7.2 Full staff meetings
- 7.3 Heads of Department meetings
- 7.4 Guidance network meetings
- 7.5 Special committees meetings

8 MOTIVATING FACTORS

- 8.1 Why chose teaching as career?
- 8.2 personal goals and expectations

9 SATISFACTION FACTORS

- 9.1 Physical-Economic Factors
- 9.2 Social (Human relation) factors
- 9.3 Organizational factors
- 9.4 Job characteristics and job experience

10 COMMITMENT FACTORS

- 10.1 acceptance for (identify with) the school in:
- 10.2 Image building and Group Identity
- 10.3 staff social relations
- 10.4 collegial relation
- 10.5 leadership behaviour
- 10.6 decision making process
- 10.7 Professional autonomy, growth and development
- 10.8 communication system
- 10.9 willingness to spend extra time and effort

APPENDIX M

COMPUTER ENTRIES OF CODED DATA ITEMS

4.1 Core values concerning the whole school

4.1.2 The school as a community and a family

4.1.2.1 We are always trying to make the school a community or a family where everyone does feel valued and important.

4.1.2.2 The fact that the parents, the students and the staff are all part of the school. But I think that we make it clear to the staff and the students that they are extremely important that we are here for the students. But the students and the staff together really make up the school plus the people who are our past students. Because there are a number of staff who have taught here previously and come back or they see other people who retain their links with the school that also builds up sense of identity.

4.1.2.3 There are many people who are very long serving members of our staff who have retired from the school and who are still retaining an active interest in the school. I think even there are a lot of staff who have taught here for quite a long time have the sense of belonging. But I think the young teachers have the sense of belonging too, you know, the young people who are with us they don't want to go, you know. I think the staff are friendly, the girls are friendly too. And I think the people in the community are also friendly. You know our PTA are very friendly and that makes people feel homely.

5.1. curriculum and activities

- 5.1.1 a wide range of courses are offered at Palmerston North Girls' High School
- 5.1.2 students can make the most of the opportunities which are offered to "*prepare the students for life in a challenging and changing world*",
- 5.1.3 the Principal advised the students to "*look towards the future*" when choosing their subjects and "*consider not only what you hope to get out of Girls' High School but also what you can contribute to the school and one another.*"
- 5.1.4 The courses of study prepare students for School Certificate, Sixth Form Certificate, Higher School Certificate, University Bursaries and Entrance Scholarships examinations
- 5.1.5 some students are prepared for N.Z. Certificate in Mathematics, Pitman's and T.C.B. Examinations.
- 5.1.6 School has a strong academic record and very successful to achieve a high success rate in national examinations and awards
- 5.1.7 examination results demonstrate that students at Palmerston North Girls' High School achieve well above the national norm
- 5.1.8 in addition to the core subjects English, Mathematics, Science, Social Studies and Physical Education, a great number of options are also offered ranging from traditional academic subjects such as languages, science, technology to skill courses like Computer skills, Music skills, reading skills, study skills
- 5.1.9 and modules of interesting and practical activities including Chinese Culture, recreation studies or work exploration.

APPENDIX N

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1993 TERM 1	1993 JAN to JUNE	<ul style="list-style-type: none"> * Preparation of research proposal * Visiting several schools in the city * Selection of research site 	Selection of research site based on certain set criteria
1993 TERM 2	1993 JULY	<ul style="list-style-type: none"> *Gaining entry to the research site *Made an initial approach to the school by making a telephone call to the school principal *An appointment was made for the researcher to meet the principal at her office *Explained to the principal the nature of the intended study. *discussion on the means of data gathering and timing of the study *A written proposal was prepared and presented to the staff and members of the Board of Trustees *The proposal was discussed in a staff meeting and the written proposal was put on the notice board in the staff room for two weeks *Further comment and suggestions were invited from the staff *The proposal was discussed in a Board of Trustees' meeting and approval was granted by the Board for the researcher to undertake the proposed research at the school. 	<p>In order to gain trust and support from all parties concerned during the process of the study, the researcher made guarantees to ensure that:</p> <ul style="list-style-type: none"> *The study would be carried out in an unobtrusive way and causing no disruption to the functioning of the school *All information obtained and its source will be treated confidentially *The anonymity of the school and the people involved would be preserved
1993 TERM 2 WEEK 11	1993 2 AUG to 7 AUG	<ul style="list-style-type: none"> *A senior teacher volunteered to show the researcher around at the school on the first day of his presence at the site *The senior teacher explained to the researcher in great details about the history and development of the school as well as the buildings and facilities at the school *Endeavoured to find "who was who" by making use of the staff photograph and information in the school magazine and other school documents in order to identify each individual's name and position in the school *Collected demographic data about the teaching staff at school *Collected and read school documents such as minutes of Board of Trustees meetings, staff meetings, newsletters in order to have some background knowledge about the history of the school *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed students activities during morning break, lunch intervals and after school *Informal conversations (casual talks) with teachers and students during morning break, lunch intervals and after school 	<p>EARLY ORIENTATION AND MAPPING THE FIELD</p> <ul style="list-style-type: none"> *To adapt the participants to the presence of the researcher; *To gain trust and support from the participants; *To familiarize the researcher to the field setting; *To map the physical layout of the site; *To create a description of the context of the cultural phenomena or processes to be considered; *To identify the range of possible informants or participants, events, activities and settings to be examined; and *To choose the most feasible and relevant data gathering techniques and research strategies

APPENDIX N (Cont.p-2)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1993 TERM 2 WEEK 12	1993 9 AUG TO 14 AUG	<ul style="list-style-type: none"> *Collected information about the early history about the school, school documents about the early founders, previous Principals and school heroes *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Computer class *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *The school has a long history of achievement and traditions; *The outstanding achievement and contributions of school heroes were emphasized in school magazine and other school documents; *They were also frequently used by the Principal and other school leaders to articulate and shape the basic philosophy and core values in the school culture;
1993 TERM 2 WEEK 13	1993 16 AUG TO 21 AUG	<ul style="list-style-type: none"> *Collected school documents such as: School Charter; policy statements; School Council Constitution; Staff Handbook; Job Descriptions of Teaching Positions and Positions of Responsibilities; Subject Departments' Handbooks; Subject Departments' Programme Plans *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Teachers' Professional development staff meeting *Observed a Science lesson *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *A clear profile and organizational structure of the school; *The Mission Statement, basic philosophy and core values of the school culture are clearly articulated and upheld; *Structures and rules are flexible and adjustable which do not limit teachers' professional autonomy
1993 2ND TERM BREAK	1993 23 AUG TO 11 SEPT	<ul style="list-style-type: none"> *Read the school documents collected *Observed teachers working at school during the term holidays *Organized school documents and fieldnotes *Preliminary analysis and interpretation of data collected 	<ul style="list-style-type: none"> *A strong sense of commitment was demonstrated amongst the staff *A willingness to spend extra time and effort on behalf of the school

APPENDIX N (Cont.p-3)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1993 TERM 3 WEEK 1	1993 13 SEPT TO 18 SEPT	<ul style="list-style-type: none"> *Observed the School Ball *Observed a Guidance Committee meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Science lesson *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *Teachers were found working busily in the preparation of lessons and marking students' work most of the time at school. *Many teachers worked after school finishes and come back in the holidays to work. *Teachers ran classes early in the mornings before school starts, after school finishes or in the week ends for students sitting the scholarship examinations. *Apart from academic works, teachers also helped the school and students in extra curricular activities, sports teams, school productions and cultural activities.
1993 TERM 3 WEEK 2	1993 20 SEPT TO 25 SEPT	<ul style="list-style-type: none"> *Collected school documents such as: Education Review Office Evaluation Report; Principal's Yearly Reports; Board of Trustees Chairperson's Yearly Report *Observed the School Music Concert *Observed the School X-Country Champs *Observed a H.O.D. meeting *Observed a Deans' meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a staff morning tea *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *Articulation and embodiment of basic philosophy and core values of the school culture; *Recognition of effort and contributions; *Celebration of achievements These bring to teachers: * A strong sense of direction * A strong sense of commitment * A sense of belonging and proud of the school

APPENDIX N (Cont.p-4)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1993 TERM 3 WEEK 3	1993 27 SEPT TO 2 OCT	<ul style="list-style-type: none"> *Collected school documents such as:Girls' High School Prospectus and Course Selection Booklets *Observed the Junior Speech Final *Observed a Full staff meeting *Observed a staff morning tea *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Drama class *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *A wide range of courses are offered to meet the different educational needs of students; *In addition to traditional academic subjects, skill courses and work exploration programmes are also offered; *To cater for the educational needs of students with varying interests and abilities; *To provide opportunities for students to achieve their personal standards of excellence and to reach their full potential
1993 TERM 3 WEEK 4	1993 4 OCT TO 9 OCT	<ul style="list-style-type: none"> *Collected minutes of meetings such as:Board of Trustees Meetings, Heads of Department Meetings, Staff Meetings, Curriculum Committee Meetings, Guidance and Counselling Network Meetings, Computer Across Curriculum Committee Meetings, Parent and Teachers' Association Meetings; and Capital Works Committee Meetings *Observed a Staff Professional development meeting *Observed a Property Development meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Woodwork class *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *Meetings at the school serve the function of decision making; *A participative and collaborative culture in decision making by sharing of power and responsibilities; *Decisions were made at the staff level in which teachers have enough chances to voice their opinions; *Teachers opinions and inputs were highly valued; *Build cultural consensus amongst staff members on the decisions made; *Develop mutual understanding between school leaders and staff

APPENDIX N (Cont.p-5)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1993 TERM 3 WEEK 5	1993 11 OCT TO 17 OCT	<ul style="list-style-type: none"> *Collected school documents such as: School Notices and Letters to parents; The <u>Update</u> School Newsletters *Observed an H.O.D.s' meeting *Observed a Guidance Networking meeting *Observed a Property Development meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Graphic Design class *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *Foster links between the school and the parents by informing parents of what is happening at school, the important decisions made, important information and news of special interest *To establish a mutually beneficial partnership between the school and the parents; *To be more responsive to parents' expectations and to cater for students' educational needs
1993 TERM 3 WEEK 6	1993 18 OCT TO 23 OCT	<ul style="list-style-type: none"> *Observed a Full Staff Meeting *Observed morning staff briefing meetings *Observed Full School assemblies *Observed Form Level assemblies *Observed a P.E. class *Observed a E.S.L. class *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *Interactions and conversations amongst teachers were mostly focused on work related matters. *Teachers have closer link within each subject department than across departments. *Teachers at the school are professional, conscientious and serious minded. *Teachers frequently shared teaching experience, ideas and teaching resources
1993-94 X'MAS HOLIDAY	1993 13 DEC TO 1994 30 JAN	<ul style="list-style-type: none"> *the researcher went back to school from time to time throughout the summer holiday and found that there were teachers working at the school most of the time throughout the summer holiday *Conducted Semi-structured Informant interviews with the Principal and Assistant Principal *Transcription of interviews *Analysis of interview transcriptions *Organization of data collected 	<ul style="list-style-type: none"> *Teachers started the preparation work for the new school year early before the school year started. By the week before school started, most of the teachers were back in the school working and doing preparations for the start of the new school year.

APPENDIX N (Cont.p-6)
SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1993 TERM 3 WEEK 8	1993 1 NOV TO 6 NOV	<ul style="list-style-type: none"> *Observed a Full Staff Meeting *Observed a Properties Development Meeting *Observed a P.T.A. Meeting *Observed the F.3 Parents' Evening *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a staff morning tea *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>In the Parents' Evening:</p> <ul style="list-style-type: none"> *The chairperson of the Board of Trustees emphasized the Mission of the school; *The Chairperson of the Board of Trustees put much emphasis on the importance of the school uniform; *The school recognized the contributions made by the parents to the school and to the education of the girls. *The school encouraged parents' support to the work of the Parents and Teachers' Association
1993 TERM 3 WEEK 9	1993 8 NOV TO 13 NOV	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Departmental meeting *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>Informal social interactions among Principal and staff members enhanced the development of friendship amongst staff members beyond professional relations which was an important factor for teachers' job satisfaction</p>
1993 TERM 3 WEEK 10	1993 15 NOV TO 20 NOV	<ul style="list-style-type: none"> *Observed a H.O.D.s' meeting *Observed the Prize Giving Rehearsal *Observed the 1993 Senior Prize Giving Ceremony *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>The Prize Giving Ceremony manifested:</p> <ul style="list-style-type: none"> *Respect for different culture; *Recognizing Achievement; *Putting Teaching and Learning First; *Everyone Is Equally Valued; *Recognizing Contributions

APPENDIX N (Cont.p-7)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1993 TERM 3 WEEK 11	1993 22 NOV TO 27 NOV	<ul style="list-style-type: none"> *Observed a Full Staff Meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>In Full Staff Meetings:</p> <ul style="list-style-type: none"> *The senior management team demonstrated a strong cultural leadership which leads to a strong sense of direction and commitment in teachers
1993 TERM 3 WEEK 12	1993 29 NOV TO 4 DEC	<ul style="list-style-type: none"> *Conducted Semi-structured Informant interviews with the Deputy Principal, Heads of Departments, Deans, PR holders and other teachers *Participated in and observed the 1993 end of school year Staff Dinner *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>Staff social functions (e.g. morning tea, tea-parties and staff dinners) were:</p> <p>Informal social interactions among Principal and staff members in the staff room:</p> <p>Celebrations of special occasions, events or achievements</p> <p>e.g. staff members' birthdays, wedding anniversaries, long services to the school or other special achievements</p>

APPENDIX N (Cont.p-8)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1993 TERM 3 WEEK 13	1993 6 DEC TO 11 DEC	<ul style="list-style-type: none"> *Conducted Semi-structured Informant interviews with Heads of Departments, Student Counsellor, Head of Special Needs, PR holders and other teachers *Observed the 1993 Graduation Dinner *Observed the Junior Prize-giving Rehearsal *Observed the 1993 Junior Prize Giving Ceremony *Observed the 1993 End of Year Staff Gathering *Observed a Morning tea party offered by the Parent Teacher Association for teachers leaving the school *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>The Graduation Dinner and Prize Giving Ceremony demonstrated the:</p> <ul style="list-style-type: none"> *Articulation and embodiment of basic philosophy and core values of the school culture; *Recognition of effort and contributions; *Celebration of achievements.
1993-94 X'MAS HOLIDAY	1993 13 DEC TO 1994 30 JAN	<ul style="list-style-type: none"> *The researcher went back to school from time to time throughout the summer holiday and found that there were teachers working at the school most of the time throughout the summer holiday *Conducted Semi-structured Informant interviews with the Principal and Assistant Principal *Transcription of interviews *Analysis of interview transcriptions *Organization of data collected 	<ul style="list-style-type: none"> *Teachers started the preparation work for the new school year early before the school year started. By the week before school started, most of the teachers were back in the school working and doing preparations for the start of the new school year.

APPENDIX N (Cont.p-9)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 1 WEEK 1	1994 31 JAN TO 5 FEB	<ul style="list-style-type: none"> *Observed a Guidance Committee meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	The core values and behavioural norms of "meeting the educational needs of the students" and "doing the best for the school and the students" are commonly shared amongst staff which demonstrate teachers' commitment.
1994 TERM 1 WEEK 2	1994 7 FEB TO 12 FEB	<ul style="list-style-type: none"> *Observed the School Swimming Sport *Observed a H.O.D. meeting *Observed a Curriculum and Assessment Meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a staff morning tea *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	*The senior management team demonstrated a strong cultural leadership which leads to a strong sense of direction and commitment in teachers
1994 TERM 1 WEEK 3	1994 14 FEB TO 19 FEB	<ul style="list-style-type: none"> *Observed the School Swimming Sport Final *Observed a Guidance Committee meeting *Observed a staff morning tea *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	*Form level assemblies are formal school function in the school hall with events like: notices, announcements and speech given to students at each form level by the Deans of the respective form level *School leaders articulate and shape school values and basic philosophy

APPENDIX N (Cont.p-10)
SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 1 WEEK 4	1994 21 FEB TO 26 FEB	<ul style="list-style-type: none"> *Observed the School Athletics Sports *Observed a Heads of Departments meeting *Observed a Curriculum and Assessment meeting *Observed a F.3 Coffee Evening *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *Full School assemblies are also formal school function in the school hall with cultural activities like: Announcements, prize presentations, or form class performance (dance, singing or drama) *Recognizing contributions and achievement; *Upholding core values and basic philosophy of the school
1994 TERM 1 WEEK 5	1994 28 FEB TO 5 MAR	<ul style="list-style-type: none"> *Observed the Finals Athletics Champs *Observed a Full Staff meeting *Observed a Guidance Networking meeting *Observed a P.T.A. Annual General Meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *Guidance network meeting are informal meeting in the Student Guidance room on matters concerning the pastoral care of the students *Manifestation of core value -- Students are equally valued irrespective of their academic ability, family background, social status or ethnicity
1994 TERM 1 WEEK 6	1994 7 MAR TO 12 MAR	<ul style="list-style-type: none"> *Observed a Curriculum and Assessment Meeting *Observed morning staff briefing meetings *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> * The school provides opportunities for students to achieve their personal standards of excellence and to reach their full potential *Congruence of these core values upheld at school with teachers' personal needs and professional expectations fosters teachers' commitment to the school as an organization

APPENDIX N (Cont.p-11)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 1 WEEK 7	1994 14 MAR TO 19 MAR	<ul style="list-style-type: none"> *Observed a Staff Professional Development Meeting *Observed a Guidance Committee Meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>The Staff Professional Development programme promotes the professional capacity of teachers;</p> <ul style="list-style-type: none"> *Foster teachers' loyalty and commitment to the school as an organization; *Everyone is important and value each others' work -- a factor leading to teachers' job satisfaction
1994 TERM 1 WEEK 8	1994 21 MAR TO 26 MAR	<ul style="list-style-type: none"> *Observed a Full Staff Meeting *Observed a Curriculum and Assessment Meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a staff morning tea *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *Informal meeting in staff room with information giving and notice of arrangement of day's activities provide clearly defined guidelines so that things can be done more effectively and efficiently which brings to teachers job satisfaction
1994 TERM 1 WEEK 9	1994 28 MAR TO 2 APR	<ul style="list-style-type: none"> *Observed a H.O.D.s' meeting *Observed a Deans' meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Departmental meeting *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>Deans meetings are informal meetings in the Deans' Office on issues like:</p> <ul style="list-style-type: none"> *Individual students with disciplinary or behavioural problems; *Individual assistance and learning support for students with learning difficulties *Manifest the value that "everyone is of equal value irrespective of one's abilities and interests

APPENDIX N (Cont.p-12)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 1 WEEK 10	1994 4 APR TO 9 APR	<ul style="list-style-type: none"> *Observed a Curriculum and Assessment meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> The school has * Clear goals and high expectation * A good tradition and long history of achievement * Supportive staff environment * Friendly and cheerful atmosphere
1994 TERM 1 WEEK 11	1994 11 APR TO 16 APR	<ul style="list-style-type: none"> *Observed a H.O.D.s' Meeting *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> Teachers at Alice Girls' High School have * positive relations with students * Bonds of friendship with students * Intrinsic rewards from seeing positive responses from students * Satisfaction from helping students grow and develop
1994 TERM 1 WEEK 12	1994 18 APR TO 23 APR	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> Teachers have * Job satisfaction from giving students their assistance and help * Satisfy teachers' higher order needs of esteem, sense of achievement and self-actualizing * Satisfaction from giving and receiving of affection in establishing bonds of friendship with students

APPENDIX N (Cont.p-13)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 1 WEEK 13	1994 25 APR TO 30 APR	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>Collegial relationships amongst staff members:</p> <ul style="list-style-type: none"> * Friendly atmosphere * Helpful and supportive staff * The "<i>ALL IN ONE</i>" Collaborative culture * Friendship beyond professional relations
1994 TERM 1 WEEK 14	1994 2 MAY TO 7 MAY	<ul style="list-style-type: none"> *Observed Full School assemblies *Observed Form Level assemblies *Observed a Computer class *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>Principal's recognition of teachers' contribution both at the official level and at the personal level</p> <ul style="list-style-type: none"> * gives teachers encouragement and support * brings along job satisfaction in teachers
1994 1ST TERM BREAK	1994 9 MAY TO 20 MAY	<ul style="list-style-type: none"> *the researcher went back to school from time to time throughout the term holiday and found that there were teachers working at the school most of the time throughout the holiday 	<ul style="list-style-type: none"> *A strong sense of commitment was demonstrated amongst the staff

APPENDIX N (Cont.p-14)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 2 WEEK 1	1994 23 MAY TO 28 MAY	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> * School leaders set up a structure and a system with clearly defined guidelines and checks which enable things can go smoothly at school *These take away from teachers the stress and uncertainty resulting from the rapid changes and educational reforms -- an important factor for teachers' job satisfaction.
1994 TERM 2 WEEK 2	1994 30 MAY TO 4 JUN	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a staff morning tea *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> * School leaders sought to strike a balance between school structure and teachers' professional autonomy * Provide clearly defined guidelines so that things can be done more effectively and efficiently * Structures and rules are flexible and adjustable which do not limit teachers' professional autonomy -- an important factor for teachers' job satisfaction
1994 TERM 2 WEEK 3	1994 6 JUN TO 11 JUN	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>The Principal as an effective cultural leader:</p> <ul style="list-style-type: none"> * To articulate and embody school values * To be a good role model upholding the school philosophy * Guide and direct the ways of thinking of the teachers to be in line with the school values

APPENDIX N (Cont.p-15)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 2 WEEK 4	1994 13 JUN TO 18 JUN	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *The basic philosophy and core values upheld at the school match well with teachers' personal needs and expectations * Teachers were involved in the development of the school goals and directions
1994 TERM 2 WEEK 5	1994 20 JUN TO 25 JUN	<ul style="list-style-type: none"> *Observed the Visit of Japanese Sister Schools *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> * The Principal is ahead of teachers in thinking of all alternatives or variables * The Principal supply relevant background information to help teachers in planning and making informed decision * An open climate in decision making in which teachers have sufficient opportunities to take part in decision making processes
1994 TERM 2 WEEK 6	1994 27 JUN TO 2 JULY	<ul style="list-style-type: none"> *Observed morning staff briefing meetings *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> * Teachers have satisfaction in their job when their opinions are valued * Teachers have the sense of ownership in the decisions made * Teachers have stronger sense of commitment to the school

APPENDIX N (Cont.p-16)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 2 WEEK 7	1994 4 JULY TO 9 JULY	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>The strong cultural leadership demonstrated by the Principal and senior management team:</p> <ul style="list-style-type: none"> * Bring out the professional capacity of teachers * Foster teachers' loyalty and commitment to the school as an organization
1994 TERM 2 WEEK 8	1994 11 JULY TO 16 JULY	<ul style="list-style-type: none"> *Observed the Major School Production *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a staff morning tea *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> * Teachers are personally motivated and highly committed to their jobs and to the school * Teachers have a strong sense of purpose and direction
1994 TERM 2 WEEK 9	1994 18 JULY TO 23 JULY	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed a Departmental meeting *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> * Teachers have enough input into the decision making processes * After decisions have been made, there are enough communication to explain the rationale behind the decisions * Teachers are well informed of what is happening at the school

APPENDIX N (Cont.p-17)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 2 WEEK 10	1994 25 JULY TO 30 JULY	<ul style="list-style-type: none"> *Observed the F.3 Enrolment Evening *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>Teachers have:</p> <ul style="list-style-type: none"> * A sense of importance and valued * Sense of ownership * A higher degree of satisfaction in their job * A stronger sense of commitment to the school as an organization
1994 TERM 2 WEEK 11	1994 1 AUG TO 6 AUG	<ul style="list-style-type: none"> *Observed the Visit of Japanese Sister Schools *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>Congruence of the basic philosophy and core values upheld at school with teachers' personal needs and professional expectations fosters teachers' commitment to the school as an organization</p>
1994 TERM 2 WEEK 12	1994 8 AUG TO 13 AUG	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<ul style="list-style-type: none"> *A higher degree of collegiality and a stronger culture of collaboration were demonstrated amongst staff members which: *Give teachers a greater sense of ownership for what is happening in the school; *Provide teachers with a greater satisfaction in their job; *Foster in teachers a greater degree of commitment to their work at school and to the school as an organization

APPENDIX N (Cont.p-18)

SUMMARY OF FIELDWORK ACTIVITIES IN CHRONOLOGICAL SEQUENCE ON A WEEK-TO-WEEK BASIS

TERM/ WEEK	DATE	ACTIVITIES	COMMENTS
1994 TERM 2 WEEK 13	1994 15 AUG TO 20 AUG	<ul style="list-style-type: none"> *Observed morning staff briefing meeting *Observed Full School assemblies *Observed Form Level assemblies *Observed Interactions amongst staff members during morning break, lunch intervals and after school *Observed the working habits and behavioural norms of staff members at working in the teachers' work room, staff room and classrooms *Observed the school life of students during lessons, in the library, on the school grounds before the school starts early in the morning, during morning break, at lunch intervals and after school finishes *Informal conversations (casual talks) with teachers and students before the school starts, during morning break, at lunch intervals and after school finishes 	<p>Teachers' relationships with school leaders:</p> <ul style="list-style-type: none"> * Positive and supportive Teacher-Principal relationships * Good Role Modelling of Principal * A strong cultural Leader with knowledge and thought * Stimulating and promoting teachers' enthusiasm * Brings about teachers' loyalty to the school and commitment to their job
1994 2ND TERM BREAK	1994 22 AUG TO 10 SEPT	<ul style="list-style-type: none"> *The researcher went back to school from time to time throughout the term holiday and found that there were teachers working at the school most of the time throughout the holiday 	<ul style="list-style-type: none"> *A strong sense of commitment was demonstrated amongst the staff