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HAROLD PUPKEWITZ GRADUATE SCHOOL OF BUSINESS

The Impact of Organisational Culture on the Performance of Junior Secondary

Schools in Oshikoto Education Region

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[January 2014]

DECLARATION OF ORIGINAL WORK

I Gothard U Iindombo, declare that this Mini-thesis is my own unaided work. Any assistance that I have received has been dully acknowledged in the mini-thesis.

It is submitted in partial fulfilment of the requirements for the degree for the Master of Leadership and Change Management at the Polytechnic of Namibia. It has not been submitted before for any degree or examination at this or any other Institution of Higher Learning.

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ACKNOWLEDGEMENTS

DEDICATION

I dedicate this piece of work to my lovely daughter Namene.

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LIST OF ABBREVIATION OR ACRONYMS

CVF   Competing Value Framework

MoE   Ministry of Education

PAAI   Plan of Action for Academic Improvement

SDP   School Development Plan

SSE   School Self Evaluation

ABSTRACT

The possibility of a school's culture influencing school performance has triggered wide spread research in recent years, with the introduction of organisational culture as a field of management studying the 1970s. This topic gained the wide interest of scholars' attention by 1980. Building from sociological and anthropological perspectives, scholars have argued that organisations could possess a culture-which is the taken-for-granted assumptions and behaviour that makes sense of the people's organisational context and therefore contributing to how groups of people respond and behave in relation to the issues they face.

Cultural influences on organisational life can be good or bad. An ideal culture should be that which promotes school effectiveness and efficiency as these are the most important deliverables of performance. As can be discerned from the definition by Johnson above, researchers have found that culture influences performance ,attitudes and behaviour of both teachers and learners and thus builds the identity of a school. School culture is therefore a significant component of school life that fuels the school excellence or failure. It is thus of utmost importance for school principals and their staff to understand their school culture and strive towards developing an exemplary and yet inspiring culture-a culture that promotes and signifies teaching and learning through effective school management practices.

The challenge remains with the school leadership to embrace the heterogeneous manifestation of culture among its school inhabitants and take cognisance of the fact that culture is volatile. The later implies that an effective organisation needs to develop a culture that has an "intrinsic ability to adopt to changing circumstances". The reason

behind this reasoning is that this type of culture embraces fast changing trends in performance enhancement in the dynamic world with the available resources, thus ensuring consistency or improvement despite the unstable situations. Amidst hard economic times and the stiff competition evident in the education sector in the twenty first century, any institution that endeavours to survive must justify its existence through its performance. As a result this research tries to take a range of approaches to understand school culture, from exploring the forces that may create and change culture, to measurements of the characteristics of a school culture and examining it as a driver of school performance.

1. Background to the Research

1.1 Introduction

Since the Namibian independence in 1990, the country's education sector has undergone a lot of transformations whereby some education policies, systems and Acts were revised, while some were abolished and others were transformed. For the past ten years the Government of the Republic of Namibia has been spending the biggest chunk of the country's budget in the education sector. Despite this huge spending by the GRN on education, the system seems not to produce desired results. In support of other Acts, policies and programs designed to improve school performance, the Ministry of Education made a provision for schools to conduct a school self-evaluation (SSE) annually of which upon being completed, areas with improvement needs are to be easily identified. The Plan of Action for Academic Improvement (PAAI) and the School Development Plan (SDP) is drawn up from the evaluation for actions to address the area of concern to commence immediately. Immordino (2010, p. 140) supports the idea that "using a self-assessment process to increase the organizational knowledge available to participants also reflects basic learning theory, reflecting that people learn most effectively when they learn the information themselves rather than when they are given information. This process makes them active contributors to organisation learning".

A number of studies (for example the Ministry of Education's Examiners report as well as Namibia's former Minister of Education, Dr Abraham Iyambo at a National Conference on Education, 2011) have singled out serious challenges of the Namibian educational system, especially those related to the learners' performance. Other studies

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(for example, SACMECQ11 and ETSIP) have compared the Namibian education assessment results to other African countries, specifically to Southern African countries. The following research evidence is apparent to the comparison made: high levels of school failure and school dropout, lower levels of literacy and numeracy skills and poor results in tests as well as in performance at secondary education (SACMEQII, 2004). These performances are accurately measured annually through the national examinations mainly undertaken by learners in Grades 10 and 12. Grade 10 is the first grade in Namibian schools that writes a national examination and thus its results per school are used as a benchmark or indicator to show how well the educational acts, policies and programs are implemented at a particular school.

Critics on poor performance in schools have been generally laid against the poor implementation of policies governing the Ministry of Education by the school board, teachers and school principals. Reflecting it from there, Oshikoto Education region hosts about 68 schools offering Grade 10. The performance of these schools are always different in the sense that those schools that always perform well maintained the status quo, while those that normally perform poorly continue producing poor results over years.

One always wonders as to why the underperforming schools do not t improve despite being in the same environmental set up with performing schools and that both two categories of schools are under the leadership of the same education regional director. In the same vein one might attribute the performance of the school to the leadership of the school principal. This profoundly holds true in itself, though in some cases principals transfer and even teachers hardly stay for long at the same school, yet the performance of that particular school remains the same. Despite having been led by different leaders.

It is against this background that the researcher thinks that school culture might be the co-determinant of school performance, as this phenomenon hardly changes on a short-term basis. This research seeks to determine the impact that organizational culture has on the organisational performance.

1.2 Problem statement

Despite the efforts invested in the implementation of the Plan of Action for Academic Improvement (PAAI) and School Development Plan (SDP) programs, many schools hardly improve their performance, especially at the grade 10levels. This leaves one with a question as to what other aspects of school life that might have a direct impact on the school performance that is probably left out by or touched lightly by the school self-evaluation endeavours. The question is hinged on why certain schools within the same local set up are generally performing well while others in spite of going through the same improvement exercises are still not improving. Can the prevailing culture be held responsible for the undesirable school performance? Culture has long been recognised as clearly an important ingredient for effective institutional performance. It has been argued that there is a close relationship between an organisation's culture and its performance (Ng'ang'a, 2012).

1.3 Research Questions

The overall question that has to be addressed in this study is that; to what extent does a school's cultural characteristic affect the performance of grade 10 learners in schools in the Oshikoto Education Region? The specific questions that may arise through are:

(i)   What are the cultural characteristics of the school?

(ii)   What are the student promotional rates per school for the past three years?

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(iii) What specific cultural characteristics as based on the Competing Value Framework are influencing the school performance positively?

(iv) If cultural profiles of the school emerge, are these profiles related to promotion rates?

(v) How best can the performance of grade 10 learners in the Oshikoto Education Region be improved?

1.4 Research Objectives

The overall objective of this study is to determine how the organisational cultural characteristics of junior secondary schools in Oshikoto region affect the school performance, based on the Competing Value Framework (CVF).

The specific objectives are:

(i) To establish the extent to which the school cultural characteristics affect the general performance of grade 10 learners.

(ii) To determine how culture relates to the performance of grade 10 learners in the Oshikoto region.

(iii) To suggest ways of improving the performance of grade 10 learners from a cultural perspective.

1.5 Motivation of the Study

The researcher being an experienced educator and a school manager, have been puzzled by the results of schools within the Oshikoto education region. Oshikoto region houses schools with the best and worst performances country wide according to the JSC performance data for 2010-2012. The attributes to better performance may be associated with the region's commitment towards being the region of academic excellence in the

country. However, the disparities in the region's grade 10 results can trigger questions in one's mind as to why some of the schools are performing very poorly despite being housed in the country's best performing region.

The study will be of great interest of learning about organisations and the patience of playing a role in an effort to support the region to maintain its status and enhance its chances towards being awarded a status of the Region of Academic Excellence in the country. The researcher's   personal interest on studying schools as organizations was further challenged. One thought was to further explore school aspects that might not have received attention in our day to day efforts together with the Regional School Performance Enhancement Body. The study therefore seeks answers as to whether school culture has an influence in school performance. Based on the critical nature of the concern in its relation to the region's effort towards excellence in all schools, it is evident that the question about the school's identity has never been the focus of all efforts invested to enhance school performance. Therefore the core motivation of this study is aimed at getting deeper understanding into the school's identity, of which culture is an integral part that might generate significant insights to pave the way to improve a school's effectiveness and efficiency. The results of this research project will put one in a better position to advise one' self and the region further. The advice will assist the region in furthering the horizons and advancing further in its deliberations of bringing about meaningful changes to catalyse better performance enhancement activities for all schools in the region.

1.6 Research Methodology

This is a case study on the performance of the Namibian Education sector that analysed the effects of organizational culture on school performance. The study used a

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quantitative analysis, covering the last three academic years (2010-2012) of all the fifty (50) schools in the Oshikoto region. The study employed two methods to gather data, namely questionnaires and a direct extraction of examinations results. The data set includes school principals only.

1.7 Delineation of Study

The time given to carry out this study was limited. A major limitation of the thesis was the fact that not all Junior Secondary Schools in the Oshikoto education region took part in this study as only 50 out of 69 schools managed to return completed questionnaires. Although this thesis targeted to get information for all schools, the findings for this thesis cannot be generalised to represent all schools due to the fact that 19 schools could not make time to return completed questionnaires. A more extensive study with a larger sample of all 69 Junior Secondary Schools in the Oshikoto education region would be necessary, particularly if such data is to be used to address performance improvement programmes per school.

1.8 Thesis Outline

Chapter 2 outlines the theoretical framework of the study. This chapter explores various literatures on culture as well as performance and their relationship to schools and in the general business environment. Competing value framework (CVF) is described, as it is the frame work where the four cultural variables are based on.

Chapter 3 deals with the research design of the study. The study is directed at the characterisation of school cultures and studies the relationship between culture and performance. The analytical techniques used are also explained.

Chapter 4 presents an analysis of the data collected through questionnaires and various software's and the data is presented using tables and graphs. The information regarding school promotional rates is analysed together with that obtained from the questionnaires and then presented.

Chapter5 examines further data presented in chapter 4 in order to construct the general cultural characteristics of schools based on CVF. The relationship between culture and performance is then established and the findings are linked to literature.

Chapter 6 sums up the findings of this study; presents the conclusions based on the study findings and articulates recommendations on future research and applicability to the current education system's policy reforms.

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2. Literature Review

2.1 Introduction

This chapter outlines the theoretical framework of the study by exploring various literatures on culture as well as performance and their relationship to schools and also in the general business environment. Competing value frame work (CVF) is described, being the frame work from which the four cultural variables are based on.

2.2 Literature Review

The performance of the education system in Namibia has not been desirable and it has worsened in the last few years (Smith, 2013, p. 1). A continued investment in the national budget towards education did not increase the performance in most schools. Reynolds and Ablett (1998), posit that people provide organizations with competitive advantages but not capital. This means that a continuous increase in the national budget does not necessarily ensure an increase in performance. Armstrong and Baron (1998) describe performance as a strategic and integrated approach to delivering sustainable success to organizations by improving the performance of people who work in them and by developing the capabilities of teams and individual contributors. "The key to good performance is highly related to strong culture" (Kandula, 2006, p. 50). Kandula further maintained that some strategies applied by different organisations operating in the same environment would yield different results, proving that different organizations are culturally different.

However, Pettigrew (1979, p. 572) introduced the concept of organisational culture which "he associated with the creation of organisational cultures and thus with the birth of organisations". Pettigrew's thoughts were overwhelmed by the reality sense of the

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world that "in the pursuit of our everyday tasks and objectives, it is all too easy to forget the less rational, instrumental, and the more expressive social tissue around us that gives those tasks meaning." This, he attributes to as a culture which he further defines as symbols, language, ideology, beliefs, rituals and myths - which are the very concepts used to define culture nowadays.

Hofstede (1980) defines organisational culture as the collective programming of the mind that distinguishes the members of one organisation from the other. Hofstede believes that culture can be used as a tool for organisational change, in the sense that "culture hinders and enables change in several ways, which are crucial to understand if you want to create tangible and lasting change" (p. 27).

The case for culture was best summed up by Deal and Kennedy (1982) (as cited in Burnes, 2009, p. 198) who argued that culture, rather than structure, strategy or politics, is the prime mover in organisations. It has long been observed that the organisation's success can be attributed to its culture (Brown, 2004, p. 2). Peters and Waterman(as cited in Burnes, 2009), in their classic book, *In search of excellence : Lesson from America's best run companies*, argued that "excellent companies possessed distinctive cultures that were passed on through story, slogans and legend meaning to their work" (p. 7). Without exemption, the dominance and coherence of culture proves to be an essential quality of the excellent companies. Moreover, the stronger the culture and the more it is directed towards the market place, the less the need will be for policy manuals, organisation charts or detailed procedures and rules (Brown, 2004).

Despite its frequent occurrence in the business world, the concept of organisational culture also has its roots in other institutions, such as schools. The school's organisational culture has evoked interest from a wide range of researchers (Davidoff & Lazarus; 2002,

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Fullan; 1988) with interest on the influence and interaction of culture on various aspects of the school such as leadership, performance, change management etc. A school culture can be a complex phenomenon to analyse due to the complexities and nature of its formations. It is inevitably complex to be considering a big number of learners and teachers from various homes and societal backgrounds, which thereby poses a number of cultural practices as all this will be infused in one school and thus create a particular culture; good or bad. Allaire and Firsirotu (1984) (as cited in Burnes, 2000, p. 199) argue that we have to consider "culture" as the product of a number of different influences: the ambient society's values and characteristics, the organisation's history and past leadership and factors such as industry and technology.

2.2.1 Culture

According to Tharp (2009, p. 2) when the word "culture" first appeared in the Oxford English dictionary around 1430 it meant "cultivation" or "tending the soil" with a basis on the Latin culture. Into the 19th century "culture" was associated with the phrase "high culture," meaning "the cultivation" or "refinement of mind taste and manners". This was generally held to the mid-20th century when its meaning shifted towards its present American Heritage English dictionary definition as, "the totality of socially transmitted behaviour pattern, arts, beliefs, institutions and all the products of human work and thought."

An organisation's predominant norms, values, ideas, attitudes and beliefs normally dictate the way in which people in the organization do things, think and feel involuntary. It is for this reason that understanding the culture in our organisation helps to understand holistically how things are done there and helps one to mitigate lasting solutions required by the organization for its betterment and effectiveness. Meanwhile,

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Burnes (2009) alludes to the fact that perhaps the most accepted definition of culture is that given by Eldridge and Gombie (1974), which refers to the unique configuration of norms, values, beliefs, ways of behaving and so on, that characterise the manner in which groups and individuals are combined to get things done. Jacques (1951, p. 251) wrote about 'culture of the factory' which he defined as the 'customary and traditional way of thinking and doing things, which is shared to a greater or lesser degree by all its members and which new members must learn, and at least partially accept, in order to be accepted into service in the firm.

In the school context, Spark (1991) (as cited in Davidoff & Lazarus 2001, p. 51) define school culture as "the peculiar and distinctive 'way of life' of the group or class, the meanings, values and ideas embodied in institutions, in social relations, in systems and beliefs, in mores and customs, in the uses of objects and material life." Culture is the distinctive shape in which this material and social organisation of life expresses itself. A culture includes 'maps of meanings' which make things intelligible to its members. These 'maps of meanings' are not simply carried around in the head; they are objectivised in the patterns of social organisation and relationships through which the individual becomes a 'social individual'. 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.

The definition above refers to a number of cultural elements i.e. values, beliefs, norms, customs, ideas etc. These elements further lead to classifications of cultural levels by Schain (1985) and were adopted by many scholars from an educational background. Maslowski (2001, p. 9) explains that Schein's classifications consist of three layers that differ regarding their visibility within the school and their consciousness among teaching staff. The three layers of classifications are explained as follows: The first, deepest and

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least tangible level of culture consists of basic assumptions shared by teachers, which comprises the core of school culture. Assumptions refer to taken-for-granted beliefs which staff members perceive to be true (Schein, 1985). Due to their taken-for-granted nature, teachers are no longer aware of the assumptions that underlie their daily interpretations of their duties. It is for this reason that these assumptions remain involuntary until an outsider or another colleague, learner or parent intervenes and challenges them. It is only at this point that the teacher will make sound judgments of the behaviour and reflect on what is the right and expected behaviour.

The second level consists of values and norms. A value refers to what teachers believe is good, right or desirable (Maslowski, 2001). Values reflect what is considered important to undertake. It is more of a psychological contract. Norms are the unwritten rules in an organisation; the rules that guide the way things are done or not done (Davidoff Lazarus, 2001, p. 53). Norms inform one on what is regarded as uncalled for acts within the school milieu.

The third level in Schein's classification scheme consists of artefacts and behaviours. This is the most visible level of culture comprised of the constructed physical and social milieu of a school, for example physical space, artistic structures and productions and unconcealed behaviours of teachers.

Level 1 : Artefacts and practices Symbols ,rites, rituals, myths, visible and audible behaviour patterns	Visible but often not decipherable
Lever 2 : Values Sense of what ought to be done	Greatest level of Awareness
Level 3 basic assumptions Relationship to environment nature of reality nature of human nature of human activity nature of human relationships	Taken for granted Invisible Preconscious

Figure 2.1 Levels of culture and their interaction (adapted from Maslowski, 2001, p. 10)

2.2.2 Facets of School Culture

The school culture manifests itself in three aspects i.e. content, homogeneity and strength. The content of culture refers to the meaning of basic assumptions, norms and values as well as cultural artefacts that are shared by members of the school (Maslowski, 2001, p. 12). The content of culture depicts the type and form of the culture in a school. A school culture can be for example, innovative and growth oriented. The term "content" therefore means what the culture in the school promotes mostly amongst other things.

The homogeneity of culture is an illustration as to whether teachers and learners are under the umbrella of the same culture type. It is the homogeneity of the culture that tells us whether the basic assumptions, norms, values and beliefs in the school are shared or they are different. If the teachers and learners in a school hold different basic assumptions, values and norms, then the culture is regarded as heterogeneous.

The challenge remains on the school's leadership to create an alignment that will blend different cultures into one with which everyone takes pleasure in and strives towards a common goal. Strength, which is the third aspect of culture, indicates whether the basic assumptions, norms and values show great influence on the day-to-day actions and behaviours of teachers and learners. It also concerns whether the desired actions and behaviours are strictly enforced (Maslowski, 2001, p. 12).

Although organizational scholars have a common understanding of the concept of an organization's culture, they differ on their essence and central features (Maslowski, 2001, p. 21). Scholars try to define culture based on their historical development and foundations, either from an anthropological or sociological credence. As such, theoretical

paradigms and research methods used for inquiry in this area have been diverse. For example, while some scholars have studied culture from a functionalist stand point, focusing on normative forces promoting homogeneity and uniformity, others have approached it from an interpretive paradigm emphasising the meaning that social actions have for individuals in organizations (Lockwood, 2013, p. 1).

Maslowski (2001, p. 23) states otherwise, that the functional approach offers more possibilities for comparing on certain cultural aspects that are believed to be essential to the organisation. Furthermore, he concluded that the functionalist approach can be considered to be more fruitful in uncovering cultural mechanisms related to an organisation's performance. Therefore, this study adopts a functionalist approach. Furthermore, Robbins (1986) defines organizational culture as a relatively uniform perception held in the organisation. It has common characteristics; it is descriptive, it distinguishes one organisation from another and it integrates individual groups and organisations' system variables (Ng'ang'a, 2012, p. 211). Rose (2008, p. 48) alluded to the fact that:

> Organisational culture comprises of the unique quality or character of a company, meanwhile the managers are challenged to search for the "strong" culture that probably could improve the organisational effectiveness because it is strongly believed that there are causes and effects associated with each cultural dimension.

2.2.3 Cultural Characteristics of Schools

Watson (2001) warns us that if a culture is not hospitable to learning, then student achievement can suffer. In the same vein, Fink and Resnick, (2001) remind us that school

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principals are responsible for establishing a pervasive culture of teaching and learning in each school (Busch S. et.al, 2009). However, there is substantial evidence in the literature to suggest that a school principal must first understand the school's culture before implementing change (Leithwood et al., 2001). It is for this reason that Fullan (2001) promotes the idea that principal's serve as a change agent to transform the teaching and learning culture of a school (Busch, 2009, p. 74).

Lakomoski (2001) studied the claim that it is necessary to change an organisation's culture in order to bring about organisational change and concluded that there is a casual relationship between the role of the leader and organisational learning (as cited in Busch, 2009, p. 74).

Testimony from successful school principals suggests that, focusing on the development of the school's culture as a learning environment is fundamental to improved teacher morale and student achievement (Mac Nieletet al, 2009). It is for this reason that Nomura (1999) advises school principals to understand their school's culture. Reavis (1999) also explored how a new school principal at a historically low performing high school brought changes in the school culture and how it positively affected the students' achievements. The above can only be realized if the school cultural characteristics are sought (Busch, 2009, p. 74).

Culture is inherently difficult to quantify. Thus, the way in which information about a school culture is collected is absolutely crucial. If this is not done well, all conclusions based on this information will be imprecise. The accurate reduction of culture is the crux of all organisational culture research (Jenkins et al, 2009, p. 16).

Likewise there would be danger if individual schools or the nation as a whole were to adapt school climate standards that are a narrower definition of school climate. If, for example, new guidelines were to focus only on creating a safe social climate without adequately addressing the intellectual climate and a broader school culture needed for student achievements, we could have lost a critical opportunity. A more meaningful approach to climate or culture will assess the school broadly and deeply, with benchmark and metrics that include the full range of academics and social factors that make for a quality school.

A positive school culture broadly conceived includes the following:

- Social climate which includes a safe and caring environment in which all students feel welcomed and valued and a sense of ownership of their school.

- Intellectual climate, in which all students in every classroom are supported and challenged to do their best and achieve work of quality; this includes a rich, rigorous, and engaging curriculum and a powerful pedagogy for teaching it.

- Rules and policies that hold all school members accountable to high standards of learning and behaviour.

- Traditions and routines built from shared values that honour and reinforce the school's academic and social standards.

- Structures for giving staff and students a voice in and shared responsibility for solving problems and making decisions that affect the school environment and their common life.

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- Ways of effective partnering with parents to support students learning and character growth.

- Norms for relationships and behaviours that create a professional culture of excellence and ethics.

In the same vein, studies on effective schools have established a number of cultural elements that seem to have some impact on student achievement. Fyans and Maehr (1990) singled out academic challenges, a sense of community, recognition for achievement and perception of school goals as salient variables. Cheong (1993) relates organisational ideology, shared participation, charismatic leadership and intimacy to stronger teacher motivation and satisfaction. Senge (1990), Fullan (1992), and Deal and Peterson (1990) all point to the importance of a shared vision championed by a strong leader with a sense of moral purpose (Brown, 2004, p. 4). Brown (2004) further alluded that, from the work of these and many other researchers and practitioners of school reform, a few general principles emerge. From this, Brown (2004) recommended that if one wants a school culture that supports hard work and high achievement, the following ingredients are required:

- An inspiring vision, backed by a clear, limited and challenging mission.
- A curriculum, modes of instructions, assessments and learning opportunities that are clearly linked to the vision and mission and tailored to the needs and interests of the students.
- Sufficient time for teachers and students to do their work well.
- A pervasive focus on student and teacher learning, coupled with a continual, school-wide conversation about the quality of everyone's work.

- Close, supportive teacher-student, teacher-teacher and student-student relationships.

  - Many opportunities and venues for creating culture, discussing fundamental values, taking responsibility, coming together as a community and celebrating individual and group success.

  - Leadership that encourages and protects trust, on-the-job learning, flexibility, risk-taking, innovation and adaptation to change.

  - Data-drive decision-making systems that draw on timely, accurate, qualitative and quantitative information about progress towards the vision and sophisticated knowledge about organisational change.

  - Unwavering support from parents.

  - District flexibility and support for multiple school design, vision, missions and innovations.

2.2.4 Competing value Framework (CVF)

For the past couple of decades, most academics and practitioners studying organisations suggested the concept of culture as the climate and practices that organisations develop around their handling of people, or to the promoted values and statement of beliefs of an organisation (Schein, 2004). "Culture therefore gives an organisation a sense of identity and determines the organisation's legends, rituals, beliefs, meanings, values, norms and language, the way in which things are done around here" (Donnell & Boyle, 2008, p. 4). Until recently, only a few studies were expressly aimed at comparing the culture of secondary schools. However, these studies merely focused on cultural differences between schools regarding a number of predetermined dimensions (Maslowski, 2001).

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In this section there is an attempt to explore the feasibility of the cultural typology of junior secondary schools, thereby presenting a general characterisation of orientations. The typology of school culture based on these outcomes is outlined in this section. School culture can be best explained as the classification of culture types proposed in Bradley and Parker's (2006) Competing Value Framework (CVF) based on work by Quinn and Rohrbaugh (1983). The table (2.1) below show the four cultural orientations as per CVF proposed above.

Table 2.1

The Four Cultural Orientations

Human Resources Model	Open System Model
Do things together	**Do things First**
Group Culture	**Development culture**
• Personal	• Dynamic
• Warm and Caring	• Innovation and Development
• Risk take	• Growth and Resources acquisition
• Loyalty and tradition	• Rewards individual initiatives
• Cohesion and Morale	
• Equity	
Internal Process	**Rational Goal Model**
Do things right	**Do things Fast**
Hierarchical Culture	**Rational Culture**
• Formalised and Structured	• Production oriented
• Rule enforcement	• Pursuits of goals and objectives
• Rules and Policies	• Tasks and goal accomplishments
• Stability	• Competition and Achievement
• Rewards based on ranks	• Reward based on achievement

Source: Cited in Bradley and Parker (2001) and adapted from O'Donnell and Boyle (2008)

The competing value frame assesses the dominant organisational culture developed by Cameron and Quinn (1999). This framework refers to whether an organisation has a predominantly internal or external focus and whether it strives for

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flexibility and individuality or stability and control. The framework is also based on six organisational culture dimensions and four dominant culture types (such as clan, adhocracy, market, and hierarchy). In addition to the framework, other authors generated an organisational culture profile based on the core values, assumptions, interpretations, and approaches that characterise organisations (Cameron and Quinn, 1999).
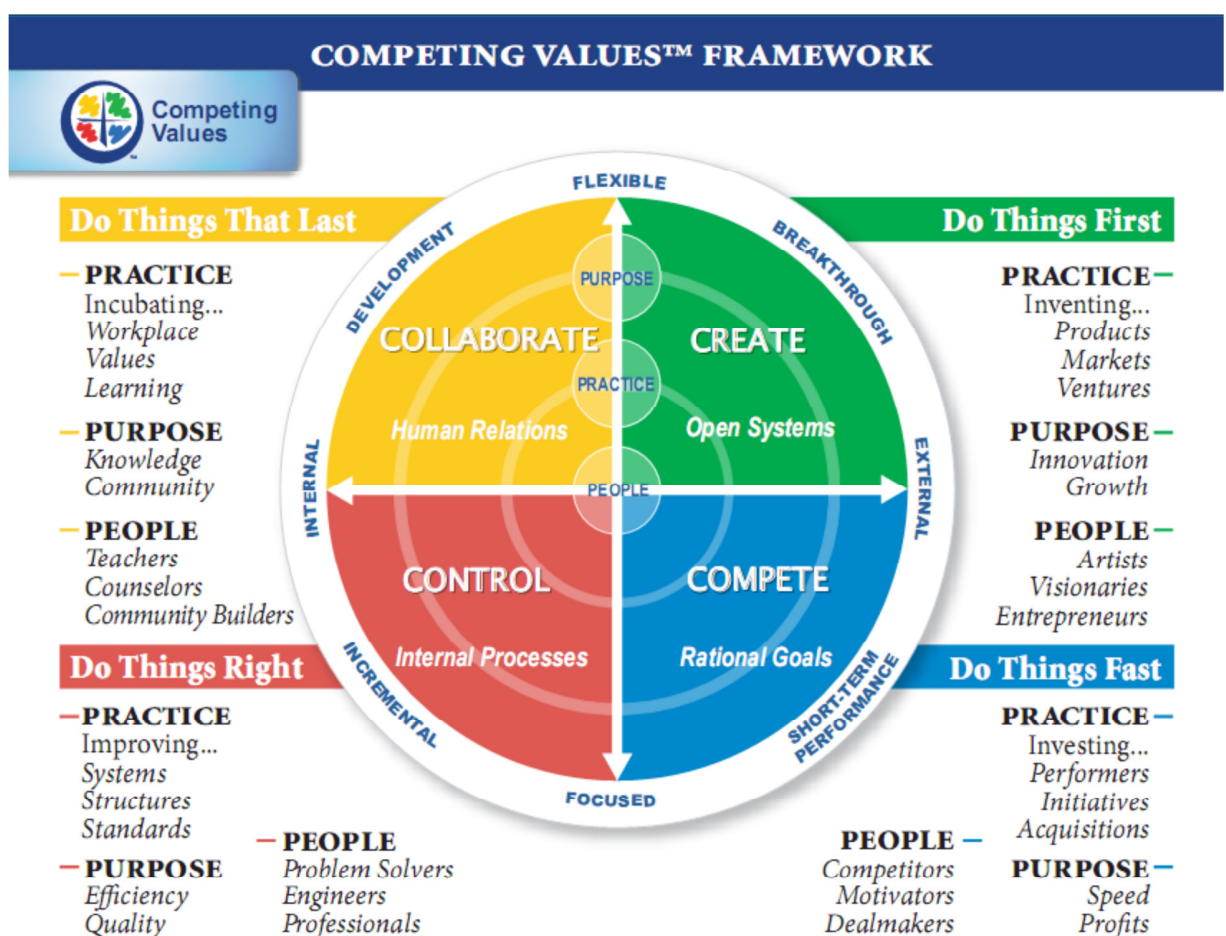
Figure 2.2 a. The competing value framework developed by Cameron and Quinn, 1999 adopted from www.competingvalue.com. Competing Values Leadership (Edward Elgar, 2006)

Moreover, Mullins (2007, p. 721) states that culture is clearly an important ingredient for effective organisational performance. The competing value framework can be used in constructing an organisational culture profile, through the use of the Organisation culture assessment instrument (OCAI); an organisational culture profile can be drawn up by establishing the organisation's dominant cultural types or characteristics. In this respect the overall culture profile of an organisation can be identified as;

- Clan: an organisation that concentrates on internal flexibility, concern for people, and sensitivity for customers

- Hierarchy: an organisation that focuses on internal maintenance with a need for stability and control.

- Adhocracy: an organisation that concentrates on external positioning with a high degree of flexibility and individuality.

- Market: an organisation that focuses on external maintenance with a need for stability and control (Berrio, 1998, p. 1).

2.2.5 The Concept of Performance

Performance refers to the degree of achievement of the mission at the work place that builds up on the employee's job (Cascio, 2006 as cited in Shahzad, 2012, p. 979).Armstrong and Baron (1998, p. 79) describe performance as a strategic and integrated approach to delivering sustainable success to organisations by improving the performance of people who work in them and by developing the capabilities of teams and individual contributors.

The Namibian education system has gone through a lot of limitations which were imposed by the colonial oppressor, an education system called the Cape system. After

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independence the system was linked to the Cambridge curriculum. Both systems did not yield good performance at grade 10 and 12 levels. It is for this reason that the Government is trying to embark on a program that will lead to the realisation of National Vision 2013.

The ETSIP (Education and Training Sector Improvement Program) was developed after the Government made an assessment of the education system together with the World Bank after realising that the education system is not efficient. For example, research has found that only 20% of all learners who enrolled in primary schools in Namibia complete secondary schools. This implies that only 3 out of every 10 learners will successfully complete their school (Education Statistics, Education Management Information System (EMIS) (2003).

Research has further found a typical example to corroborate the above; with reference to the 2012 Grade 10 results, a total of 33428 fulltime learners wrote the junior secondary certificate (JSC) examination (Grade 10 examination) that year, of which 16021 failed to qualify for admission for grade 11(Smith, 2013, p. 1).

The Oshikoto Education Region maintained its performance as a best performing region in nine subjects for the grade 10 junior secondary certificate (JSC) full time candidates. The then Deputy Minister, David Namwandi said that regions which dropped in performance are encouraged to identify factors which hampered their performances. "'We would like those regions to reflect on their performance and develop action plans for improvement in 2013', he said Namwandi also admitted that there has been a trend of poor performances in Accounting and Languages for many years since independence" (Smith, 2013, p.1).

2.2.6 Organisational Culture and Performance

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2.2.6.1 Organisational Culture

Several studies were undertaken on the concept of culture in the 1980's. The writings from this period mainly focus on the applicability of American management practices to other cultures; analysis of managerial and organisational practices within a specific culture and comparisons of managerial and organisational practices across different cultures (e.g. Hofstede, 1980; Ouchi, 1981; Pascale and Athos, 1981; Dawson, 2009).

The above studies saw culture as a catalyst of organisational difference but not culture being a central part of an organisation. The above arguments further offered a possible explanation of why some firms were more competitively effective than others (Ouchi & Wilkinis, 1985). Organisational culture was increasingly seen as an element that, if effectively managed, could provide companies with managerial effectiveness, superior performance and internal integration (Dawson, 2009, p. 253).

What is organisational culture? Within the 'culture' literature, numerous definitions have been suggested for the theme organisational culture. Van Maanen (1976) defines organisational culture as the 'rules of the game' or 'the way we do things around here' (as cited in Deal & Kennedy, 1982, p. 29). Other authors have proposed a congruent definition (for example, Denison, 1990; Kotter & Heskett, 1992; Schein, 1984; Schneider, 1988; Schwartz & Davis, 1981; Wilson, 1996). Schneider (1998, p. 67) for instance, defines culture as "the values that lie beneath what the organisation rewards, supports and expects, the norms that surround and or underpin the policies, practices and procedures of organisations; the meaning incumbents share about what the norms and values of the organisation are.

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2.2.6.2 The Relationship between Organisational Culture and Organisational Performance

The concept of organisational culture in its relation to organisational performance has featured in a number of scholars' papers of which many show a positive link. Recently, there has been a growing interest in the study of culture as it has been found by a number of scholars, that organisations are greatly influenced by their culture in their decisions and actions. Students themselves testify to this power of the school culture to change how they experience school and approach their work. A sixth-grade girl was asked how her current school, in which students regularly presented their work to classmates and other audiences, is different from her previous school. In response, she described the difference in terms of school culture as follows: "In this school, everyone looks at may work. In my old school, only my teacher knew anything about my work. I have to try much harder in this school because the work is more important" (Character education partnership).

Elbot and Fulton (2008) have asserted the following:

- Of the 134 secondary schools in England that were part of the 2004 Hay Group , " the successful school had a much more demanding culture - hunger for improvement, promoting excellence, holding hope for every child - while less successful schools had less of a press on improvement.

- In a study of Chicago's public schools, the top academic performing schools scored high on a measure of "relation trust", a central feature of school culture which assesses how well each stakeholder (students, parents, teachers, and administrators believed that members of the other groups are fulfilling their role).

- A review of research on school success finds that high staff productivity and student achievements are both linked to "positive school climate".

Furthermore, Shahzad (2012, p. 975) states that after an analysis of wide literature, it is found that organisational culture has a deep impact on the variety of the organisations' process, employees and its performances. In agreement with the above, Burnes (2009, p. 128) states that "culture is the heart of competitive advantage, particularly when it comes to sustaining high performance". The Bain and Company research has found that nearly 70% of business leaders agree that culture provides the greater source of competitive advantage. Similarly, Immordino (2010, p. 84) recommends that it is important to create an organisational culture that encourages high-quality practices and that both enable and motivate people to achieve at a high performance level.

Focusing more on schools, Davidoff and Lazarus (2002, p. 51) for the same evidence state that the culture of an organisation or school diffuses its particular qualities and characteristics into every corner of school life. If for example, the culture in a school is one that does not support innovation or resists change, or is fundamentally disinterested in the educational process, any attempts to bring about a change without addressing the existing culture will probably be ineffective.

Developing a high-performance culture can never be an easy task as proposed above. It is for this reason that Mullins (2007, p. 728) argues that, although attention is often given to shifting the prevailing activities and atmosphere of an organisation to a brighter future, changing the ethos and culture of an organisation is not easy. Culture is rigorous to change, as Mayle (2006) compares it to the aspect of customer service where you need to train a donkey to smile and make an eye contact, but what the hell do you do when you get a nonstandard requirement. In practice, organisations usually appear to alter their underlying ethos only on a gradual basis and the complexities of environment pressure may itself hinder rapid change. Culture is often deep rooted and committed to the

objectives and policies of the organisation, people's cognitive limitations and their uncertainties and fears, may mean a reluctance to accept a change in behaviour.

Mullins's argument is in agreement with that of Allaries and Firsirotu (1984) (as cited in David, 2005, p. 120) that culture provides an explanation for the insuperable difficulties a firm encounters when it attempts to shift its strategic direction. Not only has the "right" culture become the essence and foundation of corporate excellence, it is also claimed that success or failure of reforms hinge on management's sagacity and ability to change the firm's driving culture in time and with required changes in strategies.

In support of David's arguments, Fullan (1988, p. 28) posited that "without a direct and primary focus on change in an organisation it is unlikely that (single innovation or specific project) will have much of a reform impact, and whatever impact there is will be short lived… school improvement efforts which ignore these deeper organisational conditions are doomed to tinkering". Therefore, strategies are needed that more directly address the culture of the organisation.

From the above scholars' arguments it is evidently clear that culture, other than structures, strategies or politics, is the prime mover in organisations. Deal and Kennedy (as cited in Burnes 2009, p. 198) conclude that the challenge in school transformations nowadays is concerned with "bringing about changes in a school culture and individual mind-sets in case of heterogeneity culture".

The suggested changes are ascribed to the development of homogeneous culture that makes the staff members to be culturally fit. Culturally fit refers to the relationship between values of individual staff members and the school values. It is believed that, "a close alignment of personal values and organisational values is likely to be related to the motivation and commitment of employees" (Maslowski, 2001, p. 131).

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It is at least arguable that most effective cultures are those that are not only strong (in the sense of being consistent), but actively involve large numbers of individuals in consultative and decision-making bodies (Brown, 1998). Not only teachers should be culturally fit, other studies suggest that schools that have a culture which fits the environment and school improvement strategy perform well, relative to those whose cultural fitness is poor. An environmentally adaptive culture is generally characterised as one in which people take risks, trust each other, have a proactive approach to organisational life, work together to identify problems, share considerable confidence in their own abilities and those of their colleagues and have enthusiasm over their job(Brown, 1998).

In addition, CheRose (2008, p. 47) argues that many scholars have noted that culture would remain linked with superior performance only if the culture is able to adapt to changes in environmental conditions. On the contrary, Rousseau (1990) (as cited byShahzad2012, p. 980) argues that to overcome some of the limitations in measuring the culture of organisations, there are indications that there is no positive correlation between culture and the employee's performance.

2.2.7 School Performance Measure

The national junior secondary examination results for grade 10 are determined to be the best student achievement test because:

(a) These examinations are nationally set and are used by the Ministry of Education in all grade 10 schools in Namibia to measure the competency of learners who are said to be ready to enter a senior secondary phase.

(b) These results are more reliable regarding the consistency of results and this information is to be fully utilised.

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2.3 Theoretical Framework

The theoretical framework for this thesis is based on the concept of culture in an organisation and that culture is related to increased and measurable organisational performance. As given in literature, a number of scholars' studies of culture have come up with various typologies which they feel organisational culture can best be described in or framed in e.g. the Harrison/Handy, Deal and Kennedy, Quinn and McGrath and Scholz's typology.

This study adopts the Quinn and McGrath's Competing Value Frame (CVF). The CVF emerged during research about organisational effectiveness and organisational culture and has since been validated by numerous studies.

The concept of "organisational effectiveness" is deceptively simple to understand. How do we know if the organisation e.g. school is more effective than others? In order to answer this question it is necessary to consider that not all schools and school principals will reach a consensus on what it means for their schools to be effective (Edward, 2006). Furthermore, how do we assess the culture of a school and know if one school's culture differs from that of another school?

The competing value framework (CVF) or Organisational culture assessment instrument (OCAI) as adopted by Maslowski (2001) issued because it is a validated research method of examining organisational culture that was developed by Cameron and Quinn (1999). The assessment questionnaire has been developed around the CVF to illustrate three dimensions – the future outcomes (purpose) that a school desires to

achieve, current school practices and the individual leadership approach of each school member (people).

The four categories in which one distributes points between ten sub-items for each that represent the four competing values cultures were:

1. Type A style indicates a clan culture **Human relation**, Collaborate,

2. Type B style indicates an adhocracy culture, **Open System**, Create,

3. Type C style indicates a market culture, **R**ational goal**, Compete,

4. Type D style indicates a hierarchy culture, **Internal process**, Control.

The bolded names are the names of CVFs used for this study and can be viewed with their attributes in appendix A (dimension based on competing value frame work) below the questionnaire.

Research shows that schools that are aligned along the dimension of purpose, practices and people are much more effective than schools without such an alignment.

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Figure1.2 b. The competing value framework developed by Cameron and Quinn, 1999 adopted from www.competingvalue.com. Competing Values Leadership (Edward Elgar, 2006)

The CVF is a broadly applicable model that fosters an understanding that culture improves organisations' effectiveness and promotes values creation. The premise of the CVF is that there are four basic competing values within every enterprise; Collaborate (human relation), Create (open system), Compete (rational goal) and Control (internal process) (Edward, 2006). These values compete in a very real sense for a school's limited resources (funding, time, and people). How leadership responds to the tension created between these competing values will shape a school's culture, practice, outcomes in terms of performance (promotional rates), and ultimately how they innovate and grow (Bass, 2002).

The diagram below can best illustrate the conceptual framework of this study:
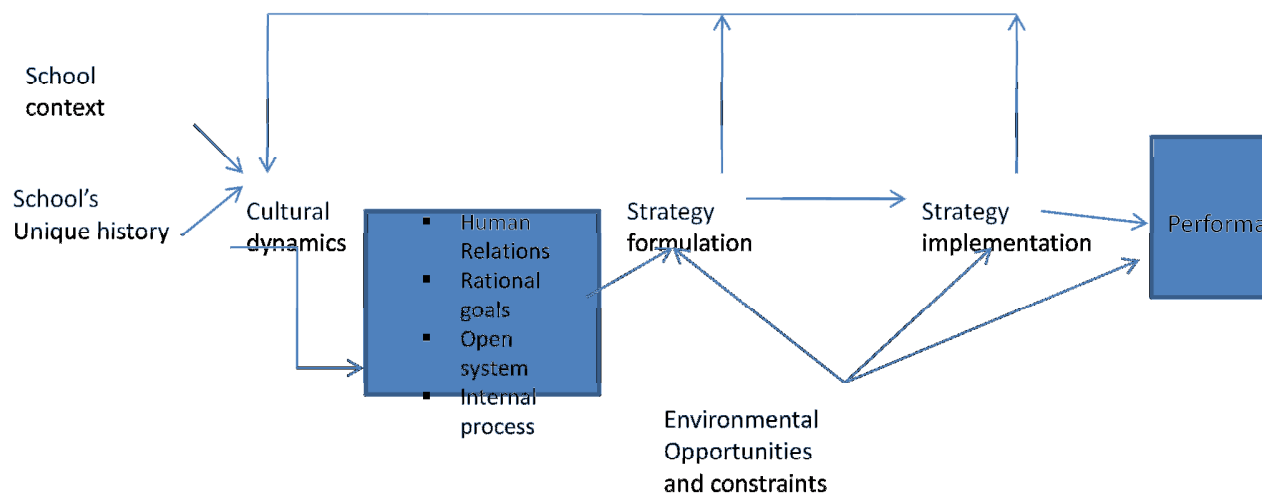
Figure 2.3.Understanding culture, strategy and performance (Adopted from Brown, 1998).

A school's culture influences how its strategy is implemented. It is suggested that the more consonant a strategy is with the prevailing culture, the more effectively that strategy will be put into practice (Brown, 1998). Furthermore, it is anticipated that the stronger and richer the culture (in the sense that there is conformity on beliefs, values and assumptions and many compatible strategy-supportive stories) the more likely it is that the strategy will be successfully implemented.

It should also be observed that environmental opportunities and constraints are significant here, influencing both strategy formulation and implementation. In fact the resulting level of performance will depend as much on environmental factors as it will on culture (Brown, 1998, p. 243).

2.4 Summary

This chapter examined the concept of culture in general and the cultural characteristics of organisations. It also looked into existing theories and practices regarding assessing culture. The chapter further examined the link between culture and performance. The concept of organisational culture has been one of the most widely researched management topics, and in over viewing this large topic, some of the prevailing perspectives on organisational culture were raised and the chapter discussed current debates on whether culture can impact performance.

To summarise, culture is considered as a form of social control that is characterised as a shared phenomenon which exists in both visible artefacts and mission statements as well as in less visible and deeper subconscious levels learned by organisational members through a process of socialization and is enduring and relatively stable (Dawson, 2009, p. 267).

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Culture plays an important role in shaping the identity of an organisation. In examining culture that nurtures performance, various components/cultural variables encompassed in CVF were examined and utilised to asses culture in various levels of performance (poor, good, better and best performing schools) and see those variables and their significance as emanated in best performing schools.

3. Research Methodology
3.1 Introduction

In this chapter the researcher will discuss the survey used to collect the cultural information from each school. The researcher will begin by outlining a general context for the survey and its purpose within this study. The researcher will discuss the survey and its parts in detail. "Culture" is inherently difficult to quantify, thus, the way in which information about a school's culture is collected is absolutely crucial. If this is not done well, all conclusions based on this information will be imprecise. The accurate reduction of culture is the crux of all organisational cultural research (Jenkins, 2009, p. 17).

3.2 Research Questions

The goal of this research is to answer the question: To what extent do the school's cultural characteristics affect the school performance? To do this, one needs (1) a group of schools with diverse cultural characteristics (2) a means to interpret each school's cultural characteristics (3) a performance metric by which schools can be compared and (4) a means to correlate school culture to school performance. Despite the fact that schools within the Oshikoto Education Region are heavily regulated by the state level policies, acts and regulations provided by the Ministry of Education, be it for private or public schools, their operations differ hence their culture and performances are different as well. To satisfy need one, two, three and four, a survey and the national grade 10 final examination results are used. More detailed explanations of these three components of the analysis are provided in the "data" section below. Schools were grouped by common characteristics using their performance metrics intervals. Relationships between these cultural dimensions and students' promotional rates were then examined.

3.2.1 Research Objectives

The overall objective is to determine how the organisational cultural characteristics of junior secondary schools in Oshikoto region affect the school performance, based on the Competing Value Framework (CVF).

The specific objectives are:

(i) To establish the extent to which the organisational cultural characteristics affect the general performance of grade 10 learners.

(ii) To determine how culture is impacting on the performance of grade 10 learners in Oshikoto region.

(iii) To suggest ways of improving the performance of grade 10 learners from the cultural perspective.

3.2.2 Research Design

The study will use primary and secondary data from the Ministry of Education. The study will use available examination results and in addition, a questionnaire will be utilised to collect information from school principals. Data will be entered and analysed using the MS excels software as well as the SPSS data analysis software. Descriptive statistics such as correlation, analysis of variance and percentages will be used to analyse the data. Trends in the performance will be evaluated by use of simple graphical analysis and appropriate models. Since a great amount of data will be quantitative, appropriate quantitative methods will be used.

For analysing the relationship between schools culture and performance, the individual responses on the school culture inventory were aggregated to form the four cultural orientations and linked to the performance data of three subsequent years. At least 50 junior secondary schools took part in the study.

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Pilot Study

The pilot study was done in the four schools in Onankali circuit. It aimed at determining and further refining the quality of the questionnaire. This resulted in removing out cultural inventory form1 since it was not fitting in the four CVF variables as much as culture inventory form 11 does.

3.3 Research Strategy

3.3.1 Research Methods

This research employed positivistic philosophy with a quantitative approach. In the first place the research solely used the survey as a strategy for enquiry and thus questionnaires (culture inventory 11 developed by Maslowski, 2001) were the only field based data collecting techniques. To be more precise, this type of research is of an analytical-empirical nature, encompassing the characterisation of organisational culture in junior secondary schools and the study on the culture performance link. A number of descriptive analyses were used to characterise junior secondary school culture, and to examine cultural differences between schools with regards to their performance groups.

For the research question on the relationship between culture and performance, cultural characteristics data were related to performance data published by the Oshikoto regional examinations office (REXO). Using a correlation analysis, the effect of each of the four culture orientations on performance measure were analysed. Traditionally, a company is audited to gather information about its management structure. Companies with similar characteristics are grouped, and relationships between these groups and performance metrics are examined (Jenkins, 2009, p. 17). This is the very strategy that

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was adopted by this study where schools with similar promotional rates were grouped in predefined performance group intervals.

3.4 Research Instrument

The competing value framework (CVF) or Organisational culture assessment instrument (OCAI) as adopted by Maslowski (2001) was used because it is a validated research method of examining organisational culture that was developed by Cameron and Quinn (1999). The OCAI is a questionnaire that has four categories in which one distributes points between ten sub-items for each that represent the four competing values (see culture inventory form1 on appendix 1). The questionnaire was given to the school principals. Promotional rates information for Junior Secondary Schools for 2010, 2011 and 2012 academic years from the regional examination office through the inspectorate office was utilised.

3.5 Data Collection

This study adopted a survey by Maslowski (2001) to collect information about the culture at each school. The survey was used for the reason that it is one of the validated questionnaires for collecting school cultural information. In this study, a questionnaire sent to every school with grade 10 classes for at least 3 years fulfils the role of the company audit. The survey was sent to each school principal. The school principal was targeted for a number of reasons. A school principal's role is one that is likely to exist at schools with even the most creative management styles. The existence of the school principal increases the likelihood that the questionnaire will be received and completed.

Furthermore, the questionnaire attempted to gain information about each school's culture. A school principal has a good notion of how his or her school functions. He or

she interacts with teachers, parents, students and also regional and other ministerial officials and employees. The principal is in a unique position to understand how school decisions are made because he or she is a liaison between school level and regional level and at the national level too. Finally, there is a precedent for this. Many previous organisational culture studies have relied upon information received from company CEOs. Within the junior secondary school, the principal is the most appropriate.

Secondly in this study, mean promotion rates in junior secondary schools were used as measures of school performance. These measures were taken from the performance data made available by the Regional examination office (REXO) through circuit offices for all junior secondary schools. The measure of student promotional rates is based on students' performance on the national examinations. The student's measure encompasses all subjects that are examined.

For analysing the relationship between schools culture and performance, the individual responses on the school culture inventory were aggregated at location level and linked to the performance data of three subsequent years. At least 50 junior secondary schools took part in the study.

3.6 Ethical Considerations

Bassey (1995, p. 15) says the following about ethics in research: "Researchers, in taking and using data from persons, should do so in ways which recognize those persons' initial ownership of the data and respect them as fellow human beings who are entitled to dignity and privacy". The researcher took an oath with the respondents that the information collected from them will be kept confidential.

3.7 Summary

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The overall objective of this research is to affirm the relationship between school culture and the school performance. To obtain the relevant data to fulfil the objective of this study, the research adopts a positivist approach with a quantitative nature. The data was collected using a validated questionnaire designed by Maslowski (2001). The data collected was analysed using both the SPSS data analysis software as well as Microsoft Excel.

4. Data Analysis

4.1 Introduction

This chapter presents the statistical analysis of data collected for this study. Fifty principals from 50 Junior Secondary Schools in Oshikoto region took part in the study. They all had to fill in a questionnaire with 78 questions based on the four aspects of the Competing value frame work developed by Quinn and McGrath as adopted from Maslowski (2001) on a similar study. The attributes in the questionnaire were randomly arranged. The questionnaire had two parts; the first part enquired the school principals as to what extent they think of cultural values as important. The second part examined the extent to which principals think their teacher's value these aspects of culture as important (see questionnaire on appendix 1).

One of the difficulties with the use of this questionnaire of school operational values is that respondents tend to rate what they prefer themselves. Thus it was decided that principals have to rate their personal values as well as those of the school. By combining these two aspects, it was assumed that principals would provide more reliable ratings of school values (Maslowski, 2001). It is for this reason that the scores of the two parts of the questionnaire discussed earlier were summed up and averaged during the analysis to create a reliable rating of school values. Information regarding school performance was extracted directly from the regional summary for grade 10 results of 2010 – 2012, obtained from the regional examination office through the inspectorate office. The data regarding school performance together with the school culture data (obtained with the questionnaire) was analysed with the SPSS data analysis software as well as the Microsoft Excel.

The first part of this chapter presents the demographics of the study scope and the second part presents (1) the outcomes of the descriptive analysis regarding general school characteristics of the Junior Secondary Schools as based on the Competing value frame work (mean scores of main cultural variables), (2) mean scores of cultural attributes and (3) the correlation analysis for the cultural variables (CVF) and their attributes (school operational values) will be presented.

The third part will: (1) present data related to school performance(promotional rates) grouping schools in performance categories or groups, (2) present and analyse the correlation between school culture and school performance(school promotional rate)[main finding of the study], (3) present and analyse data regarding the mean score for each performance category so as to establish the value attached to each variable by schools and conceptualise how this value impacts the school's performance in that category .

4.2 Description of the Sample

The Oshikoto education region houses 69 schools with grade 10 classes, so out of that number, only 50 schools returned their questionnaires. The sample of schools which returned their questionnaire is shown below.

Table 4.1
Demographic Information

Demographic Information	Numbers
Total Number of school	50
Private schools	2
Public Schools	48
Location of Schools	

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Rural	46
Urban	4
Total Number of Circuit	8
Total number of teachers in schools under study- Term 3	1095
Total number of learners in schools under study 2013-Term 3	26153

More detailed demographic information per school is presented on a sheet on appendix B.

4.3 Analysis of Data

4.3.1 Cultural Characteristics of Junior Secondary Schools in Oshikoto Region

The first analysis carried out with the SPSS is the descriptive statistics which is meant to find the general mean score for each cultural variable in all fifty schools that took part in the study. Table 4.2 sets to indicate the general mean score of value and level practice attached to each cultural characteristic (variable) of schools as per Competing Value Framework in day-to-day activities of schools. Value refers to the level of worthiness or significance attached to such a variable as per levels given in the questionnaire -1(of no importance) to 5 (of utmost importance). The value is attached also in a way that indicates the frequency of exercising or manifesting this variable through its attributes in the day to day activities of schools to improve school performance, especially grade 10 results or maintain it, of which this is referred to as practice. Table 4.2

Descriptive statistics for schools participating in the study

Descriptive Statistics

	N	Minimum	Maximum	Mean
Human relations	50	2.00	5.00	4.0810
Open system	50	1.50	5.00	3.8720
Rational goal	50	1.80	5.00	4.0550
Internal process	50	1.78	5.00	3.9789
Valid N (list wise)	50			

The values for each of the four cultural orientations range from 1 (of no importance) to 5 of (utmost importance)

The table discloses that schools in Oshikoto region value and practice human relations (4, 0810), open system (3,872), rational goal (4,055) and internal process (3, 9789). Generally junior secondary schools in Oshikoto region value human relations as well as rational goals. Aspects of the open system as well as internal processes receive little attention as reflected by their scores of 3,872 and 3, 9789 respectively.

These results can be ascribed to the regional office's frequent training and development programmes which are high on performance enhancement and active appraisal systems targeting performing schools.

However it should be noted that the scores on the open system as well as internal process do not represent the worst as their scores are closer to 4,which implies that the values attached to them by schools are considered as very important.

The following two analyses play a significant role in analysing data collected for this study.

(i) Participants' mean scores of attributes per cultural variable.

The questionnaire has all the attributes mixed up and not grouped according to the variables, which they represent to avoid bias in answering. Each variable has 10 attributes except the internal process which has only 9 attributes. Each cultural variable can be best described by its attributes.

This section indicates the specific cultural attributes scores which ascribe as to how principals and teachers practice and value a specific attribute in their effort to ensure an improve in grade 10 results. It also tells how much educators consider each cultural attribute as a driving force behind the success or performance of their schools as demonstrated by the description of scores bellow.

5=highest score, 4-4.9=high score, 3-3.9=satisfactory, 2-2.9=low mean score, and 1-1.9= lowest score

5=highest score and this means that such a score defines the ultimate /ideal level of practice and value attached to such attributes and is an essential recommendation for emulation by the good and better performing schools.

4-4.99=high score, equally referring to a common practice by the principal and teachers that is fit for recommendation to good and poor performing schools.

3-3.99=satisfactory. The equally distributed value and practice that could be recommended to underachievers but simultaneously requires the participating schools to engage in revamping activities as far as the given attribute is concerned.

The lower sets of scores are exclusively meant for the participating schools themselves;

Therefore 2-2.99=low mean score, is the cultural attribute that received a bad score from the participants and signals areas of improvement for the principals and teachers at the participating schools and 1-1.99=lowest score,, equally watches the last one that

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indicates poor scores by educators and cannot be recommend for emulation by any performance group categories.

(ii) Correlation of main variable and its attributes.

The second analysis to be carried out is an inferential analysis which is meant to validate whether the attributes under each of the four cultural variables is a correct measure of such variables. A high correlation between a variable and an attribute signifies that the attribute is a valid measure of a variable.

A high correlation between an attribute and another attribute is not tolerable as it predicts that the two attributes are measuring the same thing. In case of the above situation, if the two attributes share the same literal meaning, one of the two has to be dropped from the analysis. But in case the two attributes highly correlate but their meanings differ, none of them has to be dropped as this indicates a case of coincidence.

1. Human relations

The human relation model of organisational culture has been referred to as a 'group culture' because it is associated with trust and participation through teamwork, leading to cohesion and high teacher morale (O'Donell and Boyle, 2008).The test of attributes used to measure human relations indicates mean scores that are closer to the value of 4 in table 4.3, indicating an agreement towards the fact that teachers and administrators at schools value and practice the human relation cultural model as discussed in the first part of chapter 4. Therefore, it is indeed important to point out that this cultural model has played a major role on the annual performance of learners of the schools understudy.

This cultural variable tries to ascertain the school characteristics that ascribe to the level of positive interaction or teamwork among the school stakeholders.

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Table 4. 3

Mean scores of human relations attributes.

Descriptive Statistics				
Human relations attributes	N	Minimum	Maximum	Mean
QC1(Mutual understanding)	50	1.5	5.0	4.200
QC7 (Commitment)	50	2.0	5.0	4.130
QC8(Helpfulness)	50	2.0	5.0	3.970
QC17(Mutual trust)	50	2.0	5.0	4.060
QC18(Collaboration)	50	2.0	5.0	4.060
QC23 (Loyalty)	50	2.0	5.0	4.080
QC24(Pleasant atmosphere)	50	1.0	5.0	4.190
QC27 (High morale)	50	1.5	5.0	4.090
QC30(Solidarity)	50	2.0	5.0	3.970
QC33(Support for others)	50	2.0	5.0	4.060
Valid N (list wise)	50			

Issues related to the human relations of the school, like an emphasis on mutual understanding, commitment, mutual trust and collaboration, loyalty, pleasant atmosphere, high morale and support from others received a high score $\dot{x} \geq 4$. The result indicates that teachers and administrators ascribe to values of team work. However, there is a satisfactory score $\dot{x} = 3.970$ and $\dot{x} = 3.970$ on helpfulness and solidarity respectively, which are also ingredients of teamwork.

Secondly, the correlation of the orientation was run to find the types of relationships that exist between human relations cultural variables and their attributes. We will start by presenting the results of the human relations variables.

Table 4.4

The correlation between the human relations cultural variable with its attributes.

Correlations									
		Human Relations	QC1	QC7	QC8	QC18	QC24	QC27	QC33
Human relations	Pearson Correlation	1	.810**	.724**	.836**	.896**	.850**	.910**	.870**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50

The correlation between the human relations variable with its attributes was run and produced the following results. Generally a high correlation between human relations cultural variable and its attributes was observed which is all above 0.8 and the significance is p<. 05.

The high morale attribute has recorded a high correlation of r=. 910, this was followed by attributes such as collaboration, support from others, pleasant atmosphere, helpfulness and mutual understanding both with a correlationofr≥.724.The mutual trust attribute has relatively shown a smaller correlation though still good in comparison to others with r=. 724.

The correlation among attributes was run and this resulted in a number of co-linearity among attributes such as (1) mutual trust with-loyalty and collaboration, (2) solidarity with-support from others and collaborations, and (3) loyalty with mutual trust. These attributes-mutual trust, solidarity and loyalty were removed and dropped from further analysis, since they carry similar literal meanings. The remaining attribute has a correlation of r<. 7, which is lower in comparison with their correlation with the main variable.

A large number of some attributes recorded high correlations with other attributes but they are not related in their meanings "coincidence". Such relations never led to any drop of the attribute from table of analysis.

The significance of all correlations was p=. 000. This signifies that the data is not correlating by chance.

The attributes used to measure human relations are further discussed below.

 (a) **Mutual Understanding**

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From table 4.4, mutual understanding (QC1) has recorded a high correlation of r=. 810 with human relations, which indicates that it is a true measure of cohesions in schools and that it is one of the essential characteristics of Junior Secondary Schools in the Oshikoto region. This has been affirmed by the significance of p=.000.

Table 4.3reveals that secondary school teachers and school administrators value mutual understanding most as indicated by a high score of ẋ=4.2 topping the whole human relations variable. This implies that teachers and administrators highly signify the spirit of fellowship, empathy and sensitivity. They support each other and carry a spirit of mutuality among themselves.

The above result is in agreement with Brown (2008) who recommends that if one wants a school culture that supports hard work and high achievements, the following ingredients are required - a pervasive focus on students and teachers learning, coupled with a continual school wide conversation about the quality of everyone's work.

(b) Pleasant Atmosphere

This cultural attribute has a large correlation with the human relations variable amounting to r=. 850 with a significance of p=. 000. This signifies the fact that the attribute is a true measure for the human relations model of culture.

The second attribute in this cultural model is the pleasant atmosphere (QC24) with a mean score of ẋ=4.19, indicating that staff members generally value working in a harmonious work environment. The score of ẋ=4.19 is rated as a high score, which implies that most of the Junior Secondary Schools working environment are pleasant or odorous to work in.

(c) Commitment

The fact that educators emphasised the human relations feature of commitment (QC7) in their practices, commitment correlates significantly with human relations r=. 724; p=. 000.

The results for the mean score have also shown a high score ẋ=4.1 on the spirit of commitment. This implies that the Junior Secondary schools in Oshikoto embrace dedication and devotion to work. The high score also implies that principals and teachers practice and value a notion of being committed. This practice is therefore fit for recommendation to good and poor performing schools.

According to Quinn and Rohrbaugh (1983) (as cited in Schmidt 2009, p.17), all leaders face four competing organisational demands that emerge from the four major organisational models mentioned above: Commitment (human relation), Innovation (open system),Performance (rational goal)and efficiency (Internal process). From the point above by Schmidt, commitment is the true measure of human relations. In addition, it is believed that a close alignment of personal values and organisational values is likely to be related to the motivation and commitment of employees (Maslowski, 2001).

(d) High Morale

The attribute 'high morale' has the highest correlation with the human relations cultural model of r=. 910 with a significance of p=. 000. This is the fourth highly practiced and valued characteristic in the area of human relations with a high mean score of ẋ=4.090. This infers that, teachers and administrators are self-esteemed or self-determined to create the results they truly seek. This finding is compatible with that of

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O'Donell and Boyle (2008) who stated that the human relation model involves training and the broader development of human relations to achieve employee morale.

(e) Loyalty

Trustworthiness and fidelity have also received a high score ẋ=4.08 and this suggests that Junior Secondary school staff value and practice trust and interdependence. This attribute however, was dropped from the correlation analysis due to its high co-linearity with mutual trust. Mutual trust has also recorded a high co-linearity with 'support for others,' hence it was dropped from the analysis as well.

(f) Collaborations and Support for Others

It is clear from the correlation table that principals and teachers cultivate the spirit of collaborations (QC18) and getting support from others (QC33) as these have shown a high correlation with human relation of r=. 896 and r=. 870 respectively and both have a significance of p=. 000. These two attributes have scored the same values of mean score despite their difference in meaning. Their score is rated high ẋ=4.06.The association among the school staff members shows a high cooperation and a mature level of teamwork in a spirit of brotherhood, friendliness and guild

This is in agreement with Brown(2004) who states that, if one wants a school culture that supports hard work and high achievement, the following ingredients are required - a close supportive teacher-student, teacher-teacher and student-student relationship.

(g) Solidarity and helpfulness

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The two attributes scored a satisfactory mean score of $\dot{x}=3.97$ which is below the grand mean ($\dot{x}=4.135$). This implies that, despite their high association with other attributes, the educators have a low regard for them and they are affirming that they are less practiced and less important in the light of others. Due to high co-linearity with other attributes e.g. collaboration and 'support for other,' solidarity was dropped from the correlation analysis.

Despite the fact that 'helpfulness' (QC8), has a high correlation of r=. 836 with the human relation cultural model, it is evident that one may conclude that it is less practiced at Junior Secondary schools studied looking at its low mean score.

2. Open system

This model (open system) has also been referred to as a 'development culture' because it is associated with innovative leaders with vision who also maintain focus on the external environment (Dension & Spretzer, 1991). This attribute ascertains school characteristics that depict how a school strives for innovation and growth.

Table 4.5

Mean scores for open system attributes

Descriptive Statistics				
Open system attributes	N	Minimum	Maximum	Mean
QC2(Innovation orientation)	50	1.5	5.0	3.970
QC3 (Flexibility)	50	1.5	5.0	3.970
QC9 (Diversity)	50	1.5	5.0	3.870

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QC10 (Playing along with circumstance)	50	.0	5.0	3.580
QC14 (Reform orientation)	50	2.0	5.0	3.870
QC19(Adaptability)	50	1.5	5.0	3.950
QC22(Versatility)	50	.0	5.0	3.940
QC28(Openness toward new development)	50	1.0	5.0	4.060
QC37 (Change orientation)	50	1.0	5.0	3.940
QC39 (Responsiveness towards new development)	50	.0	5.0	3.570
Valid N (list wise)	50			

The mean score in this cultural orientation ranged from 3.57 to 4.06.The attribute, "openness towards new development" is the only one in the category of a high score $\dot{x}=4.06$. The rest of the attributes have a satisfactory mean score of $3.57 \leq \dot{x} \leq 3.970$. These are attributes such as innovation, flexibility, diversity, playing along with circumstance, reform orientation, adaptability, versatility, change orientation and responsiveness towards new development. The satisfactory score for this orientation implies that teachers and administrators are less inclined to issues of innovation and growth.

Table4.6

The correlation between an open system variable with its attributes

Correlations								
	Open syste	QC 2	QC3	QC9	QC1 0	QC14	QC1 9	QC39

		m							
Open System	Pearson Correlation	1	.841[**]	.843[**]	.823[*]	.794[*]	.824[**]	.834[*]	.622[**]
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50

With regards to the results of an open system in relation with its attributes, the results are as follows: the attributes such as innovation, flexibility, diversity, reform orientation as well as adaptability have recorded a high correlation with the main variable r>8, except with attribute "responsive towards new development" that has shown a lower correlation of r=. 622. The attribute "playing with circumstance" has recorded a high correlation of r=. 794.

The correlation of attributes to other attributes within the open system can be represented by the inequality .346≤r≤.962.The results show a high correlation between versatility with playing along with circumstance, reform orientation and adaptability. Secondly, the results show a high correlation between openness towards new development with flexibility, reform orientation and change orientation.

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Thirdly, the results show a high correlation between change orientation with innovation orientation, reform orientation, versatility, openness towards new development and adaptability.

Both versatility, openness towards new development and change orientation were dropped from the analysis due to their co-linearity with other attributes. The highest correlation value of r=.962 was recorded between flexibility and innovation orientation. This is a case of coincidence and therefore none of the attributes were dropped from further analysis. The significance of all correlations was p=. 000. This signifies that the data is not correlating by chance.

The following section discusses the mean score as well as the correlations among attributes.

(a) Innovation (QC2)

This attribute showed a high correlation of r=. 841 and significance of p<. 05, with a satisfactory score of ẋ=3.97, indicating that educators exercise and signify issues of novelty, modernisation and improvements. Satisfactorily, Thompson (2000), (as cited in Schmidt, 2009) emphasises that the open system values imagination and innovation, and strives to achieve organisational goals through creativity and vision.

(b) Flexibility

The result has indicated that flexibility (QC3) is an attribute of the open system. This is evidenced by a high correlation of r=.843 and significance of p<.05. The educators have indicated that flexibility is practiced and valued in schools and this is affirmed at a

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rate of a satisfactory mean score of ẋ=3.97. This tells us that springiness and suppleness is important in schools.

In addition, Brown (2008) recommends that if one wants a school culture that supports hard work and high achievement; leadership that encourages and protects trust, on-the-job learning, flexibility, risk taking, innovation and adaptation to change should act as one of the ingredients.

(c) Diversity

The data has shown that diversity (QC9) is one of the attributes that are characterised by an open system orientation. This has been shown by its high correlation r=.823 with the main variable at a significance of p=<.05. According to the mean score by schools, the attribute has scooped a satisfactory mean score of ẋ=3.870.

(d) Playing along with circumstance

There is a positive correlation to affirm that 'playing along with circumstance (QC10) is an attribute of the open system with r=. 794; p<. 05. This is the least score as far as the mean scores of the open system are concerned, with a satisfactory mean score of ẋ=3.57, which entails a satisfactory exercise and worth of the aspects of exploring different means to tackle issues facing the school development.

(e) Reform orientation

This attribute has scored a satisfactory mean score of ẋ=3.870. The data showed that principals and teachers view reform orientation (QC14) as one of the characteristics of the open system orientation. This is shown by a high correlation of r=.824; p<.05.

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(f) Adaptability

The data demonstrated a strong significant correlation when adaptability (QC19) is correlated with an open system. This shows a value of r=. 834 with a significance of p<. 05. This attribute has received a satisfactory mean score of ẋ=3.94, meaning that educators satisfactorily value exercising and this signifies adaptability. The result shows a consistence with findings by Gordon and Ditomaso (1992), which stresses that within organisational culture literature; improved company performance has been attributed to 'adaptability'. Meanwhile CheRose (2008) argues that many scholars noted that culture would remain linked to superior performance only if culture is able to adapt to change in environmental conditions.

(g) Responsiveness

This (QC39) attribute equally shows a pattern of strong significant correlation with the open system cultural model of r=. 639 and significance of p<. 05. This attribute has the least satisfactory mean score of ẋ=3.57, which entails a satisfactory exercise and worthy of the aspects of alertness and approachability.

(h) Openness toward new development(QC28) ,versatility(QC22) and change orientation(QC37)

These attributes of the open system received a mean score of ẋ=4.060, 3.940 and 3.940 respectively. However both have been removed from the analysis due to high correlations with other attributes.

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3. Rational goal

This model of organisational culture is referred to as rational culture because of its emphasis on outcomes and goal fulfilment (Denison and Spreitzer, 1991). This cultural model is the one that drives school performance, therefore leaders valuing and practicing this model are assumed to have a high need for achievement (Schmidt, 2009).

This variable indicates the characteristics of schools that ascribe to school effectiveness. The overall mean score for this orientation has shown a positive sign with 70% of its attributes scoring high and the remaining 30% with a satisfactory score. This indicates that educators highly value result orientation, efficiency, effectiveness, goal orientation, consistency, pursuit of success and accomplishment as these attributes have a relative high mean score of $\dot{x}\geq4$. The attributes such as formalisation, achievement orientation, efficacy and productivity are satisfactorily valued and practiced as their score lies at $\dot{x}\leq3.9$.

Table 4.7

Mean score for rational goal attributes

Descriptive Statistics				
	N	Minimu m	Maximum	Mean
QC6 (Result orientation)	50	1.0	5.0	4.110
QC11(Achievement orientation)	50	2.0	5.0	3.930
QC13 (Effectiveness)	50	2.0	5.0	4.140
QC15 (Efficiency)	50	2.0	5.0	4.100

QC16 (Goal Orientation)	50	2.0	5.0	4.080
QC20 (Consistency)	50	2.0	5.0	4.050
QC25 (Efficacy)	50	.0	5.0	3.990
QC26(Pursuit for success)	50	2.0	5.0	4.140
QC31(Accomplishment)	50	2.0	5.0	4.060
QC35 (Productivity)	50	1.0	5.0	3.950
Valid N (listwise)	50			

Table 4. 8.

The correlation between rational goal variable with its attributes.

Correlations									
		Rational goal	QC6	QC13	QC15	QC20	QC25	QC31	QC3
Rational Goal	Pearson Correlation	1	.797**	.851**	.898**	.889**	.835**	.896**	.859
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50

The result of the study is showing that there is a high correlation between the open system cultural variable with its attribute that can be represented by an inequality of .797≤r≤.898. Efficiency and accomplishment attributes are showing the highest correlation with the variable value at r=.898 and r=.896 respectively. Other attributes such as effectiveness, constancy, efficacy and productivity have shown a high correlation of r=.851, r =.889, r=.835 and r=.859 respectively. The lower, though showing a high

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correlation was recorded for "result orientation" with, r=.797. The significance of all the above correlations is p=. 000.

The rational goal attributes such as achievement have a high correlation with result orientation. In the same vein, pursuit for success has shown a high correlation with effectiveness, goal orientation, efficacy accomplishment as well as productivity.

The attribute goal orientation has a high correlation with pursuit for success, accomplishment and productivity. This has led to the drop of attributes such as goal orientation, achievement orientation as well as pursuit for success from further analysis due to high co-linearity. However, a similar case has occurred with some other attributes but these attributes were not dropped since their case was a mere coincidence. The correlation between attributes as well as the mean score of each attribute is presented below:

(a) Result orientation (QC16)

This attribute has recorded a high correlation of r=. 797 with the rational goal and significance of p=. 000. It has also scored a high mean score of $\dot{x}$=4.11. This is the second highest attribute valued and practiced by participating schools. The high score indicates that the educators practice and signify outcomes which can be in the form of students' promotional rates.

The results match with those of Bradley and Parker (2001) who found that the rational goal is production oriented, and managers organise employees in pursuit of designated goals and objectives, and rewards are linked to outcomes.

(b) Effectiveness and Pursuit for Success.

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Principals view their schools to be highly effective, as it has been observed in the mean score. This attribute has also recorded a high correlation r=.851 with a significance of p=.000. The attribute pursuit for success has been left out of this analysis due to its co-linearity with goal orientation and accomplishment.

However, the two attributes have scored a high score ẋ=4.14. This is the highest score in the rational goal orientation. This implies that, educators exercise and signify value and usefulness (effectiveness) in pursuit for success and turning out victorious.

Steers (1975) believe that attempts to measure effectiveness should be made with reference to the running goals of an organisation. Effectiveness should be viewed in terms of goal attainment - an organisation's ability to use its means successfully to achieve specific ends.

(c) Efficiency

This attribute has recorded a high correlation of r=. 898 with a rational goal variable and a significance of p=. 000. This rational goal attribute took a third high mean score of ẋ=4.10, which suggests that teachers and administrators apply efficacy and competency in the pursuit of their school goals.

The results match with the argument by Quinn (1988) who stated that, the rational goal model emphasises control, an external focus and views planning, goal setting, productivity and efficiency as effective. In addition, students' promotional rates are considered as a measure of school efficiency (Maslowski, 2001).

(d) Consistency

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Consistency (QC20) proved to be an attribute of the rational goal cultural model as indicated by the high correlation of r=. 889 with a significance of p=. 000. This attribute has scored a high mean score of ẋ=4.05.This is in agreement with the literature that posits that schools that consistently outperform others overtime are those that have a stable culture, consistent vision and dependable process (Collins & Porras, 1998).

(e) Accomplishment

The data shows that principals and teachers at the targeted schools value accomplishment (QC31) as one of the characteristics that enhance performance and this is positively correlating with the rational goal model r=. 896; p=. 000. Surprising enough, this attribute has scored a high mean score of ẋ=4.06, which indicates that teachers and principals' values are achievement oriented. The results are in agreement with Schmidt (2009) who concluded that since rational goal model leaders are assumed to have a high need of achievement, productivity and accomplishment are the main values.

(f) Productivity

The researcher could deduce from the data that productivity (Q35) is one of the characteristics that are signified by educators in schools. It is highly regarded as one of the key elements of rational goal with a correlation of r=.859 with p<.05. This attribute scored a satisfactory score, second from the bottom ẋ=3.95. This result reveals that teachers and administrators consider the through put and output last. This however shows a conflict with other similar or related attributes such as efficiency, accomplishment and effectiveness.

The rational goal model emphasises control and external focus, and views planning, goal setting, productivity and efficiency as effective (Quinn, 1988).

(g) Efficacy

This simply means the same as the term effectiveness. However it was rated differently. This attribute received a relatively satisfactory score of ẋ=3.99. This reveals that schools are less inclined towards ability and value. It has a correlation of r=.835 with its main variable and a significance of p=.000.

(h) Goal and Achievement Orientation

The attribute 'goal orientation' (QC16) took the fifth high score of ẋ=4.08. This is a very good score in schools when it comes to promotional rates and overall effectiveness of the school. This suggests that educators exercise and value aspirations and targets.

Achievement orientation (QC11) correlates highly with other attributes such as results orientation, pursuit for success as well as goal orientation. This attribute has scored a satisfactory mean score of ẋ=3.93, which though leads to a drop of the two attributes under discussion from further analysis.

4. Internal process

This model has also been referred to as a 'hierarchical culture' because it involves the enforcement of rule conformity and attention to technical matters (Dension & Spretzer, 1991). This cultural variable ascribes to school characteristics that promote efficiency and quality in their systems, structures and standards.

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Table 4.9.

The mean scores for internal process attribute

Descriptive Statistics				
	N	Minimum	Maximum	Mean
QC4 (Security)	50	.0	5.0	4.010
QC5(Stability)	50	.0	5.0	4.110
QC12(Continuity)	50	2.0	5.0	4.000
QC21(Formalization)	50	2.0	5.0	3.880
QC29 (Solidity)	50	1.5	5.0	3.900
QC32 (Coordination)	50	1.0	5.0	4.110
QC34(Regulation)	50	1.0	5.0	4.080
QC36 (Control)	50	1.0	5.0	3.980
QC38(constancy)	50	.0	5.0	3.740
Valid N (list wise)	50			

It is so positive to learn that 56% of the attributes in this orientation are highly valued and practiced by educators. The mean scores of security, stability, continuity, coordination and regulation are all ranked in a high score interval with the mean ranging from 4.05 to 4.14. The remaining attributes such as formalisation, solidity, control and constancy scored a satisfactory mean score of 3.880, 3.900, 3.980 and 3,740 respectively, which is closer to a high score category that starts at $\dot{x}=4$.

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Attributes such as security have shown a high correlation with stability. Secondly formalisation has shown a high correlation with regulation. Thirdly, control has shown a high correlation with regulation. Security, formalisation and control were dropped from further analysis. Otherwise the remaining high correlations between attributes have proven to be cases of coincidence.

Table 4.10.

The correlation between the internal process variable and its attributes

Correlations								
		Internal Process	QC5	QC12	QC29	QC32	QC34	QC38
Internal process	Pearson Correlation	1	.707**	.846**	.785**	.839**	.921**	.829**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50

The last cultural variable analysed is the internal process. Like other variables, this orientation has shown a high correlation with its attributes, where regulations rates at r=. 921, continuity at r=. 846, coordination at r=. 839, constancy at r=. 829, solidity at r=. 785 as well as stability hanging on r=. 707. The correlations among attributes are relatively smaller on average. The result has shown security, formalisation and control having a greater correlation with other congruent attributes and these were dropped. Attributes such as continuity, coordination and regulation have also shown a high correlation but

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have their cases considered as coincidence. The correlations among attributes as well as the mean score for each attribute are presented in the section below:

(a) Stability

The results indicate that stability (QC5) is one of the characteristics of the internal process cultural model shown by its strong positive correlation of r=. 707 and a significance of p=. 000. This attribute is signified and exercised resulting in a high mean score of ẋ=4.11. The high means score infers that, educators regard steadiness and permanence as the most important control mechanism. The above is corroborated by Quinn (1988) who stated that the internal process model emphasises control and internal focus, and stresses the role of information management, communication stability and control.

When studying the effectiveness of organisations more than two decades ago, Quinn and Cameron (1983) rather said that some researchers noticed that some organisations could be effective if they demonstrated flexibility and adaptability, while other organisations could be effective if they demonstrated stability and control (Quinn & Rohrbough, 1981; Quinn & Cameron, 1983; Cameron, 1986).

(b) Coordination

Coordination (QC32) can be associated with the internal process, as this has been shown by a high correlation of r=. 839; p<. 05. This feature of the internal process is valued and practiced in schools and this is reflected by a high mean score of ẋ=4.11. This implies that educators' issues of harmonisation, management and giving direction in

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schools are highly valued and practiced to improve and maintain systems, structures and standards in schools.

Internal process orientation reflects that managers process information and their power is based on expertise and influence on information control so their leadership style is traditional and careful and the roles concerned are those of monitor and coordinator (Schmidt, 2009).

(c) Security

Issues of security within schools are also highly rated and exercised with a high score of $\dot{x}=4.01$. This signifies that safety and security measures are highly regarded in school areas of doing things right. This implies that on a high note, it is important and ensures that systems, structures and standards are secured. However this attribute has been removed from the analysis due to its co-linearity with stability.

(d) Regulations

Principals and teachers, as the data indicates, feel that regulations (QC34) belong to the internal process as it has shown a very high correlation of $r=.921$ and a significance of $p<.05$.

Issues of rule and control received a high mean score of $\dot{x}=4.080$, which suggests that educators exercise and value supervision; law directives and orders are prominent in the governance of school affairs on a day to day basis as agreed by Thompson (2000) who stated that the internal process monitors emphasise 'rule' and 'quota'.

(e) Constancy

This last attribute of internal process has a positive correlation of r=. 829 and significance of p<. 05.

Issues regarding consistency (QC38) are considered last with the satisfactory mean score of ẋ=3.740. This means schools do not value constancy.

(f) Solidity and control

Solidity (QC29) proved to be an attribute for internal process due to its correlation of r=. 785; p<. 05. Assurance of solidity in school control process was valued at ẋ=3.9, entailing that the educators satisfactorily act firmly and steadily in running the school affairs. Issues of solidity and control are not that highly regarded by participating schools. Control was removed from the analysis due to its co-linearity with regulation.

(g) Formalisation

Issues of bureaucracy take almost the last position with the satisfactory mean score of ẋ=3.88. This means that teachers and administrators put less emphasis on red tape. In fact they are not too formal. This attribute has been removed from the analysis due to its co-linearity with regulation.

4.3.2 School Culture and School Performance

In this section, the relationship between culture and performance is diagnosed. As alluded earlier the performance measure understudy is the promotional rates of grade 10 candidates over the past three years.

The graph illustrates promotional rates of a random sample for some of the schools under study

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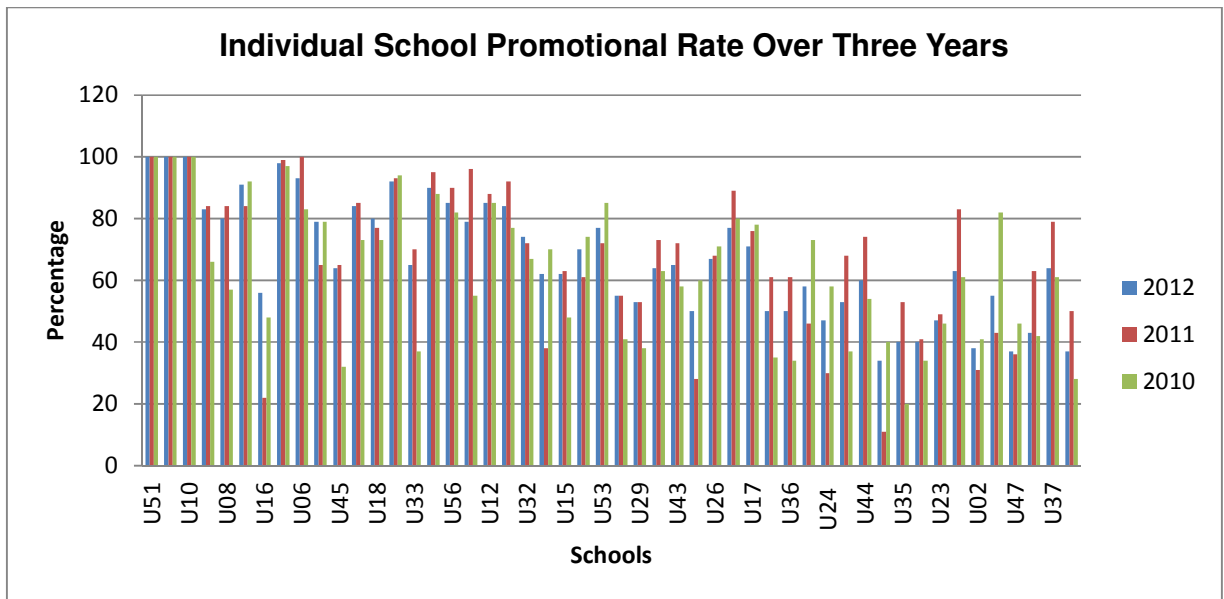
Figure 4.1.Individual school promotional rates over three years

The promotional rate indicates the percentage of learners who accumulated enough points in their JSC subjects to be promoted to grade 11 in a specific year. For example, the school with code U51 had scored 100%. This implies that all learners who sat for JSC examinations in the 2010, 2011 and 2012 academic year at this school (U51) were promoted to grade11.

The results for the 3years understudy were averaged into a one-percentage value that will act as a representative performance of a specific school. For example school U51 scored 100%throughout three consecutive academic years with the average value of 100. The average for 3 years=100+100+100/3=100(representative performance value) for three years.

The graph below shows the random sample for 3 years' average performance value for the school under study
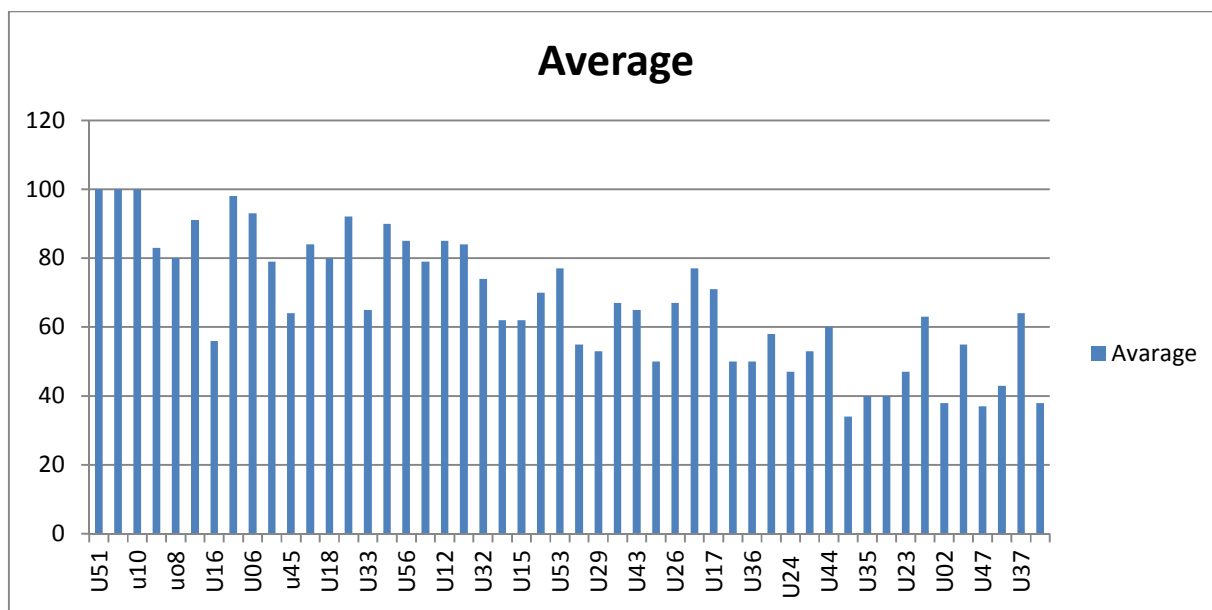
Figure 2 .2 The average promotional rates over three years

4.3.3 School Promotional Rates and Performance Groups

The results for fifty schools under study for the 2010, 2011 and 2012 academic year
were analysed (see appendix 2). First, the results for three years' average were analysed
using the Ms-excel as discussed in the previous section. The average for each school was
imported into the SPSS data sheet that was used together with the cultural orientations as
per each school's questionnaire score as per performance values. The performance
group's intervals were defined in order to be able to classify or categorize schools as per
their average performance (promotional rate) over three years.

The four groups of performance intervals are as follows:

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Table 4.11
Performance group intervals

Average % promotional rate interval(mean promotion rate for three years)	Performance Group name
0-49	Poor
50-66	Good
67-83	Better
84-100	Best

The first interval is relatively larger than others given the reason that all results below 50% are considered as a failure. The frequency analysis of schools per performance group has been run and the results are shown in table 4.8

Table 4.12
Frequency table for the schools as categorized in their performance group

PERFOMANCE GROUPS					
		Frequency (Schools)	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	POOR	9	18.0	18.0	18.0
	GOOD	17	34.0	34.0	52.0
	BETTER	12	24.0	24.0	76.0
	BEST	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

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In fact the results look good as only 9 out of 50 schools could not reach the average of 50.This does not imply that these schools never reached 50% promotional rate in any of the years understudy, but some schools have reached this score in a specific year but in another year or two they scored below 50% hence the drop in the average performance.

4.3.4 The Relationship between School Promotional Rates and School Cultural Orientations

The main research question of this study aims to find out whether the school culture (cultural orientations of a school) relates to the (school performance) promotional rates of the very school.

A correlation of the general cultural orientations and the combined performance group of the 50 schools understudy was run. The result in the table below indicates that there is a correlation between the combined performance groups and the cultural orientations with significance $p > 0.5$

Table 4. 13.
The correlation between the 4 cultural variables and performance groups combined.

Correlations						
		perfomance1	Human relation	Open system	Rational goal	Internal process
perfomance1	Pearson Correlation	1	.355[*]	.103	.257	.191
	Sig. (2-tailed)		.012	.476	.072	.183
	N	50	50	50	50	50
*. Correlation is significant at the 0.05 level (2-tailed).						
**. Correlation is significant at the 0.01 level (2-tailed).						

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Having learned from Table 4.9that there is a positive correlation between the performance group and the cultural orientations, it is necessary to be able to relate each cultural orientation with a specific performance group so as to weigh the influence they have amongst one another. Table 4.9 has shown that the correlation between the human relations cultural model and performance of r=. 355; p=. 102followed by the rational goal model with a correlation of r=. 257 with the significance of p=072.The second last model is internal process, with a positive correlation of r=. 191 with a significance of p=. 183.

The open system cultural model is the last and this has shown a correlation of r=. 103 with significance of p=. 072. All four cultural models have coefficient values close to zero, which is an indication of a weak (linear) relationship (Kobus, 2012). However, it should be noted that the relationship of performance with human relations as well as the relation of performance with the rational goal recorded a greater relation in comparison with the other two models. Moreover, the performance groups were further analysed in order to find out their specific cultural orientations' scores. This is a deeper analysis that actually enables one to tell whether the cultural orientation of a school impacts its performance.

Table 4. 14.
The discriminant analysis for performance groups' scores as per cultural dimension

Group Statistics				
Performance group		Mean	Valid N (list wise)	
			Unweight	Weighted
poor	Human relations	3.7778	9	9.000
	Open system	3.9206	9	9.000
	Rational goal	3.8571	9	9.000
	Internal process	3.9722	9	9.000

good	Human relation	3.9328	17	17.000
	Open system	3.5798	17	17.000
	Rational goal	3.8992	17	17.000
	Internal process	3.7745	17	17.000
better	Human relations	4.2083	12	12.000
	Open system	3.9762	12	12.000
	Rational goal	4.1845	12	12.000
	Internal process	4.1597	12	12.000
best	Human relations	4.4702	12	12.000
	Open system	3.9524	12	12.000
	Rational goal	4.3036	12	12.000
	Internal process	4.1389	12	12.000
Total	Human relations	4.1000	50	50.000
	Open system	3.8257	50	50.000
	Rational goal	4.0571	50	50.000
	Internal process	3.9900	50	50.000

The results on the table above indicate the four performance groups and their scores in terms of their cultural orientation. The result in table 4.10 revealed that the performance group with minimum promotional rates (poor) have recorded the lowest mean scores on all the four cultural orientations with scores on average $\dot{x}<4$.

Meanwhile, the best performing groups have recorded the highest score on the human relations, rational goal as well as internal processes respectively. The open system's score in the best performing group has recorded a lower score in comparison with its score in the better performing group.

Interestingly enough, the good, better, and the best performance group have shown a relatively high score on human relations as well as the rational goal respectively. Unlike other groups, the poor performing group got its highest score on the internal process as well as on the open system respectively. For the very group, the human relations and the rational goal recorded the lowest scores.

The graph below shows the performance groups with their cultural orientations mean scores
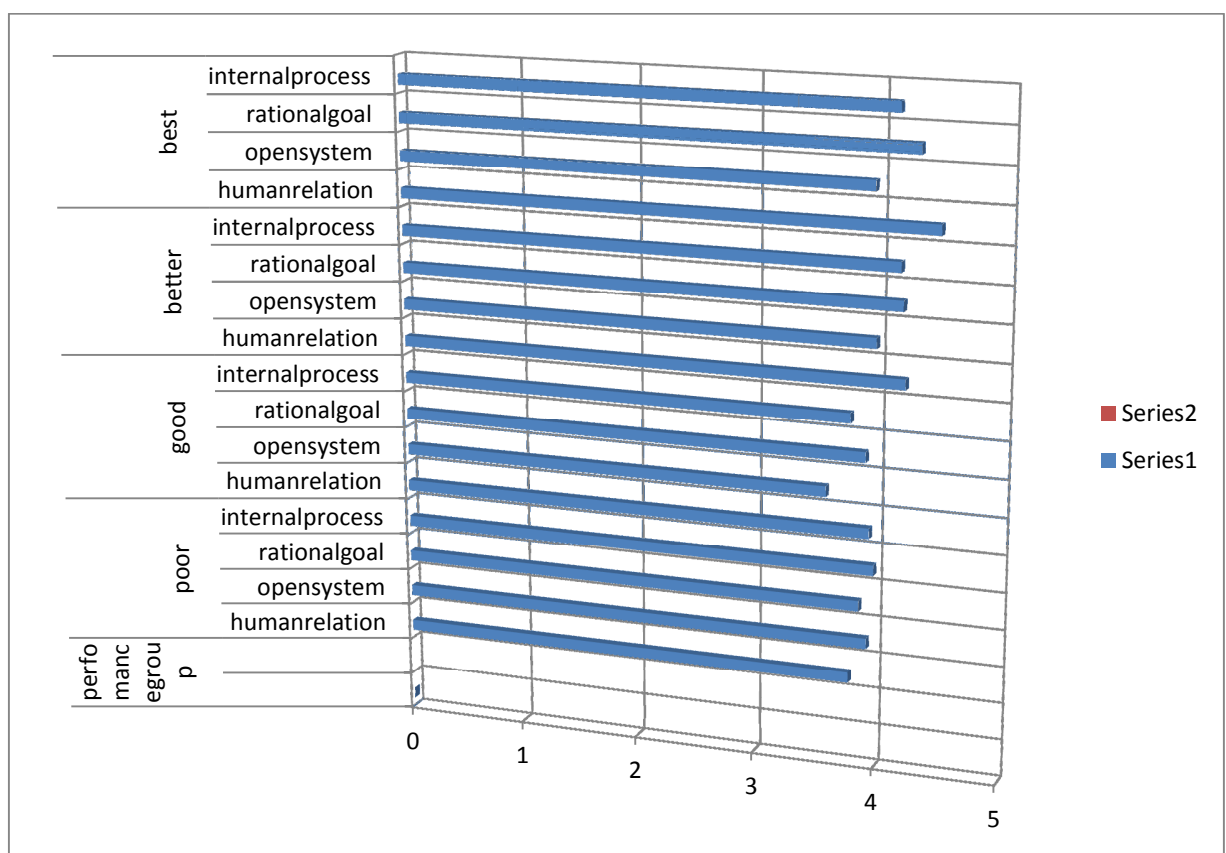
Scores

Figure4.3.The performance groups' scores on cultural dimensions

4.4 Reliability of Instruments

The coefficient that is used to measure internal reliability of an instrument is called Cronbach's Alpha coefficient and is based on inter-item correlations. If the items are

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strongly correlated with each other, their inter consistency is high and the alpha coefficient will be close. If, on the other hand, items are poorly formulated and do not correlate strongly, the alpha coefficient will be close to zero (Kobus, 2012).

Cronbach's Alpha test was run to find the reliability of the instrument used to capture the cultural characteristics data. The results are shown on the table below.

Table 4.15 .The overall Cronbach's Alpha for the four cultural orientations

Reliability Statistics

Cronbach's Alpha	N of Items
.983	4

Table 4.16.The Cronbach's Alpha for each cultural orientation.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Human relations	11.83	5.472	.950	.981
Open system	12.05	4.980	.952	.980
Rational goal	11.85	5.095	.964	.976
Internal process	11.95	5.134	.972	.974

The results have shown the Cronbach's Alpha of .983. This means that the instrument used to collect the data is reliable as the coefficient close to 0.5 is considered acceptable while the highest perfect one is 1.

4.5 Validity of Instruments

The instrument used was developed by Maslowski (2001) who actually used a number of accredited cultural data collecting instruments to construct the instrument used to collect the data for this study. Prior to the usage of the instrument to collect the data for a similar research, Maslowski actually had to validate this instrument. Since no alteration was done on this yield instrument, the instrument can be regarded as valid. A high correlation between variables and their attributes proved to be of the supporting factor that the instrument used to collect data is valid.

4.6 Limitations Observed

The study obtained generalised results. The researcher feels that, to accurately measure the culture of schools, the analysis per individual school was going to work better. However, in this case it's not possible due to the large number of schools as the time given to complete the research is limited.

4.7 Summary

This chapter presented data in its raw state. The first part of the chapter has shed more light on the demographic information of the sample understudy. The second part presents the general mean scores of the cultural variables practiced and valued with regards to the performance in the 50 schools understudy.

In the third part, the mean scores of the attributes of variables as well as their correlation with the main variables have been presented. A sample of three years results for various schools has been presented and later averaged to have one representative average performance score, of which this has been grouped in four interval performance groups.

The discriminant analysis has been run to find the mean score of each cultural variable in the four performance groups. Finally, the researcher had to present data of cultural variables in their correlation with promotional rates, which brings us to the main findings of the study.

5. Discussions

5.1 Introduction

Organisation culture comprises of the unique quality or character of a company, thus managers are challenged to search for the "strong" culture that probably could improve the organisational effectiveness because it is strongly believed that these are the cause and effect associated with each cultural dimension (Ng'ang'a, 2012, p. 211).

Deal and Kennedy (1982) argue that culture, rather than structure, strategy or politics, is the prime mover in organisations. The above assertions are found to be in line with the discussion that will feature in this chapter. This chapter will discuss the results in chapter four as per research questions stated in chapter 1.

5.2 Main Results or Themes

The main results are discussed in section 5.3 as per their research questions.

5.3 Research Questions Revisited

Q1.The first research question had to find what the cultural characteristics of schools are.

5.3.1. Description of the Four Main Cultural Variables

There is substantial evidence in the literature that suggests that a school principal must first understand the school culture before implementing change (Leith Wood et al, 2001). Culture manifests itself through characteristics as demonstrated by figure 2.1 in chapter 2. This research generalises results to such an extent that the scores given as cultural characteristics of schools are the average for all schools which took part in the study.

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However, with descriptive analysis done for 50 junior secondary school in the region as shown in Table 4.2 in chapter 4, it was evident that junior secondary school teachers and principals value a collegial relationship as indicated by the relatively high ratings of the human relation model/orientations $\dot{x}=4.0810$. Teachers value the spirit of cohesion, loyalty, support, as well as a warm and caring atmosphere. This healthy interpersonal relationship is highly valued and embraces mutual understanding and helpfulness which actually fosters team work.
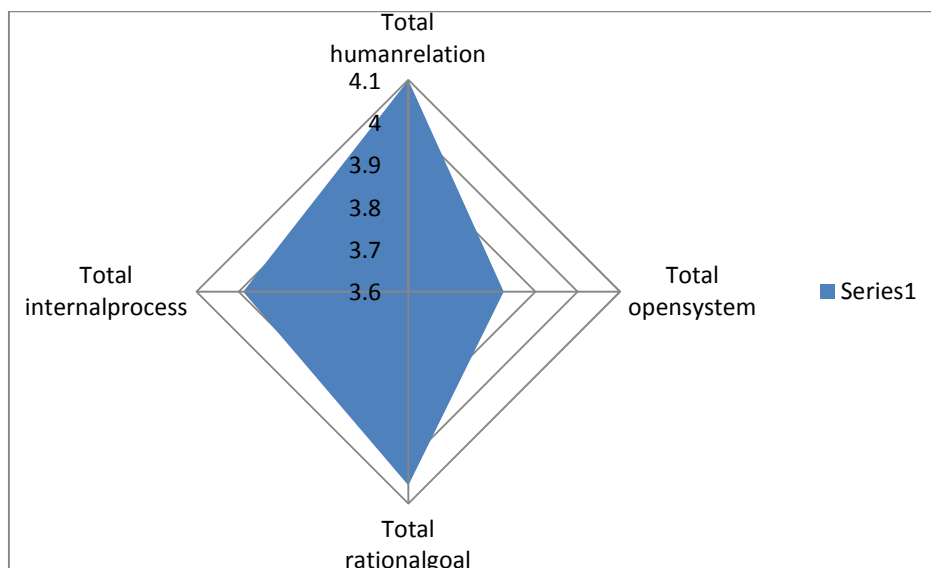
Figure 5.1 The radar chart shows the mean score of each of the four cultural variables.

The second highly valued cultural characteristic is rational goal /orientation, which is rated at $\dot{x}=4.055$and this implies that Oshikoto region's junior secondary schools are achievement and result oriented. Schools value efficiency and effectiveness, which ensures productivity. These schools try all they can in pursuit of success. This is in agreement with the promotional rates of schools, where only 18% of the schools understudy could not reach an average promotional rate of 50%.

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The results also depict that the internal process of the school that emphasises stability and continuity are valued despite the smaller score in comparison to human relation and rational goal ($\dot{x}$=3.9789). This signifies the importance of having formalised and structured procedures as well as enforcement with regards to rules, acts and policies.

The open system orientation is less important in the junior secondary schools of the Oshikoto region. As table 4.1 reveals, this orientation in which innovation and adaptability are highly valued, it is only slightly valued by the principal and teachers ($\dot{x}$=3.872). In other words, schools are less focused on change and education reform. This can be seen also from the chart where the phenomenon tends to shrink from the rational goal dimension. This may also be due to the fact that approximately 90% of schools are rural based, where innovation can be minimal due to lack of basic infrastructure such as roads, electricity and proper buildings. In general the results have shown that Oshikoto region follows a cultural model flow below:

Do things together →do things fast →do things right → do things first.

Table 4.1 further illustrates that despite similar scores on human relations, rational goal, internal process as well as open system, schools appear to vary more on values related to the open system. This is because the main ratings of schools for human relations, internal process as well as rational goal are close to the grand mean.

This simply shows that no large variance was found between schools with regards to the human relations and internal process and rational goal orientation and that most of the schools have scores for these cultural characteristics that are close to the mean presented in the table 4.1. All in all the results depict that most schools in the Oshikoto region are rather similar with regards to values like collaborations, stability as well as reform orientation.

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An analysis of the distribution of the school scores for open system reveals slightly strong deviation of distribution from the grand mean. This shows that schools differ more on the open system orientation than for other three orientations. In addition, the results show that a small number of schools have more positive scores on the open system orientation as compared to other orientations.

To end the discussion, the analysis of the cultural characteristics of Oshikoto Junior secondary schools reveals relatively high scores for human relations, rational goal and to a lesser degree open system. School principals and teachers somehow disregard the values associated with open system cultural orientation.

Q2. What are the student promotional rates per school for the past 3 years?

The summaries of results per circuit per school for the grade 10 examination results for 2012 as obtained from the office of the inspector are attached on Appendix. Please note this sheet also contains all results for the promotional rate over the three years under study (2010, 2011 and 2012). Figure 3 on chapter 4 indicates a random sample of 25 schools taken from the 50 schools understudy.

Figure 4 of chapter4 indicates a random sample of the school's 3year results averaged. This was done to have the same average performance values for each school as per scale defined in tables 4.7 and 4.8 in chapter 4.

It is a clear testimony that out of 50 schools in Oshikoto region only 9 schools could not have their average performance above 50%. This implies that18% of schools could not reach a 50% promotional rates and 82 % of the schools understudies have their promotional rate above 50 % on average, which is a great performance indeed, despite the fact that the region is 99% rural. This population was further divided into 3 performance groups as indicated earlier in table 4.8 in chapter 4. This was done to be able to deep scan

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the cultural characteristics that emerge per group. The next section dwells more on the relationship that has emanated from this.

Q3.If cultural profiles emerge, are these profiles related to the promotional rates.

A correlation analysis was run to find out whether there is any relationship between culture and performance. From table 4.9 in chapter4, it clearly indicates that a positive relationship exists between culture and performance. However, the degree of this relationship is quite small. The correlation between human relations and performance is r = .355, appearing to be the greatest, with a significance of p = 0.028.This correlation is not significant enough to affirm this correlation. The second high correlation of r=.257 exists between the rational goal cultural dimension and performance with a significance of p=0.72. This has led to a conclusion that human relations and rational goal are the key drivers of performance.

The reason for the lower correlation between cultural variables and promotional rates shows a sign that promotional rates is not the only variable to be considered when measuring performance, aspects such as teachers and school values as well as overall students achievements should be put in consideration as well.

The last paragraph has shown that a relationship between performance and culture does exist as per correlation analysis. This paragraph would further disclose the information regarding the impact of school culture on performance. The discriminant analysis that was run between performance group and cultural variables in table 4.14 has shown rather impressive results which indicate that culture has a great influence on school performance. To further clarify this, let's compare of cultural identity of poorly performing groups and those of best performing schools.

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School culture of poorly performing's schools

These schools have shown an emphasis on application of rules and quotas (internal process). They value measurement and documentation and strive to achieve organisational goals through rational and technical analysis (open system). However the emphasis they put on this variable remains little in comparison with the way it is applied and valued by best performing schools. This research revealed in table 4.14 that, for a school to excel academically a great emphasis should be placed on human relations and rational goal which only scooped a satisfactory mean score between 3 and 3.99 in poorly performing schools. This satisfactory equally distributed value and practice reveals that the participating schools in the poor performing group needs to engage in revamping activities as far as the given attributes is concerned by improving their mean score per attribute and thus per variable as this will enhance their overall performance.

Culture of highly (best) performing schools

Their mean score in human relations as well as in rational goal is highest in comparison to all other performance groups with a score of 4, 4702 and 4, 1389 respectively. The result has shown the high performing schools how scored a high mean score of 4, 4702 in human relations in comparison to all other schools in various performance categories or groups. This implies that the best performing schools emerged victorious due to their emphasis on a concern of morals and cohesion. They value interpersonal skills, and strive to achieve organisational goals through process. These schools also place a great emphasis for sensitivity and consideration. They value the development of individuals, and strive to achieve organisational goals by being open and fair and thus building skills of their staff.

The high performing schools have also shown a high leverage on focus and accomplishment (rational goal) as it has been shown by a high score of 4.1389. This implies that the best schools value motivation and productivity and strive to achieve school goals through stimulating teachers and learners to accomplish directives. These schools value goal target clarification and decisiveness, and strive to achieve organisational goal through establishing objectives and defining roles and tasks. The high score of 4 to 4.99 is equally referring to a common practice by the principals and teachers and that is fit for recommendation to better, good and poor performing schools. This is what they do differently from poorly performing ones for them to achieve 84-100 promotional rates.

Q4. What specific cultural characteristics as based on competing value frame work influence performance?

From the previous section we have learnt that the relationship between performance and culture exists. This opens the gates to display and intensify the level of manifestations of each cultural variable in all the four groups of performances as indicated on table 4.10 in chapter 4. The analysis points out a certain close relationship between valuing of collaboration and high morale on one hand and performance and productivity on the other. This may indicate that aspects of solidarity and commitment as well as result orientation have a positive influence on promotional rates.

From figure 5.2 bellow, it is evident that schools that have fallen in the poor performance group have displayed a satisfactory mean score of 3-3.99 in all cultural orientations. However, there is a clear indication that these schools require engaging in revamping activities as far as the given attribute is concerned. These schools seem to have placed a great emphasis on the open system and internal process in comparison to other

two orientations. From the trend observed, these two orientations (internal process and open system) are actually vital to be emphasised in schools though, they don't seem to encourage performance as the other two.
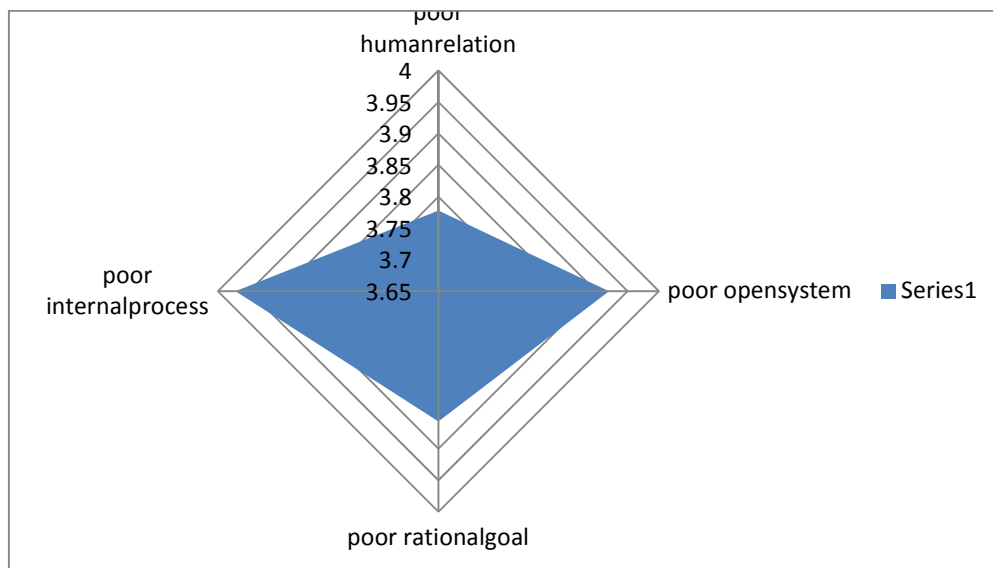
Figure 5.2. The radar chart shows the mean scores of each cultural orientation for the poor performing schools

The above argument is further cemented by the results of the good performing schools shown by figure 7 which has shown a mean score of 3.9328 in human relations and 3.8992 in rational goal, but 3.5798 in open system and 3.7745 in internal process. Despite the fact that both scores are satisfactory, the data above indicates that a high score in human relations and rational goal resulted in a good performance or promotional rates beyond 50%.

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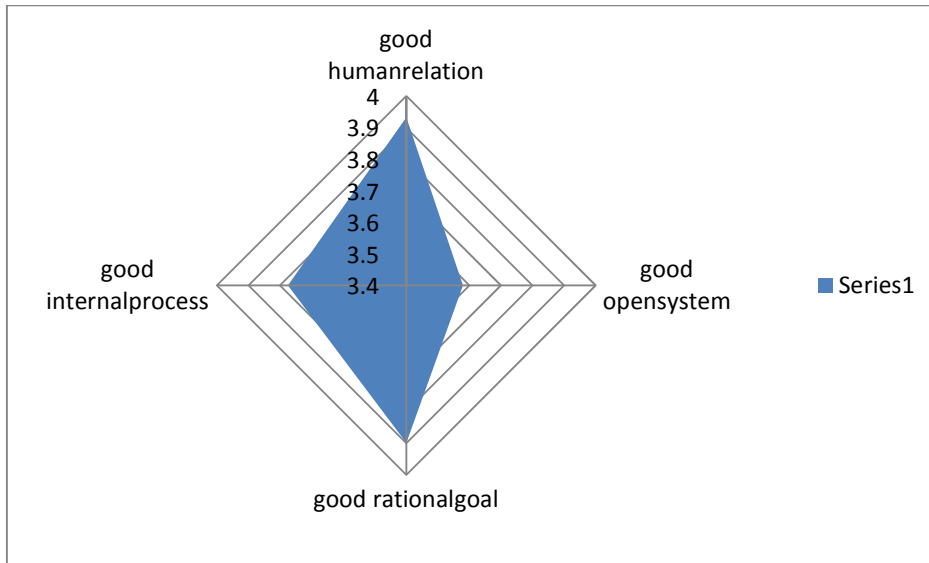
Figure 5.3The radar chart shows the mean score of each cultural orientation for the good performing schools.

The same trend is carried on to the better performing category shown by figure 8, which indicates again a high score in human relations of 4.4702, followed by another high score in rational goal with 4.1845. These are still the top two scorers and the internal process and open system scored 4.1597 and 3.9762 respectively. It should however be seen that an increase in the scores of all the four orientations results in an increase on performance or promotional rates provided that the human relation and rational goal orientation tops the scores.

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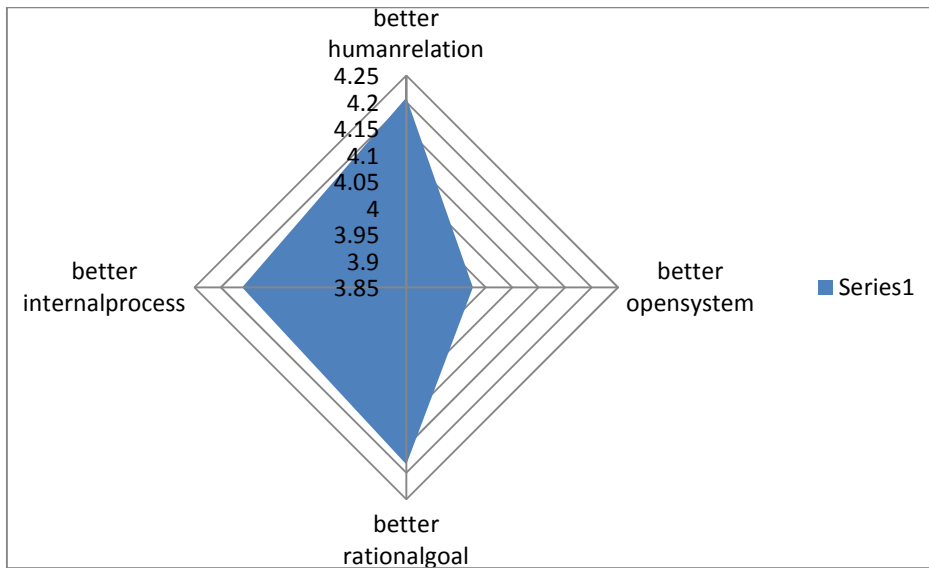
Figure 5.4.The radar chart shows the mean score of each cultural orientation for the better performing schools

Figure 9 shows that the best performing schools have even displayed the same trend as the earlier one with human relation at 4.4702, rational goal at 4.3036, while internal process followed with a high score of 4.1389 and open system trails at 3.9524. In addition it should be noted that open system remains in the satisfactory mean score and the other fact is that it trails in all schools with promotional rates above 50%.

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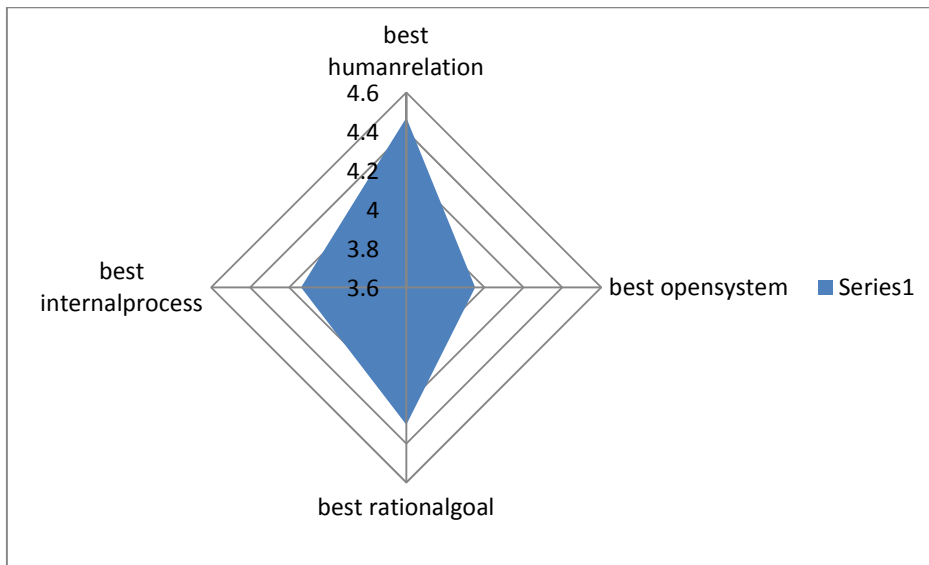
Figure 5. 5. The radar chart shows the mean score of each cultural orientation for the best performing schools

In conclusion, the cultural characteristics that greatly influence performance reflect the values and practices attached to all attributes in all four cultural orientations with a great emphasis on the one that belongs to human relations as well as that of rational goal orientations. Some attributes seem to carry more weight than others in enhancement of performance and this can be seen from their high mean scores as per each cultural orientation as displayed by the mean score tables in chapter 4.

The analysis points out a certain relationship between valuing of mutual understanding, pleasant atmosphere, commitment, collaboration and high morale which has a positive influence on promotional rates. In the same vein, rational goal orientation through which there is an indication of valuing effectiveness, pursuit for success as well as being result oriented and other attributes that are practical and have a positive influence on promotional rates.

The importance of this academic understanding of the types of cultures is not that the types exist in any pure form in organisations. It is possible for organisations to display several cultural types. Rather, it is that such typologies help in our understanding of predominant cultures and thinking as to what re-balancing is needed if culture is to be shifted to support new practices and values (O'Donell and Boyle 2008, p. 9).

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6. Conclusion and Recommendations

6.1 Introduction

This study explored the concept of organisational culture to school performance or school effectiveness. In an attempt to take culture into account, the study opens a gate for other theories related to school effectiveness from anthropological, sociological as well as psychological perspectives. To focus on school culture in particular, a number of studies focussing on school performance have earlier been referred to as school effectiveness. Studies of effective schools have established a number of cultural elements that seem to have some impact on students' achievements. This includes the studies of Fyans and Maehr (1990) that singled out academic challenges, a sense of community, recognition for achievement and perception of school goals as salient variables.

Cheong (1993) related organisational ideology, shared participation, charismatic leadership and intimacy to stronger teacher motivation and satisfaction as what it takes to ensure school effectiveness. Senge (1990), Fullan (1992) as well as Deal and Peterson (1990) all point to the importance of shared vision championed by a strong leadership with a sense of moral purpose. Testimonies from successful school principals suggest development of the school's culture as fundamental to improved teacher morale and student achievements (Brown, 2004).

Therefore, school effectiveness research findings suggest that research on school culture may certainly be an interesting lead for further explaining the "secrets" of effective schools (Maslowsky, 2001, p. 120).

This chapter gives a review of objectives or main findings of the study. It discusses in particular the main objectives of the research. It concludes the study and proposes the recommendations for improvements as well as that of further studies based on findings.

6.2 Objectives Revisited

The overall research objectives were to determine how the organisational cultural characteristics of junior secondary schools in the Oshikoto region affect the school performance based on the competing value framework.

The specific objectives are:

(i)   To establish the extent to which the organisational cultural characteristics affect the general performance of grade 10 learners.

(ii)   To determine how culture relates to the performance of grade 10 learners in Oshikoto region.

(iii)   To suggest ways of improving the promotional rate of grade 10 learners from the cultural perspectives.

The study included a pilot study where the first part of the questionnaire (A) to (B) was discovered to collect some too general information as compared to the more accurate part C of the questionnaire. In fact, part A and B data was going to make it difficult to group data as per the four cultural orientations.

The research is of an analytic-empirical nature, encompassing the characterisation of school cultures in Oshikoto junior secondary schools and the study of performance

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links. At least 50 schools out of 69 took part in the study. The percentage of schools that took part in the study was 72.

Meanwhile, no bias was found in participating schools - the results found for the relationship between culture and performance can be considered valid for junior secondary schools in the Oshikoto region.

To establish to which extent school cultural characteristics affect the general performance of grade 10 learners.

In the first place, the cultural characteristics of the schools have to be sought. The characteristics found as per Competing Value Framework (CVF) were more of an indication of the general characteristics that prevail averagely in the sample population as discussed in chapter 5.

The result of the study confirms that the school culture impacts school performance as there is a correlation between the two constructs. The results have shown that schools in Oshikoto in general embrace human relations culture that values collaborations and high morale. This is basically vital in creating a conducive teaching and learning environment through fostering positive interpersonal relationships

In addition to the above the study suggests that for a school to perform excellently it should practice and value activities that lead to the development of positive morals and cohesion among all school stake holders as this leads to healthy interpersonal skills, development of individuals as well as help in creating a conducive environment for skills building and great teams, that share a common vision of what effective teaching looks like. This enables school principals to use culture to meet other most important

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responsibilities: retaining successful teachers and helping students to learn (Amanda, 2002).

To sum up, schools reach such great standards though practicing and valuing a sense of collaborations, high morale, mutual trust, understanding as well as supporting one another in pursuit for success. The human relations cultural variable proved to be the main drive of performance amongst other cultural variables, with a mean score of 4, 1.

The rational goal is the second most valued and influential cultural characteristic in the Oshikoto region junior secondary schools. This is a results-oriented culture that calls for greater productivity through assurance of effectiveness and efficiency in all school processes. Rational goal emphasises that schools should be more focused and accomplishment, they should value motivation and production, and strive to achieve through stimulating teachers to accomplish directives which in turn result in academic excellence.

This is achieved through clarification and decisiveness, and striving for goal performance. Schools reach such great heights through valuing and striving for accomplishment, productivity, effectiveness as well as efficiency. The rational goal variable is valued as the second driver of performance with an average mean score of its attributes at 4,0571.

The internal process orientation which values strict adherence to rules and procedures and assurance of order and discipline in schools took third position, though very close to the two that were earlier discussed. The research findings suggest that a superior implementation of rules procedures as well as other control mechanisms yield performance provided its implementation does not jeopardise or interfere with the

implementation of the key variable i.e. human relations and rational goal. This is evident in the sense that the performance group where the internal process recorded high score performance is also high provided that other variables scored high. The last and least valued culture is the open system which promotes change and innovation. This promotes a focus on the external environment. The result of this study indicates that this variable has a minor influence but is similar to that of internal process. It has been shown that its impact depends on how well other variables have scored.

The horizon taken by this research was to create the four performance groups based on the three-year average performance of a particular school as discussed in chapter four and five. It was these four groups that were analysed against the four cultural variables so as to find whether there is a link between culture and performance. In fact, a correlation between school cultural orientation and their school performance was found to be positive, ranging from 0.12 to 0.31.

The most distinctive finding is that schools from poor performing groups have lower scores in all four cultural orientations. It was also evident that schools where human relations and rational goal culture recorded a high score are performing better than the rest. However, it should be noted from the findings that all cultural dimensions should score high if the performance is to be guaranteed (Quinn, 1988).

The above notion holds true, as a number of literatures has suggested. Rose (2008, p. 48) has noted that organisational culture comprises of a unique quality or character of a company. Meanwhile the managers are challenged to search for the "strong" culture that

probably could improve the organisation's effectiveness because it is strongly believed that there are causes and effects associated with each cultural dimension.

It is for this reason that Fullan (2001) promotes the idea those principals should serve as change agents to transform the teaching and learning of their schools. Moreover, Reavis (1999) further explores how a new school principal at a historically low performing high school brought changes in the school culture and how it positively affected students. The above can only be realised if the school cultural characteristics are sought (Busch et al., 2009, p. 74). It is for these arguments above that the non-performing schools are simply stagnant and not bothered to take up serious actions to work on their school culture because if this anarchy is addressed successfully, their performance will greatly improve.

The same might hold true for performing schools in the sense that if a school has developed a culture that promotes well balanced four cultural orientations with great emphasis on the collaborations, commitment, collegial spirit as well as unwavering pursuit for success, superior performance will persist in the midst of changing school leadership roles.

6.3 Summary of Key Findings

There is a positive, though low, correlation between school performance and school culture. The findings indicate that performance and culture are positively related, thereby confirming the validity of school performance as a construct.

On the other hand, the correlation between these two variables or indicators is not as large as to justify overly the link between school culture and school performance, as

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there is another aspect of performance that was not addressed by this study i.e. learners' achievement and cultural fit. In fact the student promotional rates are considered as a measure of the school efficiency, whereas the learners' achievement scores that is left out here refers to school effectiveness (Maslowski, 2001).

With regards to the main objective of the study, this research has discussed those promotional rates in junior secondary school, a relationship between performance and culture with a strong emphasis on conditions of human relations and rational goal. This indicates that schools concerned with creating collaborations and collegiality in an effort to enhance their achievements are more efficient than those that emphasise other organisational aspects. This study has shown that generally 72% of the participating schools in Oshikoto are strongly focusing on the human relations as well as the rational goal orientation; hence the region tops the country's 13 regions when it comes to grade 10 performances for more than seven years now.

6.4 Recommendations

The above argument necessitates changes in school self-evaluations discussed in chapter 1 so as to include an annual cultural assessment tool that can be used to plan staff development activities that may lead to cultural change. The region should also provide for school cultural assessment by incorporating it with school results analysis so that schools can be advised rightly in order to plan activities for academic improvement together with cultural change activities as the two are interdependent. Objective three makes provision for recommendations as to seek ways of improving the promotional rates of grade 10 learners from the cultural perspectives. The first general answer to this would

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be for a school to work on activities that will increase the mean score on human relations, rational goal, open system as well as internal process.

Human relations

Despite its high score, this variable has been overlooked in most of the existing performance enhancement activities in schools. Activities that one believes responsible for developing a positive human relations are such as team building exercises, or team building vacation, staff development activities as well as providing time to collaborate, to mention a few. This exercise can be expensive for schools to host them. The Ministry of Education should provide funds for team building exercises for staff to be trained in maintaining positive interpersonal relationship skills as well as valuing commitment and collaboration at the work place. Helpfulness and solidarity have an average satisfactory mean score of 3.970 of which one would recommend participating schools to engage in further activities that promote team work to increase scores of these attributes.

Rational goal

This variable received a great attention in the school self-evaluation and as a result much has been put on it despite a lower mean score in comparison to human relations. The recommendation to this variable is that principals could be trained in applying instructional leadership as research found out that:

1) Teachers want schools with as strong instructional culture - a culture that fosters great teaching. They value schools where the entire faculty shares a clear vision of excellent instruction and where school leaders focus on helping all teachers reach their full potential in the classroom.

2) Schools with a strong instructional culture retain more of their top teachers. This is especially true among traditional public schools, where a weak instructional culture means a school could expect to lose twice as many effective teachers as effective schools.

3) Schools with a strong instructional culture help students to learn more. Compared to schools with a weak instructional culture, the average student proficiency rates at effective schools were 21 percentage points higher in maths and 14 percentage points higher in reading (Amanda, 2002).

As the results of this study depict a satisfactory means in achievement orientation, efficacy as well as on productivity with mean score of 3.930, 3.990 and 3.950 respectively, specific activities that promote achievement orientation, productivity and also efficacy need to be strengthened or rather prioritised in all participating schools when drawing up their plan of action for academic improvement (PAAI).

Internal process

The third highly valued attribute is the internal process. This is visible in policies, acts, rules and regulations that govern schools. The study has revealed that participating schools have a low regard and rarely value formalisation (3.888), solidity (3.880), control (3.980) and constancy (3.740). These attributes have scored a satisfactory mean score but this reflects a discrepancy in all these attributes that translates into a lack of orderliness in participating schools.

To increase scores on this variable and thus its attributes, more is required from schools' management to place a great emphasis on subject management policy that

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includes internal assessment policy as these management areas directly impact performance.

Open system

Open system has the lowest score in all attributes - only openness towards new development scored 4.060, the rest of the scores is all satisfactory. As said above that participating schools are less inclined in aspects of innovations and growth.

This aspect received very little attention, because as much as time moves on, changes in teaching should happen also for it to be at par with current development both technologically, socially, economically as well as environmentally. This research has shown that the open system is the last valued and practiced cultural dimension. This is also evident is SSE, that schools are not encouraged to innovate or adopt to new ways of doing things as the ministry expects them only to have basic building facilities and services (MoE Instrument, SSE: 2001). With new technologies, school should meet the interest of current learners by accepting new means of subject delivery that may promote effective learning.

In an attempt to come up with an overall recommendation, schools are encouraged to use the "culture inventory" to measure the level of practice and values they have for each attribute as a school. According to the findings of this study, any satisfactory score should be noted as an area of concern and must be addressed as a matter of urgency as table 4.14 says it all.

6.5 Limitations of the Study

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This research failed to further analyse the mean score for attributes in each cultural variable as per each performance group as this would have exposed attributes that seem to receive little attention in schools as per their performance group or more in depth analysis to find differences.

6.6 Potential that Value of this Research

This research has provided information that proves beyond doubt that culture is a driver of school performance.

It is in this respect that this research is valuable to school principals to use it as instruments to measure their school culture and improve them as this leads to improvement of their performance.

This study also brings in a great link as to how various practices and values affect performance by directly measuring them. In principle, if something is measurable then it is manageable hence if culture that breeds performance is made to be measurable by these research findings, then this can be regarded as a quick and effective route to performance enhancement.

The regional office of education can easily use the questionnaire used to collect data for this study in schools to speedily identify where the school to be fixed to address its performance concern.

In addition this study provides evidence that support the necessity of why school principals should be trained to adopt instructional leadership in their schools.

6.7 Recommendations for Future Research

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In the characterisation of school culture, the research focused on school cultural features as per competing value framework (CVF) i.e. human relations, open system, rational goal and internal orientation. Other aspects of culture such as the strength and homogeneity discussed in chapter 2 were not addressed by this study. This ought to be considered in this study as they are very useful in determining the relationship between culture and performance. The above two aspects of culture are very vital in another concept of culture called cultural fit. Cultural fit refers to the relationship between the values of individual staff members and the school values (Maslowski, 2001).A congruency of personal values and the organisation's values is likely to be related to the motivation and commitment of employees (Maslowski, 2001).

It is for this background that Burnes (2009, p. 198) stressed that the challenge in school transformation nowadays is concerned with "bringing about changes in a school culture and individual mind-set in case of heterogeneity culture".

As a matter of fact, collaboration and participation in the decision-making process are considered to lead to a better cultural fit between personal and organisation values (Maslowski, 2001, p. 131).

The second recommendation is that by focusing on cultural traits related to the core functions of schools, a rather static perspective was used in this study. One of the main disadvantages of this approach is that it provides no information on how these values were developed, and how these are maintained in schools. To unravel these processes, a more ethnographic study is needed (Maslowski, 2001, p. 132).

6.8 Final Remarks

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A growing number of governments are working to improve their performance by creating systems to measure and help them understand their performance. The last two decades have seen an increased interest in outcomes-based performance monitoring and evaluation. The Ministry of Education (MoE) is committed to develop and implement monitoring and evaluation (M&E) systems throughout the areas of its responsibilities. The M&E is used to measure the quantity, quality, and targeted services that the MoE provides and to measure the outputs, outcomes and impacts resulting from continuous monitoring of sub-sectors, programs and activities.

The focus of monitoring and evaluation on relevance, performance and success is strategically linked to the Ministry's Mandate, Vision, Mission, Core Values, Strategic Themes and Objectives to produce sustainable results that benefit the target groups: the learners, the teachers, the stakeholders and the communities at large. Both the Strategic Plan and the Performance Management Plan (PMP), which are developed based on common high level statements of the Ministry contribute to the achievement of the objectives by supporting decision-making processes, accountability, learning and capacity development (Moe, PMP, 2013).

The MoE should look into cultural aspects of schools to enhance their school performance. I would therefore recommend the ministry to include the cultural school analysis in its new strategic themes launched - performance management plan (PMP).This will not only lead to the development of culture that fuels performance but it will further lead to the cultivation of acceptable values and norms that are facing a serious decay in both our teachers and learners.

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Appendixes
Appendix A: Questionnaire

POLYTECHNIC OF NAMIBIA

Harold Pupkewitz Graduate School of Business

Questionnaire 1

General Information of the school

AJ Center Number **U**……………………………………………………………………

Circuit…………………………………………………….

School code………………………………………………………………………….

Year the school was established……………..

Total Learner Enrolment………………………………………………………..

Total numbers of teacher……………………….

Situated in Rural or Urban …………………………………………………………..

State or Private……………………………….....

How many years have you been working at this school? 0, 1,3,4,5, or more……..years

(*please circle*)

School culture Inventory I

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

(a) Cultural characteristics of the school

At our school…	*1*	*2*	*3*	*4*	*5*
1. Investing in people is an important device in our school					
2. We respect each other					
3. Teachers have a positive attitude towards innovation					
4. Teachers are expected to be receptive to parental criticism					
5. We try to formalize the communication between departments as much as possible.					
6. We try to develop time saving procedures					
7. Risks are excluded as much as possible					
9. We try to stress the distinctive features of our school					
10. Teachers try to help each other where they can					
11. Taking refresher courses and in-service training are considered to be important.					
12. We try to be at the forefront of implementing new technologies for educational purposes.					
13. We try to involve parents as much as possible in what happens at our school.					

At our school…	1	2	3	4	5
14. We try as much as possible to formalize what needs to be done					
15. Every teacher is expected to act in conformity to the rules of the school					
16. We try to arrange meetings in a way that they won't take more of our time than is strictly necessary					
17. We try to be attentive to developments in society					
18. We think it is very important that teachers who have problems get help from their colleagues.					
19.Teachers are expected to keep up closely with developments in their discipline					
20. A good relationship with the local media is valued					
21. Teachers are expected to have an innovative attitude					
22. We think it is very important to have close contacts to the local council					
23. Assurance of the school's programs continuation is considered as important					
24. We try hard to go along with current affairs					
25. Close cooperation between teachers is highly valued					
26. Teachers are very loyal to their colleagues					
27. Novices as well as experienced teachers are expected to educate themselves further					
28. We try to tackle problems in a systematic way					
29. We try to create broad support for our school in our direct					

At our school…	1	2	3	4	5
neighbourhood.					
30. Teachers are expected to pay close attention to the progress of their students					
31. Professionalization is an important feature at our school					
32. We try, if possible, to automate most school processes					
33. We constantly search for measures that are most appropriate to reach our objectives					
34. We try to be considerate of the people living in the neighbourhood of the school					
35. Stability is highly valued					
36.Teachers are expected to try something new					
37. We think it is of utmost importance that teachers dare to ask their colleagues for advice					
38. Teachers think it is of utmost importance that new proposals are accompanied by an explicit plan of activities					
39. We try to push back expenses with an eye towards economizing					
40. We think it is important to evaluate and, if necessary, adjust our school's policy regularly					
41. Teachers think it is important to keep in touch with social groupings					
42. Teachers who work on their own professional development are highly valued at our school					
43. High student scores on final exams are highly valued by teachers.					

At our school…	*1*	*2*	*3*	*4*	*5*
44. We expect every employee to have a flexible attitude					
45. We try to gear all activities to one another to make sure that our work doesn't overlap a great deal.					

(b)Aspects of cultural characteristics and performance

At our school…	1	2	3	4	5
1. Teachers are expected to be informed about the target numbers with regard to the going up of students in school.					
2. We are very achievement oriented					
3. We think it is important to keep in touch with primary schools in our cluster or surrounding					
4.Teachers are expected to take extra care over students who perform below their abilities					
5.Teachers are expected to stimulate students to do their best they can					
6. Teachers are expected to plan their day as efficient as possible					
7. Everything is dominated by the performance of our students					
8. Teachers constantly try to improve their functioning					
9. Teachers are expected to pay close attention to the progress of their students					
10. We constantly search for measures that are most appropriate to reach objectives					
11. High students scores on final exams are highly valued by teachers					

School Culture inventory II

Of no importance	Little importance	Relatively important	Very Important	Of utmost important
1	2	3	4	5

	To what degree do you think of these values as important?						To what degree do others at your school think of these values as important?				
	1	2	3	4	5		1	2	3	4	5
1.Mutual Understanding											
2.Innovation Orientation											
3.Flexibility											
4Security											
5.Stability											
6.Result Orientation											
7.Commitment											
8.Helpfullness											
9.Diversity											

	To what degree <u>do you</u> think of these values as important?						To what degree <u>do others</u> at your school think of these values as important?				
10. Playing along with circumstance											
11. Achievement orientation											
12. Continuity											
13. Effectiveness											
14. Reform Orientation											
15. Efficiency											
16. Goal orientation											
17. Mutual Trust											
	1	2	3	4	5		1	2	3	4	5
18. Collaboration											
19. Adaptability											
20. Consistency											
21. Formalization											
22. Versatility											

	To what degree <u>do you</u> think of these values as important?						To what degree <u>do others</u> at your school think of these values as important?				
23.Loyalty											
24.Pleasant atmosphere											
25.Efficacy											
26.Pursuit of success											
27.High morale											
28.Openness toward new developments											
29.Solidity											
30.Solidality											
31. Accomplishment											
32.Coordination											
33.Support from others											
34.Regulation											
35.Productivity											
36.Control											

	To what degree <u>do you</u> think of these values as important?						To what degree <u>do others</u> at your school think of these values as important?				
37.Change Orientation											
	1	2	3	4	5		1	2	3	4	5
38.Constancy											
39.Responsiveness toward new developments											

End of the questionnaire

Thank you!

<u>Dimensions based on competing value framework (culture inventory 11)</u>

1. Human Relations (collaboration) teamist

QC1 Mutual understanding

QC7 Commitment

QC8 Helpfulness

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QC17 Mutual trust

QC18 Collaboration

QC23 Loyalty

QC24 Pleasant atmosphere

QC27 High morale

QC30 Solidarity

QC33 Support from others

2. Open system (create) imaginist

QC2 Innovation orientation

QCa Flexibility

QC9 Diversity

QC10 Playing along with circumstance

QC14 Reform orientation

QC19 Adaptability

QC22 Versatility

QC28 Openness toward new developments

QC37 Change orientation

QC39 Responsiveness toward new developments

3.Rational Goal /control (analyst)

QC6 Result orientation

QC11 Achievement orientation

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QC13 Effectiveness

QC15 Efficiency

QC16 Goal orientation

QC20 Consistency

QC25 Efficacy

QC26 Pursuit of success

QC31 Accomplishment

QC35 Productivity

4.Internal process/compete (producer)

QC4 Security

QC5 Stability

QC12 Continuity

QC21 Formalization

QC29 Solidity

QC32 Coordination

QC34 Regulation

QC36 Control

QC38 Constancy

Appendix B: Demographic Information for School under Study

School code	Private/Public	Rural/Urban	Circuit name	Number of Teachers	Number of Learners
1	private	urban	Oshigambo	28	569
2	public	rural	Oshigambo	25	528
3	public	rural	Oshigambo	25	517
4	Public	rural	Oshigambo	27	317
5	public	rural	Oshigambo	21	442
6	private	rural	Oshigambo	20	387
7	public	rural	Oshigambo	18	449
8	public	rural	Onyuulaye	26	473
9	Public	Rural	Onyuulaye	14	370
10	Public	Rural	Onyuulaye	20	433
11	Public	Rural	Onyuulaye	16	369
12	Public	Rural	Onyuulaye	22	554
13	public	Rural	Onyuulaye	24	622
14	Public	Urban	Oshivelo	30	778
15	Public	Urban	Oshivelo	21	441
16	Public	Urban	Oshivelo	36	878

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17	Public	Rural	Oshivelo	20	605
18	Public	Rural	Oshivelo	24	614
19	Public	Rural	Onyaanya	16	427
20	Public	Rural	Onyaanya	16	291
21	Public	Rural	Onyaanya	17	371
22	Public	Rural	Onyaanya	20	504
23	Public	Rural	Onyaanya	19	422
24	Public	Rural	Onyaanya	22	522
25	Public	Rural	Onyaanya	23	420
26	Public	Rural	Onyaanya	36	879
27	Public	Rural	Onankali	24	714
28	Public	Rural	Onankali	22	563
29	Public	Rural	Onankali	22	585
30	Public	Rural	Onankali	19	389
31	Public	Rural	Onankali	26	669
32	Public	Rural	Onankali	24	558
33	Public	Rural	Onankali	23	507
34	Public	Rural	Onankali	21	544
35	Public	Rural	Onathinge	14	315
36	Public	Rural	Onathinge	21	453

37	Public	Rural	Onathinge	18	425
38	Public	Rural	Onathinge	24	505
39	Public	Rural	Onathinge	19	375
40	Public	Rural	Onathinge	27	590
41	Public	Rural	Onathinge	21	481
42	Public	Rural	Omuthiya	26	709
43	Public	Rural	Omuthiya	25	765
44	Public	Rural	Omuthiya	22	561
45	Public	Rural	Omuthiya	29	659
46	Public	Rural	Omuthiya	14	310
47	Public	Rural	Omuthiya	19	501
48	Public	Rural	Onkumbula	20	488
49	Public	Rural	Onkumbula	25	733
50	Public	Rural	Onkumbula	17	572
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Appendix C: Letter to the Director of Oshikoto Education Region

Omagongati

Oshana Region

PO Box 646 Ondangwa

Cell: 0812565449

Iindombogu@yahoo.a

18 September 2013

The Regional Director

Oshikoto Education region

Ondangwa

Dear Sir

I'm Gothard Iindombo, a School Principal of Oshiya Combined School in Onankali Circuit and at the same time a part time student at the Polytechnic of Namibia. I'm studying toward a Master in Leadership and Change Management. With your permission, I currently would like to collect the data for a paper that will explore "The impact of school culture on school performance in Junior Secondary Schools of the Oshikoto region". The disparities in the regions grade 10 results triggered questions in one's mind as to why some schools within the same local set up generally performing well than others in spite going through the same improvement exercise. Can the prevailing school culture be held responsible for the school performance? I believe the result for this study will help in further assist in the schools performance enhancement initiatives at school level as well as at the regional level.

I will be glad to send you a copy of the resulting study. I am graciously request the survey to be forwarded to Schools Principals. Most respondents could take between 15 and 22 minutes to answer the questionnaire. I realize your time and resources are very valuable

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and greatly appreciate your consideration of this request. If you may have any question or concern, please contact me at iindombogu@yahoo.ca or at 0812565449.

Again, I sincerely appreciate your time and help.

Yours sincerely

……………………………………….

IindomboGothard U (Mr)

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Appendix D: Response from the Director

REPUBLIC OF NAMIBIA

OSHIKOTO REGIONAL COUNCIL
DIRECTORATE OF EDUCATION

Tel (065) 281900
Fax (065) 240315
Enq: Mr Lamek T. Kafidi

Private Bag 2028
ONDANGWA
23 September 2013

Ref: 12/2/6/1

Iindombo Gothard
PO Box 646
Ondangwa
Namibia

Dear Sir

RE: PERMISION TO CONDUCT A SURVEY IN OSHIKOTO REGION

With reference to your letter dated 18 September 2013, seeking for consent from the Regional Director to conduct a survey in our region towards the completion of your Master degree, specializing in Leadership and Change Management, permission is hereby granted to you to carry out your survey in Oshikoto Region using the Junior Secondary Schools as study sites.

It is important that your research does not interfere with the normal teaching and learning process at schools.

Thank you very much for showing interest to do research in Oshikoto Region. It is our sincere hope that the information you are going to get will be quite useful towards the completion of your Master degree.

Yours faithfully

2 4 SEP 2013

MR LAMEK T. KAFIDI
DIRECTOR
OSHIKOTO REGION

Appendix E: Letter to School Principals

IindomboGothard U

PO Box 646

Ondangwa

Cell: 0812565449

Iindombogu@yahoo.ca

24 September 2013

The School Principal

Junior Secondary School

Oshikoto Education region

Ondangwa

Dear Sir/Madam

My name is Gothard Iindombo, a School Principal of Oshiya Combined School in Onankali Circuit, pursuing a Master's Degree in Leadership and Change Management on part-time level at the Polytechnic of Namibia. I am currently doing a research paper that will explore "The impact of school culture on school performance in Junior Secondary Schools of the Oshikoto region".

 The focus of my survey is to capture the cultural characteristics of our Junior Secondary Schools. With your permission and help, I would like to collect the data that will serve as realities of the impact of School culture on performance within schools in our region. To obtain reliable information, principals are being selected as reliable audience to provide responses based on their roles and position within the school. Therefore, I do humbly request the audience of this survey to fill in the questionnaire accompanying this request note with the right information as I believe the result of this study will help in further assistance towards the schools performance enhancement initiatives at school level as well as at the regional level.

The information you provide will surely be treated with highest confidentiality and your anonymity will be guaranteed. With respect to your precious time and responsibilities, most respondents will take between 15 and 22 minutes to answer the questionnaire. I realize your time and resources are very valuable and greatly appreciate your consideration of this request. I would be glad if the completion of this questionnaire is done on or before 19 November 2013.Upon completions, the questionnaire can be returned at the circuit office. If you may have any question or concern, please contact me at iindombogu@yahoo.ca or at 0812565449/0814305214. Attached please find the letter of authorization from the regional director.

I sincerely appreciate your time and help.

Yours sincerely

…………………………………………

IindomboGothard U (Mr)

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Appendix F: Discriminant Analysis

Summary of Canonical Discriminant Functions

Eigenvalues

Function	Eigenvalue	% of Variance	Cumulative %	Canonical Correlation
1	.537[a]	88.8	88.8	.591
2	.060[a]	9.9	98.7	.238
3	.008[a]	1.3	100.0	.087

a. First 3 canonical discriminant functions were used in the analysis.

Wilks' Lambda

Test of Function(s)	Wilks' Lambda	Chi-square	df	Sig.
1 through 3	.609	22.295	12	.034
2 through 3	.936	2.959	6	.814
3	.992	.344	2	.842

Standardized Canonical Discriminant Function Coefficients

	Function		
	1	2	3
Human Relations	2.719	-.510	-2.028
Open System	-2.130	-.495	-.206
Rational Goal	1.051	-.203	3.534
Internal Process	-1.439	2.114	-1.170

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Structure Matrix

	Function		
	1	2	3
Internal Process	.114	.961*	.059
Open System	.023	.857*	.119
Rational Goal	.241	.856*	.312
Human Relations	.353	.849*	.004

Pooled within-groups correlations between discriminating variables

and standardized canonical discriminant functions

 Variables ordered by absolute size of correlation within function.

*. Largest absolute correlation between each variable and any

discriminant function

Functions at Group Centroids

PERFOMANCE GROUPS	Function		
	1	2	3
POOR	-1.344	.097	-.072
GOOD	.133	-.323	.007
BETTER	-.004	.191	.133
BEST	.823	.194	-.089

Unstandardized canonical discriminant functions evaluated at group means