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Predictors of School Effectiveness: School Culture and Climate of Sekolah Kebangsaan Malaysia

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Abstract
This study was conducted to examine the school culture and climate dimensions as contribution factors of school effectiveness. Stepwise multiple linear regression analysis was used to test the school effectiveness contribute factors. Three hundred fifty-three (353) teachers from 84 primary schools in Peninsular Malaysia from Sekolah Kebangsaan (SK) participated in this study. Data were collected using the School Culture Survey (Gruenert, 1998, School Climate Instrument (Ross and Lowther, 2003) and School Effectiveness Instrument (Lezotte & Snyder, 2011). The results of the stepwise multiple linear regression analysis show that the dimension of school culture collaborative leadership, unity of purpose, learning partnership and teacher's collaboration contributed for 47.0% variance changes of school effectiveness. The dimension of school climate which is leadership, instruction, expectations and environment contributed 54.8% variance changes of school effectiveness. The overall results of stepwise multiple linear regression analysis showed that the school climate influence more compare the school culture. Both combination significantly contributed 52.5% variance changes of school effectiveness. The cross-sectional method limits data collection to one point in time. This study adds to a better understanding of how the combinations of school culture and climate dimensions contribute in interrelated to improve school effectiveness among primary schools. The overall thrust of this empirical study, which is to investigate the contribution of both school culture and climates dimension as influence factor of school effectiveness. This study highlights to which extent the both constructs dimensions contribute in helping to improve school effectiveness indirectly in school management. To examine the dominant of school culture and climate as contributing factor of school effectiveness.
Keyword: School Culture, School Climate, School Effectiveness.

Introduction

Education system in Malaysia need to address challenges in creating work-ready graduates with a balance of human capital and ability to compete internationally. Improving standards and quality in education need to be initiated as early as from primary school levels. School management plays a crucial role in improving the performance of the students by monitoring

the school culture and climate. The Malaysian Education Blueprint (PPPM 2013-2025), has outlined guidelines on school climate management. The second wave of the School Transformation Program 2025 (TS25), emphasizes that the 'Teaching and Learning Environment' is an important aspect for improving school effectiveness (Abdul Manaf & Che Zulkifli, 2016). The Malaysian education system will change from school based education to a system that seeks the involvement of parents and communities towards ensuring that every pupil enjoys the most conducive and effective learning environment.

School culture and climate influence every aspect of the school function effectiveness. School culture and climate shared by stakeholders provide sustainability of objective achievement (Lewis, Asberry, DeJarnett & King, 2016). Student achievement will continue to improve in schools that foster the professional learning community among teachers by practicing school cultural and climate. Hence, leadership direct and indirect needs to shape the school cultural and climate situation for school improvement. In this process, school leadership becomes a mediator in shaping school culture and climate (Carpenter, 2015; Bellibas & Liu, 2018).

Regression analysis is used for prediction and forecasting influence of variable. Regression analysis is also used to predict which dimension among the independent variables is related to the dependent variable and to identify the forms of these relationships (Diehr & Hoflin, 1974). This study will identify the factors of influence in this model between school culture dimensions and school climate dimensions.

Objectives

There were three main objectives focus in this research. The purpose of this study was to determine:

i. School culture dimensions as predicable factor of school effectiveness at SK.
ii. School climate dimensions as predicable factor of school effectiveness at SK.
iii. Contribution of school culture and climate variable as predicable factor of school effectiveness at SK.

Conceptual Framework

This study was designed based on the theory of organization culture (Schein, 1992) and school climate (Anderson, 1982). It defines both school culture and climate as independent variables. The School Culture Survey (Gruenert, 1998) and School Climate Instrument (Ross and Lowther, 2003), are used to gain information for this study. Theory of School Effectiveness and Improvement (Hargreaves, 2001) also applied as tie for this research. The figure 1, shows the combination of theory of this research:

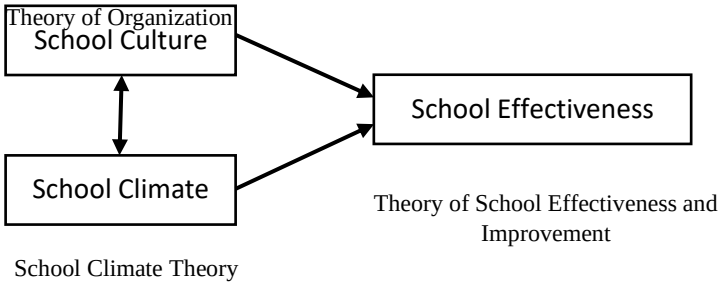

Figure 1: Theoretical Framework

Literature Review and Hypothesis Development

School culture and climate have been increasingly dramatic in recent years in the management of the education system. The both elements are seen as a shield in school management and administration in determining school effectiveness; and contributes largely in ensuring students' achievements (Gonder & Hymes, 1994). Systematic school management on the culture and climate improves student achievement and contributes to student achievement. The school culture and climate are said to be the essence of the soul and body which attracts teachers and students towards the school that wants to be part of it. This school culture and climate attraction influence student achievement (Wang, Haertel & Walberg, 1997).

Organizational culture is the basic concept in management theory. In the present study the management area assumes that organizational culture includes assumptions, attitudes, beliefs, rituals, traditions, knowledge, languages, norms and values shared by all members in an organization (Schein, 1985). Culture also describes a way of life that gives meaning and value not only in art or learning but also in community institutions and describing behavior (Bates, 1987). Culture is interpreted as a behavior and human behavior that reflects their values, customs and ways of life which include aspects of thinking, attitudes, beliefs and actions (Gruenert, 2000). School culture can be seen in a situation where school children comprising students, staff and parents engage in school activities and programs that illustrate the cultural characteristics of the ethos (Clarke, Hall, Jefferson & Roberts, 1976).

The school environment interacts complexly in influencing students, staff and family members in appreciating the school. Based on Anderson (1982), there are three main dimensions of the School climate that’s physical, social, and elemental aspects of trust, value and sharing of information. Based on the two explanations it has the connection in terms of its aspect. School climate reflects the physical and psychological aspects of a school that seeks to create and provides a conducive environment for teaching and learning. Howard (1974), describes the school climate as a social and cultural state of the school that affects the behavior of people in it.

Studies shows that there is a relationship between organizational culture and climate, poor management affects the performance of employees and services rendered negatively affecting customers (Glisson & Green, 2006; Patterson, Dulmus & Maguin, 2012). This is related to educational institutions as organizations and students as customers. Studies on organizational culture and climates recently have provided a clear indication that weak

management of organizational culture and climate will affect the quality of school effectiveness. So the management of school cultural and climate will have an impact on the performance of teachers and student's achievement indirectly. In order to ensure that best practices and quality outcomes the school cultural and climate need to be restored (Glisson, 2007; Glisson & Green, 2012).

The analysis of this study focuses on the correlation between school cultural dimensions and school climate dimensions and also contribution factor for school effectiveness. Both of these variables have a relationship in various aspects that affect school achievement (Patterson, Dulmus, Maguin & Critalli, 2014). The School Culture Survey instrument developed by Gruenert, (1998) used. in identifying the relationship between these dimensions.

This questionnaire was designed for school teachers to measure the level of school culture as perceived by them. This instrument consists of 35 items divided into six main dimensions: collaborative leadership with eleven items, teacher's collaboration with six items, professional development with five items, unity of purpose with five items, collegial support with four items and learning partnership four items. All this dimensions and items contribute as factor influence for school effectiveness (Duan, Du & Yu, 2018).

Gruenert (1998), identified six dimensions to describe the collaborative school culture which is describing collaborative leadership as school leaders who establish and maintain collaborative relationships with school staff; teacher collaboration concerns working together and sharing pedagogical information; unity of purpose refers to the school mission and its influence on teaching; professional development encompasses all types of teachers learning to maintain current knowledge about educational practices; collegial support which includes teachers' willingness to help each other when there is a problem; and learning partnership refers to cooperation between teachers and parents based on common expectations towards student achievements.

School climate is measured using the School Climate Inventory (SCI) developed by Ross and Lowther (2003), which relates to school effectiveness. In a study, there were some findings relating to school climate. The strongest finding was related to involvement. Involvement is defined as the amount of parent and community collaboration which occurs within the school. Within the school climate aspect, the community and parent involvement was positively correlated with student academic achievement (Ross & Lowther, 2003). The inventory helps school leaders gauge school personnel perceptions and address climate-related factors that hinder a school's effectiveness. The SCI includes seven dimensions that are both theoretically and empirically linked with effective school organization climates. The seven dimensions are based on collaboration, environment, expectations, instruction, involvement, leadership and order. For example, environment refers to a positive learning environment and involvement to parent and community engagement with the school. The survey is intended for school staff and consists of 49 items. All the dimension has seven items accordingly. The purpose of this study is to determine the relationship between school culture and climate at primary schools. Correlation between school culture and climate dimensions are also will be test. Additionally, study also aims to examine the influence of factors in the school culture dimensions and school climate dimensions for school effectiveness in national school's trough stepwise multiple linear regression.

Methodology

This is a survey study, participated by a total of 353 teachers from Sekolah Kebangsaan (SK). Data for this study were collected using the School Culture Survey Instrument (Gruenert, 1998), School Climate Instrument (Ross & Lowther, 2003) and School Effectiveness Instrument (Lezotte and Snyder, 2011). The instrument for school culture has six dimensions of collaborative leadership, teacher collaboration, professional development, collegial support, unity of purpose and learning partnership. The school climate instrument has seven dimensions based on collaboration, environment, expectations, instruction, involvement, leadership and order. The data obtained from the questionnaire were analyzed using the SPSS version 24. The use of mean value is a widely used method to describe the responses of all participants to the item in an instrument (Cresswell, 2012).

Measures

Table 1, explain in sum, 353 teachers from SK schools in peninsular Malaysia were involved in the survey. In terms of gender, there were 35.1% male teachers and 64.9% female teachers. In terms of experience, a total of 10.5% experienced teachers taught between 1 to 5 years, 22.1% had 6 and 10 years of experience, 22.7% had 11 to 15 years of experience, 12.2% had 16 to 20 years of experience and 32.6% had 20 years of experience or more. In terms of academic qualifications, 12.2% of teachers qualified with certificates/ diplomas, 80.2% of teachers qualified with a bachelor's degree, 7.4% of teachers qualified with a bachelor's degree and 0.3% teachers with Doctorate.

Table 1. Respondent Profile

Item	Category	Respondent	Percentage (%)
Gender	Male	124	35.1
	Female	229	64.9
Teaching Experience	≤ 5	37	10.5
	6 - 10 Years	78	22.1
	11 - 15 Years	80	22.7
	16 - 20 Years	43	12.2
	≥ 20 Years	115	32.6
Academic Qualification	Certificate/Diploma	43	12.2
	Degree	283	80.2
	Masters	26	7.4
	Doctorate	1	0.3
	Total	**353**	**100**

Analysis

School Culture Factor That Influence School Effectiveness

Table 2, shows that collaborative leadership, unity of purpose, learning partnership and teacher's collaboration have significant beta (β) values. This means that each of these variables explained the variance in school effectiveness significantly after the influence of the other variables was statistically controlled through multiple regression analysis. Professional development and collegial support were not included in the regression model because these variables had β values that were too small and insignificant after the influence of other variables were controlled (Chua, 2009).

Table 2. School Culture Dimensions

Dimension	Beta	Sig.
Collaborative Leadership	β= .274*	.000
Unity of Purpose	β= .214*	.000
Learning Partnership	β= .178*	.000
Teacher's Collaboration	β= .143*	.009
Professional Development	β= .065	.235
Collegial Support	β= .039	.428

*Note: Significant at level *p* < 0.05

The results of the multiple regression analysis in table 3 and 4, show that the change in the four school culture variables included in the regeneration model follows a significant β value. Collaborative Leadership (β=.565, p<0.5) significantly contributed as much as 31.9% (R^2=.319) changes in variance [F(1,351)=164.179, p<0.5]. The combination of collaborative leadership (β=.399, p<0.5) and unity of purpose (β=.351, p<0.5) contributed 41.4% (R^2=.414) changes in variance [F(2,350)=123.751, p<0.5]. Then the combination of collaborative leadership (β =.337, p<0.5), unity of purpose (β=.287, p<0.5) and learning partnership (β=.183, p<0.5) contributed 43.6% (R^2=.436) change in variance [F(3,349)=89.937, p<0.5]. Finally the combination of collaborative leadership (β=.311, p<0.5), unity of purpose (β=.245, p<0.5), learning partnership (β=.126, p<0.5) and teacher's collaboration contributed 47.0% (R^2=.470) change in variance [F(4,348)=77.080, p<0.5]. The regression equation is formulated as follows:

$Y = 1.797 + 0.212_1 + 0.153_2 + 0.090_3 + 0.132_4$

The results of the stepwise multiple regression analysis show that the P4 regression model (collaborative leadership, unity of purpose, learning partnership and teacher's collaboration) contributed for 47.0% (R^2=.470) changes in variance in school effectiveness [F(4,348)=77.080, p<0.5]. The influence of collaborative leadership (β=.311, p<.05) was highest, followed by unity of purpose (β=.245, p<.05), teacher's collaboration (β=.211, p<.05) and learning partnership (β=.126, p<.05). School culture contributes in predicting the school effectiveness in primary schools.

Table 3. Linear Regression of School Culture as Predictor

Model	R	R^2	$^R^2$	df	F	Sig.
Collaborative Leadership	.565	.319	.317	1 351 352	164.179	.000
Unity of Purpose	.644	.414	.411	2 350 352	123.751	.000
Learning Partnership	.660	.436	.431	3 349 352	89.937	.000
Teacher's Collaboration	.685	.470	.464	4 348 352	77.080	.000

Note: Significant at level p < 0.05

Table 4. Coefficient Values for School Culture Factor as Predictors

Model	Variable	B	Std.Error	Beta	t
P1	*Constant*	2.675	.125		21.331
	Collaborative Leadership	.385	.030	.565	12.813
P2	*Constant*	2.172	.134		16.185
	Collaborative	.272	.032	.399	8.601
	Leadership	.220	.029	.351	7.556
	Unity of Purpose				
P3	*Constant*	1.982	.142		14.001
	Collaborative	.230	.033	.337	6.933
	Leadership	.179	.031	.287	5.874
	Unity of Purpose	.130	.036	.183	3.672
	Learning Partnership				
P4	*Constant*	1.797	.143		12.565
	Collaborative	.212	.032	.311	6.543
	Leadership	.153	.030	.245	5.077
	Unity of Purpose	.090	.036	.126	2.521
	Learning Partnership	.132	.028	.211	4.707
	Teacher's Collaboration				

Dependent Variable: School Effectiveness, P=Predicable Variable

School Climate Factor That Influence School Effectiveness

Table 5, shows that leadership, instruction, expectations and environment have significant beta (β) values. This means that each of these variables explained the variance in school effectiveness significantly after the influence of the other variables was statistically controlled through multiple regression analysis. Collaboration, involvement and order were not included in the regression model because these variables had β values that were too small and insignificant after the influence of other variables.

Table 5. School Climate Dimensions

Dimension	Beta	Sig.
Leadership	β= .422*	.000
Instruction	β= .182*	.000
Expectations	β= .145*	.003
Environment	β= .128*	.019
Collaboration	β= .058	.328
Involvement	β= -.009	.851
Order	β= -.026	.623

Note: Significant at level p < 0.05

The results of the multiple regression analysis in table 6 and 7, showed that four school climate variables were included in the regression model according to significant β values. Leadership (β=.678, p<0.5) contribute for a significant 46.0% (R^2=.460) variance change [F(1,351)=298.779, p<0.5]. The combination of leadership (β=535, p<0.5) and instruction (β=.276, p<0.5) contribute for 51.5% (R^2=.515) variance change [F(2,350)=186.196, p<0.5].

Subsequent combinations of leadership (β=.485, p<0.5), instruction (β=.206, p<0.5) and expectations (β=.176, p<0.5) accounted for 53.6% (R^2=.536) variance change [F(3,349)=134.195, p<0.5]. Finally, the combination of leadership (β=.435, p<0.5), instruction (β=.177, p<0.5), expectations (β=.139, p<0.5) and environment (β=.147, p<0.5) accounted for 54.8% (R^2=.548) variance change [F(4,348)=105.530, p<0.5]. The regression equation is given as follows:

$Y = 1.375 + 0.353_1 + 0.128_2 + 0.098_3 + 0.113_4$

The results of the stepwise multiple regression analysis showed that the P4 regression model (leadership, instruction, expectations and environment) contributed 54.8% (R^2=.548) of the variance in school effectiveness [F(4,348)=105.530, p<0.5]. Leadership influence (β=.435, p<.05) was highest, followed by instruction (β=.177, p<.05), environment (β=.147, p<.05) and expectations (β=.139, p<.05). School climate contributes to predicting school effectiveness in primary schools.

Table 6. Linear Regression Predictor Of School Climate

Model	R	R^2	^R^2	df	F	Sig.
Leadership	.678	.460	.458	1 351 352	298.779	.000
Instruction	.718	.515	.513	2 350 352	186.196	.000
Expectations	.732	.536	.532	3 349 352	134.195	.000
Environment	.740	.548	.543	4 348 352	105.530	.000

Note: Significant at level p < 0.05

Table 7. Coefficient Values for School Climates Factor as Predictor

Model	Variable	B	Std.Error	Beta	t
P1	*Constant*	2.006	.132		15.228
	Leadership	.551	.032	.678	17.285
P2	*Constant*	1.633	.138		11.834
	Leadership	.434	.035	.535	12.293
	Instruction	.199	.031	.276	6.342
P3	*Constant*	1.485	.141	.	10.556
	Leadership	.394	.036	.485	10.880
	Instruction	.149	.033	.206	4.465
	Expectations	.124	.032	.176	3.891
P4	*Constant*	1.375	.143		9.586
	Leadership	.353	.038	.435	9.278
	Instruction	.128	.034	.177	3.803
	Expectations	.098	.033	.139	3.012
	Environment	.113	.036	.147	3.100

Dependent Variable: School Effectiveness, P=Predicable Variable

School Culture and Climate That Influence School Effectiveness

Table 8. shows that both school culture and climate have significant beta (β) values. This means that each of these variables explained the variance in school effectiveness significantly after the influence of the other variables was statistically controlled through multiple regression analysis.

Table 8. School Culture and School Climate Variables

Variable	Beta	Sig.
School culture	β= .399*	.000
School climate	β= .367*	.000

Note: Significant at level p < 0.05

The results of the multiple regression analysis in table 9 and 10 shows that school culture variables and school climate are included in the regression model. School culture (β=.689, p<0.5) contributed significantly to 47.4% (R^2=.477) variance change [F(1,351)=316.610, p<0.5]. The combination of school culture (β=.399, p<0.5) and school climate (β=.367, p<0.5) significantly contributed 52.5% (R^2=.525) of the variance change [F(2,350)=193.511, p<0.5]. The regression equation is given as follows:

$Y = 1.282 + 0.352_1 + 0.370_2$

The results of the stepwise multiple regression analysis showed that school culture influence (β=.399, p <.05) higher than School climate (β=.367, p<.05). This model contributes to predicting 52.5% impact of school culture and climate on school effectiveness.

Table 9. Linear Regression Predictor of School Culture and School Climate

Model	R	R^2	^R^2	df	F	Sig.
School culture	.689	.474	.473	1 351 352	316.610	.000
School climate	.725	.525	.522	2 350 352	193.511	.000

Note: Significant at level p < 0.05

Table 10. Coefficient Values of School Culture and School Climate

Model	Variable	B	Std.Error	Beta	t
P1	*Constant*	1.721	.144		11.953
	School culture	.608	.034	.689	17.794
P3	*Constant*	1.282	.155		8.295
	School culture	.352	.053	.399	6.662
	School climate	.370	.060	.367	6.123

Note: p<0.05, Dependent Variable: School Effectiveness

Discussion

This study was carried out to determine the relationship between school culture and climate in primary schools and investigate the influence of school culture factors and school climate factors on school effectiveness. This study explain that the school culture and climate contribute for school effectiveness at primary schools (Gonder & Hymes, 1994). For the school climate variable regression model with leadership, instruction, expectations and environment contribute 54.8% changes in variance of school effectiveness. School climate contributes to predicting school effectiveness in primary schools (Thiruchelvan, Kadir, Basri & Ayub, 2020; Mustafa Ozgene, 2020). The regression model with collaborative leadership, unity of purpose, learning partnership and teacher's collaboration which is school culture dimensions are contributed for 47.0% changes in variance of school effectiveness. Its reveal that there is other factor which is effect the school effectiveness (Duan, et al., 2018, Thiruchelvan et al., 2020). Both combination of school culture and school climate construct significantly contributed 52.5% variance changes of school effectiveness.

In particular, the dimension of school climate, leadership in primary schools is the highest contributing factor to school effectiveness. Based on the analysis of leadership plays the most important role and is a major factor in influencing the school climate (Carpenter, 2015). It is followed by dimension of instruction, expectations and environment. These four factors contribute to the school climate in primary schools in Malaysia. The finding confirms teachers' pay attention to students who are left behind and pay special attention in the classroom or outside of school hours. The school environment is generally conducive and very helpful for student learning in primary schools as stated by Patterson et al. (2014).

However, the aspect of collaboration still lacks attention such as engaging in school decision making by teachers and students. School management is still less encouraging teachers and students to speak up and give their views openly. This illustrates that superiors tend to make decisions in most situations which is not help solve the problem at the lower level (Gruenert, 2000). Parental involvement is another constraint faced by the school in shaping the school climate (Bellibas & Liu, 2018). Parents and the community are still less involved in school activities causing the relationship between the two parties to remain loose. The problem of student attendance and irresponsibility is another constraint faced by the school in improving the effectiveness of the school.

The collaborative leadership dimension plays an important role as a key factor as a contributor to school culture. School leadership encourages teachers to work together and share ideas. Current issues are always informed to overcome the learning deficit by management. Teachers understand and support the mission of the school and strive towards it. Teachers found work together and take note of each other's teaching and spend time with each other which is help for school effectiveness (Hall & Hord, 2015).

However, professional development and collegial support are still less prominent as contributing factors to primary school culture. Teachers are found to be less aware of the latest information in obtaining new ideas from seminars, conferences or other resources. In addition, teachers are less valued by colleagues and work in groups. This is due to time constraints and increasing workload in school management aspect (Norashid & Hamzah, 2014).

Conclusion

The purpose of this study was to determine the relationship between school culture and climate at primary schools. Influence of factors in the school culture dimensions and school climate dimensions for school effectiveness in primary schools identified through stepwise multiple linear regression.

Collaborative leadership, unity of purpose, learning partnership and teacher's collaboration are the school culture factors that should focus by school management to enhance ethos among staff. The leadership, instruction, expectations and environment also among school climate factors that must develop equally to provide better atmosphere for school effectiveness in entire nation.

In conclusion, the school culture and climate variables contributes to predicting the impact on school effectiveness as found Maxwell and Thomas (1991). The both school culture and climate are very important factor that in order to sustain school effectiveness (Bellibas & Liu, 2018). The main findings of this study are the contribution of school culture and climate which contribute significantly to school effectiveness. Thus both construct play an important role in contributing to school effectiveness.

The findings of this study can explain that it contributes to the theory of school effectiveness where school culture and school climate contribute to the effectiveness of schools scientifically. However, further research needs to discern the nature of the cultural, ethical and community expectations of the type of schools with a focus upon improving student's outcomes and consolidating the primary and secondary schools.

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