



## **School Culture and its Implication on the Education of Pupils at the Kordiabe R/C Junior High School in the Shai-Osudoku District, Greater Accra, Ghana**

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### **ABSTRACT**

This study explores the impact of school culture on the education of pupils at Kordiabe R/C Junior High School in the Shai-Osudoku District, Greater Accra, Ghana. School culture encompasses the values, beliefs, norms, and practices that characterize the school environment and influence teaching, learning, and student outcomes. Using a qualitative research approach, data were collected through interviews, observations, and document analysis to understand the prevailing school culture at Kordiabe R/C Junior High School and its implications on pupil education. The findings reveal that the school's culture, shaped by its history, community context, leadership practices, and teacher-student relationships, significantly impacts pupils' academic performance, behavior, and overall educational experience. The study suggests that fostering a positive school culture through collaborative leadership, inclusive practices, and community engagement can enhance the education of pupils at Kordiabe R/C Junior High School and similar educational settings.

Keywords: School Culture, Education, Pupils, Kordiabe R/C Junior High School, Shai-Osudoku District, Greater Accra, Ghana

### **Main text**

In general, education's purpose is to help residents "acquire English literacy, numeracy, and employable skills, as well as eradicate ignorance" (Fredua-Kwarteng 2003). This means that the importance of education is to purify people's thoughts and to obtain the capacity to modify one's environment in order to enhance one's quality of life. As the phrase goes, education occurs everywhere, at any time, and continues until one dies; schools are designed for the purpose of formal education to instill knowledge. So students and teachers can learn from each other. As part of an educational reform in Ghana, around 6,418 junior secondary schools (JSS) were converted to junior high schools (JHS) in 2007.

Members of the school community's understanding of norms and values is referred to as school culture (Slocum & Hellriegel, 2009). People in a culture may or may not recognize their impact, or the components of that impact. They act and speak as most people do (Brown, 2004).

An Education Reform White Paper (2007) states that students in primary six are expected to attend JHS without additional external examinations. The JHS seeks to provide students with a broad range of knowledge and skills that will enable them to be well-rounded individuals. To achieve this, every aspect of a school's operation must support the larger educational goal. Members of the school community's understanding of norms and values is referred to as school culture (Slocum & Hellriegel, 2009). People in a culture may be unaware of their impact. They act and speak as they do because most people do (Brown, 2004).

Schools' cultures are shaped by a variety of factors, including the people who work there, the laws that govern how the school operates, and the ideals on which the school is founded. Cultural expectations that develop over time as educators, administrators, parents, and students work together to solve problems, overcome obstacles, and deal with failures. A school's culture and organization have been shown to have a greater impact on student achievement than school leadership, according to studies by Witzier, Bosker and Kruger in 2003 and Zmuda, Kuklis and Kline in 2004.

According to Valentine (2006) in Columbia, a school's "professional community" image is first and foremost maintained by having an effective learning culture on campus.

The community in which the school is located, the rules that govern how the school operates, and the ideas upon which the school is founded all contribute to the culture of the school. When teachers, administrators, parents, and students work together to solve problems, face challenges, and overcome disappointments, there are cultural expectations that form over time. Students' achievement rises when a positive school culture is established within a school and the reverse is true when a negative school culture is established. This is what Witzier, Bosker, and Kruger (2003) and Zmuda, Kuklis, and

Kline (2004) contend. Keeping the school's "professional community" image is the first step in creating a successful learning culture, according to Valentine (2006) in Columbia.

Oduro (2000) also states that a strong leadership style that includes a systematic monitoring system is essential for enhancing the quality of public-school education, particularly in the elementary school grades. 76 percent of Nigerians polled by Adebajo (2012) believed that the country's educational standards had deteriorated, while only 24 percent believed that they had not. As a result of the country's financial crisis and a lack of resources, many respondents blamed Nigeria's public schools for the decline in education. Corruption in school administration and overcrowding of classrooms were also mentioned as contributing factors. Research shows that school culture is bad because each of these cultural influences has a different impact on educational outcomes, according to the participants of the study. All of the above-mentioned elements of school culture, such as values, beliefs, plays, rituals, symbols, ceremonies, and cultural artifacts, have an effect on students' education, whether positively or negatively. Schools around the world have distinct and distinct cultures, and these cultural factors can either enhance or impede learning.

There are numerous studies that show the importance of a school's overall culture in the education of its students in Ghana as well as other countries, such as Nigeria and Ghana, as well as around the world. The totality of a school's values, cultures, safety procedures, and organizational structures is what the Association for Supervision and Curriculum Development (2015) defines as its "school culture." Studies by Aelterman, Engels, Petegen and Verhaeghe (2007) and Brady (2005), among others, show that teachers' well-being improves when there is a strong or positive culture present.

The primary objective of this research was to assess the impact of student-centered learning on teachers' self-efficacy and student learning outcomes in Accra, Ghana. The study's objective was to:

1. This school, located in Ghana's Greater Accra region, is an R/C Basic School, so what kind of school culture can you expect there?
2. How do the identified school culture elements influence child edification?
3. What school culture aspects are acceptable for the instruction of students at Kordiabe R/C Basic School?

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## Review of Related Literature

### Ghanaian Education

Education can be defined as the transfer of a society's values and learned knowledge. Sociologists use the terms socialization and enculturation to describe this process. If you have a child in a middle-class neighborhood in Manhattan or a poor neighborhood in Ghana, they will be born without any sense of culture. Education is meant to help people learn about the world around them, grow as individuals, and prepare them for their roles in society in the long term. As a means of fostering cultural development, education also serves to help students grow up and become contributing members of society. In the most primitive societies, there are no schools, classrooms, or teachers, and thus no formal education. Instead, a large number of people assume the role of instructor, affecting the entire classroom and the students.

Non-formal and informal socializing methods, on the other hand, do not fall under the umbrella of education, which focuses on teaching and learning in schools or school-like environments (e.g., rural development projects and education through parent-child relationships). Formal education was introduced to Ghana by our colonial oppressors as it was to other African countries. Our colonial overlords introduced formal education to Ghana and many other African countries. As a result, Ghanaian education was largely informal, with a formal education system geared toward the upper echelons. Ghana gained independence in 1957, and education became a top priority for the country's new government. Restructuring efforts have been thwarted by the sheer scope of the task, in addition to the accompanying economic and political instability. The country's educational policy received a boost with the passage of the Education Act of 1987 and the Constitution of 1992.

It is the Ministry of Education in Ghana that is in charge of establishing national educational goals. Pre-university education is overseen by the Ghana Education Service (GES), while post-secondary education is overseen by the National Council for Tertiary Education (NCTE) (Hutchison, undated). In Ghana, there are three levels of education: primary (kindergarten through primary school), secondary (secondary school, technical and vocational school), and tertiary (college or university) (Colleges, Polytechnics and Universities). Between the ages of four and fifteen, all students must attend school (basic education), and the predominant teaching language is English (Wikipedia, 2015). Six years of elementary school, three years of junior high school, and three years of high school constitute the country's 6-3-3 education system. Depending on the program, one could then transfer to a four-year postsecondary institution to continue their education. There are many different types of tertiary education institutions, including universities, colleges, polytechnics, institutes, and post-secondary institutions that offer certificate and degree programs, respectively. As a result, from colonial times to the present, education in Ghana has undergone significant transformation. Ultimately, the goal of all of these changes is to raise the bar for those who serve our country in uniform.

People's behavior within a company has a significant impact on its success or failure, according to Leah (2018). Knowledge about an organization's specific character (and what it takes to thrive in it) is widely disseminated within a strong culture.

### School culture

A school's culture is an all-encompassing aspect, but identifying and categorizing it can be difficult, according to Hinde (2014). Schools' cultures are defined by the Association of Supervision and Curriculum Development (2015) as the totality of their values, safety procedures and organizational

practices that cause them to function in a specific manner. A school's culture is shaped by its students, teachers, administrators, parents, and everyone else who is a part of the school's daily life. According to Leah, a company's strong or weak culture is determined by its employees' relationships (2018). In an organization with a strong culture of overlapping and integrated interactions, information about the organization's unique nature and what it takes to succeed is widely dispersed. Teaching environments, peer relationships, and feelings of belonging and respect are all factors that influence culture, according to recent studies. As described in Best Practice Briefs, a school's culture is shaped by its history, which serves as a road map for the organization's future actions (2004). School safety encompasses the physical and emotional well-being of students, the orderliness of classrooms and public spaces, and the extent to which a school is open to racial, ethnic, linguistic, or cultural diversity. People in the school community tend to take their assumptions, beliefs, and practices for granted, so they aren't aware of the assumptions, beliefs, and practices they hold. In schools, a culture is built over time through interactions between students, teachers, administrators, and other members of the school community, as well as those who make up the school community. It is natural for a school's culture to be influenced by the community or environment in which it is located. If you want to have a successful school culture, you must have staff and students who are confident, trust each other, cooperate, and have a burning desire to succeed. Every aspect of a school's daily operations, whether physical or emotional, is a part of the school's identity. The school's culture is shaped by its various leaders.

#### Negative and Positive cultures

Deal and Kennedy (1982) investigated how corporate cultures affect success or failure. School cultures can be divided into two categories: positive and negative. According to Leah (2018), a good culture promotes traits like collaboration, honesty, and hard work.

According to Susan (2007), a toxic culture can develop and thrive in a school when people do not connect and work together towards a common goal or purpose, causing the school to be unproductive and lowering student achievement. When discussing negative and positive school cultures, it is important to consider more than just the students. Parents and community culture also play a role.

Table 2.1. positive and negative cultures *National Health Insurance Scheme*

Positive school cultures	Negative school cultures
Celebrates success	Blames students for lack of progress
Collaboration is encouraged.	Discourages collaboration
Encourages commitment to the learning of staff and students	Breeds hostility among staff

Using this table, Yeboah (2015) identifies the factors that contribute to positive school cultures and those that contribute to negative school cultures. Positive school cultures all have similar traits, but negative school cultures all have distinctive flaws.

#### Elements of School Culture

Most school principals are aware of the importance of a positive school culture. However, when teachers leave or the number of students who are expelled rises, they may need to "improve the school's culture" in order to maintain the "positive culture" (Leah, 2018).

What your school's community believes to be true is one of the five interconnected factors that shape culture, as Leah put it. "or "Teaching is a team sport." shared values, or the opinions of others in your school regarding whether certain beliefs and assumptions are correct, good, or bad."

There is something wrong when some of our kindergarteners may not have the same opportunity to complete a four-year college degree "such as Member expectations of how to behave and act are called norms. For example, we should talk to parents of high school students frequently and early about college. Each of us is expected to attend our class's weekly meetings. Patterns and behaviors, or the way in which you and your friends conduct yourself. For example, in and around the university, there are regular nights for parents to get involved and weekly meetings to discuss the curriculum. (These patterns and behaviors may deviate from norms in a culture that is weak.)

The term "tangible evidence" refers to the evidence you can see, feel, hear, or taste that demonstrates how students in your class behave. The following is an example of a scenario: When curriculum teams meet, the parking lot is full an hour before school begins, and banners advertising college enrollment are prominently displayed.

According to Bridwell-Mitchell, each of these elements influence and drives the others, creating a chain of reinforcing beliefs and activities. All members of the school community have strong ties that keep the circle intact.

Again, Grant W. Simpson in a documentary on Elements of School Culture That Sustain Innovation, he studied Dekeyser Elementary school in Utica, he identified the following elements that made the school successful.

*It was important for the school to have planning meetings on Tuesday mornings, so there was a sense of stability in the school. During the morning session, teachers were also given the chance to improve their performance from the week before.*

*Empowerment, which the author said gave validation, affirmation, vindication, and self-actualization, was what he was talking about. Porter says that teachers can break down their isolation by giving credence to their ideas, being more open to and analytical about new ideas, having more professional confidence, and being more committed to improving their practice.*

*Leadership*, change is neither a geyser bursting from sub terranean depths nor a wandering ooze that becomes a formidable pool. It is a process that can be facilitated by effective leadership. Leaders are seen as collaborators not “solo artists” Kanter (1983). Light-foot (1983) also confirmed that leaders express a desire for partnership and nurturing in his assertion. No one wants to do everything by themselves. More than just commanding, persuading rather than ordering, team-building and seeking input from others are all part of the participative/ collaborative leadership style. In his conclusion, he stated that, if the conditions are right, schools can improve themselves.

The myths and moral code of an organization are reflected in its atmosphere, according to Best Practice Briefs (2004). School culture is made up of multiple layers, such as how students treat each other and how they interact with each other.

In addition, there are a number of artifacts and symbols that set the tone for how schools are decorated and maintained.

- Values that describe how school administrators, principals, and teachers interact and work together.
- Majority beliefs accepted as fact. Culture is defined by Stolp and Smith (1995) as the values, beliefs, rituals, ceremonies, and myths that are passed down from generation to generation. Lesson plans, classroom instruction, administration staff meetings, and hallway décor all influence school culture.
- The definition by Stolp and Smith covers all human symbolic behavior, not just verbal or written symbols. This includes nonverbal communication and the school library's walls. Based on the premise that visible, discernible components of a school's culture fall into three categories: verbal (written and spoken), behavioral, and visual.
- The school's motto, statement, and goals or underlying philosophy are examples of verbal indicators of a school's culture. There may be a discrepancy between what is stated and what actually occurs. It is important to consider the stories that students and staff talk about how the school operates, as well as local legend and metaphor used by educators.
- Behavioral indicators of a school's culture include the procedures, ceremonies, regulations, rewards, sanctions, structures, and curricula of the school.

Symbols, facilities, and school icons are all examples of how a school's culture can be seen visually.

#### Levels of School Culture

According to Starratt (1993), the school is layered like an onion. Each layer represents a different stage of life or a different subject. As shown in Figure 2.4, the diagram is read from the outside inward.

The surface layer in the diagram represents the school's operational level. The school's operations are the most visible manifestation of its culture. Artifacts are them. This is the most accessible culture. The organizational layer lies beneath this. A school's actions or behaviors exist here. Intangible but easily found through interactions with school members. The programs layer is even less tangible. The academic and extracurricular programs. The policies and goals layers sit beneath the top three layers. Intangible cultural layers. These reflect the school's values, beliefs, and myths. These are the cultural layers' heartbeats, in general. A school's operations and structure are driven by values and beliefs.

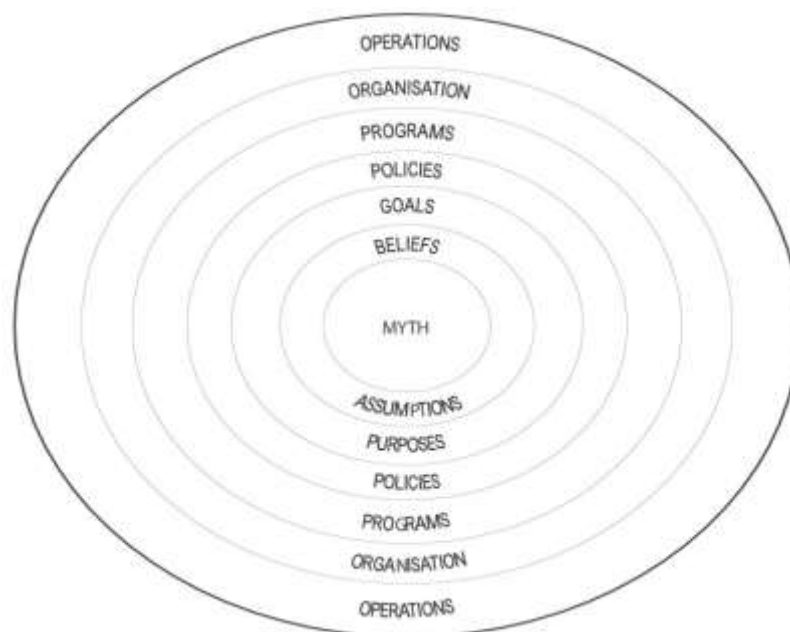


Fig. 2.2 Levels of School Culture

### Teaching and Learning Environment

Teaching and learning go hand in hand. The learning environment can influence teacher and student performance. The school's surroundings and the classroom are both included in the term "learning environment." Often, we confine teaching and learning to the classroom because formal instruction occurs there. In a classroom, students learn. The classroom's physical, social, and cultural environments all contribute to its atmosphere (Creemers & Rezig, 1996). Parents wanted more than students felt satisfied with, according to Allen and Fraser (2007). Difficulty in teaching is linked to teacher efficacy. As stated by the UNESCO Institute for Statistics (2012), effective learning requires a safe and healthy learning environment as well as a fair and inclusive learning community. In other words, it's a learning environment where everyone has a fair shot at succeeding academically and where students have a sense of belonging. To this end, periodic evaluations of the learning environment should include parents.

### Classroom Organization

The classroom should be infused with a spirit of high achievement. As a result of this environment's emphasis on hard work and teamwork, students strive to raise the overall class achievement level above the sum of its parts (Unnamed author, 2011). There are six guiding principles that make up a culture of achievement, according to the author.

Both student behavior and the teacher's ability to exercise authority in the classroom must be held to high standards.

- Teachers must establish clear classroom rules and consequences.
- Classroom routines and procedures must be established by teachers.
- Teachers must intervene when students engage in inappropriate behavior.
- Teachers must foster a sense of community in their classrooms.
- Teachers must place a premium on academic achievement, perseverance, and teamwork.

There is a wealth of research showing a connection between classroom behaviour and teachers' efficiency in the classroom (Irvine, 2002; Nieto, 2003 as cited in Talbert-Johnson, 2006). According to Collier (2005) as stated in Talbert-Johnson, teachers' classroom behaviour is influenced by their own values (2006). As described by Ko, Sammons, and Bakkum (2013): "A well-oiled machine, the classroom is organised. In the classroom, everyone is respectful of one another and effortlessly transitions from one activity to the next because the children are confident and joyful. The youngsters are actively involved in their education in order to keep the class on track. The teacher and the students are crystal clear about what should be happening at all times. The quality of the physical environment and building conditions have a significant impact on teaching and learning, as well as on the academic performance of students. More than a few studies have shown that the places where students spend a significant amount of their time have a significant impact on their ability to learn (Earthman, 2004). To attract students, schools need to design a space that is more than just functional (Bunting, 2004). Higgins et al. (2005) suggest that just because students' performance is hindered by shabby school buildings, it does not follow that their performance will be superior if the facilities are better equipped or fancy, such as a swimming pool, basketball court, and the like. There will be flaws, but they may be deceived by its slick appearance.

Students' participation, achievement, attendance, and well-being are all impacted by a variety of factors, including classroom seating, furniture, noise acoustics, spatial density, privacy, and climatic and thermal regulation (Keep, 2002; Earthman, 2004). The quality of the classroom in which a teacher works has a significant impact on the quality of their job. Deliberations on the physical characteristics of educational settings: the temperature and ventilation in the room are both important considerations. As far as individual components go, temperature, heating (in colder regions), and air quality are the most important (Earthman, 2004).

A wealth of studies have shown that "chronic noise exposure impairs cognitive performance, as indicated by several studies demonstrating noise-related reading difficulties, pre-reading inadequacies, and more general cognitive abnormalities" (Higgins, 2005:18).

People believe that colours have an impact on mood, mental clarity, and energy levels when they are seen by the eye. If you want people to notice you, use bright colours on any colour background, whether it's cool or warm. Color preferences vary from person to person. Colors and patterns stimulate different age groups of children; young children like bright colours and patterns, while adolescents choose more subdued hues (Engelbrecht, 2003).

Clearly, the school environment affects teachers and students. A classroom's environment influences students' attentiveness, mood, comfort, attendance, and achievement. Teachers and students alike are distracted by excessive noise, and poorly ventilated classrooms make it even more difficult to educate effectively.

Issues in the Classroom and Beyond UNICEF (2009:65) "School boundaries and enclosures vary depending on the school's location and circumstances. The goal is to strike a balance between protecting children from the elements (like traffic and animals) and dividing land for gardens and orchards ", it's wise. UNICEF advises constant schoolyard surveillance and the use of alarm systems in case of an emergency. School food can impact students' health and academic performance even if it isn't directly related to the school's physical design (Mitchell, 2008). (Taras, 2005) This suggests that the environment influences students' academic performance.

Protecting students from intruders like passers-by and animals may help them feel more secure. Students need to eat well to perform well. So both parents and school officials should be concerned about student nutrition.

### School Culture and Academic Achievement

A number of studies have found a strong connection amongst school culture and student success. An effective school has a set of nine characteristics that are identified by Levine and Lezotte (1990). According to other authors, these characteristics are good for building a positive school culture. Participatory decision-making and cooperation are two examples. Criteria that have been outlined by extra writers are similar (Sammons, Hillman & Mortimore, 1995). Schools with a strong sense of community tend to be more successful. After spending time in Hong Kong, Chen (1993) explains this. As a result, the quality of the work produced by teachers is influenced by the school's culture. This has a direct impact on students' ability to learn and produce. As a result, student achievement is influenced by culture. The school's culture is also reflected in the work teachers do outside of the classroom. It is impossible for a principal to control students if he or she does not involve teachers in making management decisions. Disobedience may result from this. Observing the culture of a school can reveal to an astute observer possible method for improving that school. It was discovered by Goodlad (1984). In the words of Krueger and Parish, "the interactive relationships that instructors have worked out together about 'how things are done around here'" (1982). Page 133 has more information on this. For at-risk kids, the success or failure of school reform efforts can be gauged by how well leaders understand and apply cultural norms (Deal & Kennedy, 1982).

For example, here's a quick rundown of what students should know about popular culture in high school: Behavior and academic performance of elementary and secondary students are influenced by their school's culture. School culture is shaped and controlled by school staff. Despite the fact that many schools share a culture, no two are the same. In order for the school to accomplish its goals, its culture must be in place.

It is possible for a school's culture to be detrimental to students' success. Some students may feel oppressed and discriminated against because of the school's culture. The culture of the school must be understood and influenced if long-term fundamental change is to be achieved (such as new teaching methods or a new decision-making structure).

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## Research Methodology

### Qualitative research

This study used a qualitative research approach. Aiming to understand concepts, opinions, and experiences through qualitative research (e.g., text, video, or audio). Bhandari says it can be used to learn more about a subject or generate new research ideas (2020).

To make the world visible, interpretive and material acts are performed. Qualitative research can help answer questions about how and why things happen, and how people think and act (Keegan, 2009). A qualitative study places the observer in a specific setting. There are many ways to collect information. Interpretative and naturalistic approaches are required for this level of qualitative research. "Events in terms of the significance humans attach to them" is one way to put it (Denzin & Lincoln, 2000:3). Qualitative research, according to Shank, is a methodologically rigorous empirical exploration of what it means to be human (2002a). Qualitative research, on the other hand, uses qualitative methods and data to investigate social issues.

This study's methodology will be qualitative.

Aiming to better understand ideas, opinions, and experiences through qualitative research (e.g., text, video, or audio). Bhandari says it can be used to learn more about a subject or generate new research ideas (2020). Qualitative research often preserves participant perspectives and voices, but it can also change with new research topics. Bhandari says qualitative research is vital for the following reasons: (2020).

**Flexibility:** the process of collecting and analyzing data can be altered to accommodate new ideas or patterns.

**Natural settings:** real-world or naturalistic data collection.

**Meaningful insights:** Designing, testing, and refining systems and products can benefit from the input and observations of users.

**New concept generation:** Researchers can use open-ended queries to uncover new challenges or opportunities.

While qualitative research is more deliberate, authentic, adaptable, and time efficient than quantitative research, some sample sizes are often too small to allow for generalisation of the findings beyond the samples picked for the specific study. Qualitative research is sometimes utilised to initiate further exploration rather than as the last element of a project. Additionally, more in-depth qualitative analysis of all obtained data is frequently performed.

#### ➤ Reasons for Adopting the Qualitative Research Method

As a result of employing a qualitative research design, the researcher was able to examine the influence of the school's culture on student learning at Kordiabe R/C Basic School by holistically identifying and describing it as well as soliciting input from school officials, teachers, parents, and students.

For one thing, it was acceptable to use this research method because the study focused on the actions of stakeholders at Kordiabe R/C Basic School. Qualitative research provides a clear picture of what goes on in the classroom on a daily basis and how it affects school management, classroom organization, and the overall school environment.

As a result of this study, the Kordiabe R/C Basic Schools will be given enhanced and scientific school culture practices that will aid in their success.

For one thing, it provided a way for the researcher to get a clear picture of the culture of Kordiabe R/C Basic School and the impact it has on students' learning.

The qualitative study incorporated both descriptive and case study methods.

### Descriptive Research Method

It is a descriptive research approach that describes a natural event in its natural surroundings, according to Berg (2004). Alternatively, it is a phrase that refers to the features of a population or a phenomenon under investigation. Descriptive research allows for a more expansive view of a subject. Data collection methods such as "personal accounts" are to blame. Descriptive research, on the other hand, has a major flaw: it lacks confidentiality. A lot of the time, subjects are dishonest. This study used a descriptive method because the researcher documented specific practices and behaviors at Kordiabe R/C Basic School. Who, what, where, when, and how are all factors in the study of the Kordiabe R/C Basic School's educational practices, norms and values? Kordiabe R/C Basic School's performance was examined using this method, which assisted in critical and extensive assessments of standing school culture assessment tools.

### Case Study Research Method

In case studies, individuals, events, decision-making, time periods, and other systems are explored using one or more approaches (Thomas, 2011). This concept stresses the exploratory or explanatory nature of the case study. A case study also includes a descriptive part (Yin, 2009). According to Merriam (2001), case study researchers can present the complexity of circumstances, investigate changes over time, highlight various concerns or concepts, suggest possible solutions with associated benefits and drawbacks, and thus demonstrate the applicability of learned knowledge to readers. Merriam's (2001) preoccupation. This approach allowed the researcher to get a good grasp on the school's culture and how it affects the education of the students. Because he wished to make recommendations that would benefit all students at Kordiabe R/C basic school, the researcher set out to learn more about the school's fundamental values in order to better serve the school and its mission.

### Population

All the people, things, or actions that a researcher ponders for study is Yount (2006)'s definition of population. A population's members share at the very least one trait. Instead of following a set of rules, the members of the club (Polit & Hungler, 1999). Everyone who participated in this study was somehow connected to the Kordiabe R/C Basic School. Non-teaching staff and the school's headteacher were included in the study's sample.

Table 3.1. Population for the study.

Pupils at Kordiabe R/C	467
Parents/guardians	290
Teaching staff	18
Non-teaching staff	8
Headteacher of Kordiabe R/C	1
<b>Total</b>	<b>784</b>

The population for the study:  $467+290+18+8+1=784$

### Target Population

When a researcher wants to generalize their findings to a larger group of people or objects, they are referred to as the "target population" (Asamoah-Gyimah & Duodu, 2007). This means that the entire Kordiabe R/C Basic School population is the focus of this study. As a result, the study's intended audience consisted of the same 784 participants. As a result, there was no difference in the population's composition between the two groups.

### Accessible Population

This is the target population that a researcher can reasonably select (Asamoah-Gyimah & Duodu, 2007). In this study, any member of the teaching or non-teaching staff might be chosen. Only parents/guardians who attended a PTA meeting were eligible, whereas students in grades 6, 7, and 9 were eligible.

So, the structure of the accessible population is shown below

Table 3.2: Accessible population of Kordiabe R/C Basic School

Pupils in basic 6,7 and 9	111
Parents/guardians	52
Teaching staff	18

Non-teaching staff	8
Headmaster of Kordiabe R/C Basic School	1
<b>Total</b>	<b>190</b>

Accessible population:  $111+52+18+8+1=190$

### Sample and Sampling

The best way to study a group is to look at each individual. It's impossible due to time, money, and accessibility constraints. To achieve the study's goal, the researcher chose a smaller general public sample. Welsh (2006) defines sampling as selecting a subset of a larger population from which researchers hope to generalize about the subset as a whole. Prejudice must be avoided at all costs. That is, everyone in the population should be equally selected. These must be representative of the population. They employed stratified and random sampling. It can be used to pick persons from a huge group. It separates potential samples into two or more exclusive groups known as strata based on study categories of interest.

Pre-sampling homogeneous subsets of samples Every social group member has an equal chance of being chosen as their representative. Wikipedia is a great source of info (Wikipedia.org, 2015). The investigation included students, teachers, non-teaching staff, parents, and the school's headmaster. Along with the headmistress, 50% of the members were chosen at random from the pool of teachers and non-teaching staff, students, and parents.

This is shown in Table 3.3 below shows the sampled population.

Pupils (basic 6,7and 9)	56
Parents/guardians	26
Teaching staffs	9
Non-teaching staff	4
Headteacher	1
<b>Total</b>	<b>96</b>

Therefore, the composition of the sample is  $56+26+9+4+1=96$

## Data Collection Instruments

Qualitative research relies heavily on observations, questionnaires, interviews, and document analysis. This study used the above-mentioned instruments.

### Observation

As defined by Klufio (2003), observation is the act of observing something in action, in a particular setting, or in a particular way. Photographing and writing about what you're seeing are examples of what Blaxter, Hughes and Tight (2001) call observation. Participants and non-participants alike can observe, Klufio claims (2003). Observation has the advantage of being precise, but it takes a long time to do (Asamoah-Gyimah & Duodu, 2007)

This study involved observing the actions and activities of the participants and the surrounding circumstances and events at school. It was necessary to hire a former coworker and a statistics student from Cape Coast Technical University to monitor the participants' behavior because the researcher was not present at the time of the study. The researcher was able to draw conclusions from this. It was decided to use the participant observation method when observing teacher behavior, because one of the observers is also a teacher there. Non-participation was the primary method. Teachers at Kordiabe R/C Basic School developed a checklist to cover a variety of topics, including how students participate in class, how teachers handle lesson notes, and extracurricular activities. Land use, school compound maintenance, and food vendor activities were all observed as environmental concerns as well.

#### ➤ Designing an Observation Checklist

While conducting direct observational data collection at Kordiabe R/C Basic School, an observer was guided by a less structured checklist to capture as much information as possible. When it was delivered to the researcher for validation, the observation checklist was finalized to remove any inconsistencies. The Kordiabe R/C Basic School authorities granted permission for the study, and copies of the checklist were provided to the teachers and the school's headteacher. Everyone involved in the process agreed on the exact dates, days, and times for the observations to be carried out. June and July 2021 were the time period when the observation was carried out.

### Interviews as a Tool for Data Collection

The act of observing something in action, in a specific setting, or in a specific manner is defined by Klufio (2003). Observation, as defined by Blaxter, Hughes, and Tight (2001), includes taking pictures and writing about what you see. Klufio claims that both participants and non-participants can observe (2003). Although it is time-consuming, observation is a great way to get accurate results (Asamoah-Gyimah & Duodu, 2007)



To conduct this research, researchers had to pay close attention to the participants' behavior and the surrounding environment at their local high school. As a result, a former coworker and a statistics student from Cape Coast Technical University were brought in to monitor the behavior of the participants. This allowed the researcher to draw conclusions. Because one of the observers is a teacher at the school, it was decided to use the participant observation method when observing teacher behavior. The primary strategy was abstaining from participating. Some teachers at the Kordiabe R/C Basic School have created a checklist to cover a wide range of topics, including student participation in class, teacher handling of lesson notes, and extracurricular activities. In addition to environmental concerns, land use, school compound maintenance, and food vendor activities were also observed.

#### ➤ **Designing the Interview Guide**

The interview questions were straightforward and simple. Interview notes and a tape recorder were kept by the researcher's representative to ensure accurate data. In order to make participants feel more at ease, the interview was conducted in an informal conversational style. The headmaster and teachers were interviewed in English, while non-teaching staff and parents were interviewed in the local dialect "Dangbe." To gather information from the students, researchers used a questionnaire. It was printed and given to them, and they were able to answer them in their classrooms with help from the researchers. As of June, to July of 2021 the interviews were conducted. For the rest of the parents, the interviews were conducted at a time that worked for them.

#### **Document Analysis**

To learn about schools and other organizations, Creswell (2005) suggests using documents. A variety of participant records, including school registers, cumulative records, and time sheets, were consulted. Document analysis has a number of benefits and drawbacks, as outlined by Klufio (2003). He thinks document analysis is inexpensive. Such an approach doesn't necessitate any input from the participants and can be repeated at regular intervals to identify patterns. On the other hand, the possibility of inaccessible records and skewed data are some of the drawbacks. As part of this research project, teachers' time reporting books, teachers' lesson notes, and students' exercise books were all examined. This was done in order to determine what effect these documents had on the school's curriculum after they were identified. Some organizational culture assessment tools and methods were also evaluated in order to help Kordiabe R/C basic school recommend a suitable cultural climate.

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## **Results and Discussion**

### **Kordiabe R/C Basic School in the Mirror**

Kordiabe R/C Basic School is a public basic school located in a town called Kordiabe in the Shai-Osudoku District, Greater Accra, Ghana. The school was established by the Roman Catholic church in affiliation to church in the community. The school was first solely managed by the Catholic church and later absorbed by the government of Ghana. Later, government shared the management of the school with the church. The church is responsible for the infrastructural need whiles government takes care of human resource provision and other teaching learning materials. It has all the three levels of basic education according to the 2007 educational act of Ghana i.e., Kindergarten, primary and junior high school (2,6,3 respectively). It combines a traditional general education curriculum with specialized technical and vocational instruction. In the primary session, the school has a six-classroom block with an office; in the JHS session, there are three classroom blocks with a staff common room; in the K-8 session, there are three classroom blocks. There is a library, a canteen, and a well-equipped ICT room. A headteacher and an assistant headteacher are in charge of running the school. There are 467 students, 172 of whom are men and 295 of whom are women. Two National Service members and one head teacher make up the staff of 18 permanent teachers (14 females and four males). Another two people serve food that is provided by the government to the kindergarten and primary school and six others work as non-teaching staff to sell it to students and staff. The school does not have an accountant or a bursar. Prior to morning assembly, students are required to observe a reading silence period. Every morning at 8 a.m., there is a morning assembly. A typical day starts at 8:30am and ends around 2:30pm. Additional classes begin at 2:35 p.m. and end at 3:35 p.m. Breaks are scheduled from 9:45 to 10:15 a.m. and from 12:35 to 12:55 p.m. There is no closing assembly unless there is an emergency. Because the perimeter wall surrounding the school is still under construction, there is little to no protection. Within the compound, there is a large area that is used as a playground. On the field, there are also sports and physical education classes. In the absence of a regular sickbay, the school has a health coordinator who also happens to be a teacher, and she treats pupils with a first aid kit she keeps in her classroom. Teachers' accommodations at the school include a bungalow with four rooms and a hall.

### **Activities Undertaken for Objective One**

1. Identify and define the variables that contribute to the Kordiabe R/C Basic School's culture.

Following are some guidelines for figuring out what makes a school's culture tick:

- a) Administration of School
- b) Classroom organization
- c) School environment

### **Findings from Observations, Interviews and Questionnaire Administered on Kordiabe Management Culture School resources and their supervision**

According to the findings of the study, the administration block of the school has the headmaster's office, a staff common room, and an information and communications technology (ICT) lab. Additional facilities include a library, three classroom blocks (three for kindergarten, six for primary one to six, and three for junior high, secondary, and tertiary education), and three blocks of classrooms. Students clean the school's washrooms on a daily basis, and there is also a staff washroom available. All school facilities are under the supervision of the headmaster and delegated teachers, who are assisted by assistant head teachers and other instructors.

Students in kindergarten and primary school in Ghana are provided with a daily meal through a government-sponsored school feeding programme run by the government.

#### **Rules and regulations**

Headmasters, teachers, students, as well as non-teaching staff are expected to conduct themselves ethically, according to the general norms and regulations provided by the Ghana Education Service. There are additional rules laid down by both teachers and other stakeholders such as parents and the Catholic Mission. Take, for instance, the period of time during which students are required to report to class. Even though GES sets the rules and regulations, all of the teachers agree that the headmistress and her assistant should be involved in determining which rules and regulations are most appropriate for the school at any given point in time. There are 14 or 92 percent of parents/guardians who support the guidelines put forth by GES because they trust they have a positive effect on their children's education. Because they were abusive to their charges, some of them objected to these rules.

#### **Time management**

Each and every member of the teaching and non-teaching staff interviewed acknowledges that around 90 percent of instructors and the headmaster arrive at school as early as 7:10 a.m., attend morning assembly at 7:45 a.m., and then begin class in all classrooms. A little more than 85 percent of kids arrive on time for morning assembly, with approximately 15 percent of pupils arriving late. It was reported that children were arriving late because of the distance between their homes and the school, with some pupils living as far away as 9 kilometres from the school.

Classes begin and end on time in order to accommodate breaks and extracurricular activities like sports and games, as revealed through the process of interview and observation. In addition, food vendors prepare and serve their dishes on schedule. As a result, teachers and headmasters sometimes struggle with canteen workers because students who don't eat breakfast at home spend a lot of time in the canteen eating instead of cleaning up after themselves.

#### **Discipline**

The rules and regulations document outlined by GES contains all of the disciplinary measures taken against teachers and students, according to the headmaster. Teachers who engage in misconduct are either questioned or disciplined, depending on the severity of the offense. In the event that a student breaks school rules and regulations, they are punished by having to weed, clean the urinals, or sign bonds. Teachers and students who excel in the classroom and at the school level are recognized and rewarded for their efforts.

In an interview with nine teachers, all of them expressed their displeasure with the GES's punishment policy. During class, students may be required to stand for extended periods of time. In the meantime, students are not allowed to be caned at school. Lateness, truancy, fighting, fidgeting, and making noise are all examples of bad behavior that can result in consequences.

Most students (75%) believe that individuals who breach school regulations are treated unfairly, whereas only a quarter (25%) believe that those who break school rules are punished. A majority (81%) of the 26 parents/guardians surveyed believe that the school's disciplinary actions guarantee that pupils remain in the classroom to learn, whereas just 19% disagree with this. Another 80 percent of the food sellers believe that school discipline is working because more than 80 percent of the students who buy their food respect and see them as mothers.

#### **Relationship between headmaster, teachers, pupils and non-teaching staff**

The headmaster says teachers, students, and non-teacher staff (parents/guardians and food vendors) are all respected. He understands that effective school management and full student education require a united front, collegial support, and a united mind. "Many of the JHS students come to me for money because the government feeding program doesn't cover JHS," she says.

Four of the nine teachers interviewed say they know the headmaster well. However, 55.6 percent of teachers say they have a hostile relationship with the headmaster. They confirmed that the headmaster is from one of two factions.

Of 49 students (12-17 years old), 87 percent said their relationship with the head was excellent, while only 5 students (8.9%) said it was fair. The other two students did not respond.

There is also a friendly relationship between the school's headmaster, teachers, and students. One student claims that "we're all one big family" and that "we feel like we belong."

#### **Co-curricular activities**

School co-curricular activities include cultural drumming and dancing, football, and other sporadic activities. The school also has clubs like Reading, Music, Cadet, Agriculture, and Vocational. These clubs and societies meet at 2:30pm on Wednesdays.

Meanwhile, the extracurricular activities listed by the school's headmaster, teachers, and students lacked community service.

### **School and community participation**

The school maintains no relationships with benefactors or members of the community in order to solicit their assistance with school activities. According to the headmaster, the school solicits parental advice and help through the Parents' Teachers Association (PTA), the Catholic Mission, and the government. The majority of the population does not send their children to school, as there are several private schools in town where many parents prefer to enroll their children.

### **Supervision and administration of school**

The headmaster is responsible for supervising all school operations, including teaching and learning; attendance and punctuality; discipline; extra-curricular activities; selling and eating; health issues; and sports; as well as enforcing school rules and regulations. He also delegated various responsibility to teachers at his discretion. According to all instructors, the headmaster monitors them at various times while they are teaching and studying both inside and outside the classroom. Seven of the nine instructors (77.7 percent) desire that the headmaster and his assistant supervise their daily operations, while the circuit supervisor monitors their output on an as-needed basis. Apart from that, the headmaster and circuit supervisor should share responsibility for the remaining two teachers. On the subject of management, all teachers agreed that the headmaster was the primary manager who oversaw and controlled all school operations; however, he delegated some of the teachers to conduct morning assembly, supervise compound and washroom cleaning, and ensure that pupils returned to their classrooms on time after recess. School fees are collected by class teachers and then turned over to a finance committee chaired by the deputy headmaster. At the end of each semester, the committee reports to the teachers.

### **School records**

The headmaster had a list of documents, including the school's class registers, log books, textbooks, and written rules and regulations. He, the circuit supervisor, and the classroom and subject teachers kept an eye on them. Requests for supplies from teachers and students are documented and returned to school. Here are some samples of school records the school has:

**Class register:** This document contains the names of students and their daily attendance is recorded to determine the number of students per day and the number of days per term. The class teacher keeps and marks a register for each student. The register revealed that many students skip school on Fridays.

**Assessment book:** There is an assessment book for every class with the names of the students who take it. Grouping students into males and females is done for the purposes of class exercises, tests, group projects as well as term exams. For both continuous assessment and examination, there will be a 50% discount. Late submissions accounted for the remaining 3%.

### **Pupils' exercise books:**

Students received enough exercises in all subjects, according to records. 90% of the exercises were graded. The only issue was that some students did not correct their mistakes. When asked why they couldn't make corrections, more students said they didn't understand the work. All assignments, homework, and notes were kept in separate books. This set includes a note book, an exercise book, and a homework notebook. A few teachers were praised for their efforts.

**Teachers' time book:** As a time-keeping tool, each teacher was given a single foolscap book. Teachers were required to sign a column in the book indicating their arrival and departure times. Nine out of ten teachers can arrive at school each day before 8:00 a.m., according to the school's time log. According to their time of departure, 20% leave by 3:15pm and the rest leave by 4pm.

### **Performance**

As stated by the headmaster, all activities within and surrounding the school have an effect on the kids' entire education. "Pupil performance in the BECE has been dismal for the last two years," he explained. "If teachers labour with love, the education of pupils will surely benefit," he concluded. This is why the PTA hosts an annual conference at which all teachers are invited to establish goals for the Basic Education Certificate Exam (BECE). They determined that the management culture of the school had an effect on students' academic performance on internal and external assessments, which include tests and assignments. The headmistress also applauded several administrative methods, such as frequent surveillance of students and random collecting of their exercise books in all subjects to inspect class exercises and assignments and how they are graded. However, several teachers claimed that their subjects were not treated equally with others. They contended that the principal valued science, math, English, and social studies more than other courses.

### **Teaching and learning aids**

There are not enough teaching and learning materials for the nine teachers surveyed. Textbooks, classroom resources, logistics, equipment, and other materials used in vocational education classes at the school. They hold that the PTA, the Catholic church, and the Ghana Education Service are responsible for providing the necessary funds.

### **School Hygiene**

For food vendors who wish to sell to students and teachers, the school's headmaster testifies that they must undergo regular hospital to undergo background checks and be cleared of any medical issues.

Each year, the food vendors' blood samples are sent to a lab for testing to determine if they are infected with any communicable diseases.

## Findings from Observations, Interviews and Questionnaire Administered on Classroom Organization Culture

### Classroom situation

Classroom conditions were deemed poor by the headmaster, teachers, and students because there was no electricity to help them learn. When it rains, it becomes more difficult to teach and learn because the room is darker. The classrooms, they admitted, were not conducive to teaching and learning, particularly in lessons that called for students to participate actively. According to student surveys, 21.5 percent of students thought class organization was good, while 66.7 percent said it was bad, and 10.8 percent were unsure. In addition, 75.4 percent of respondents said that temperature and ventilation in the classroom were inefficient for teaching and learning.

### Classroom management

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### Teaching and learning

The headmaster examines teachers' lesson plans and observes teachers in the classroom to ascertain what and how they teach. Headmaster occasionally assesses teachers using an assessment form by observing teachers as they teach. When asked, teachers and pupils said they do not find it inconvenient when the headmaster is in the class because it is done periodically which made teachers and pupils accustomed to it.

According to the opinions of all of the students who participated in the survey, class assignments and final tests are effective methods of assessing their learning. They are, however, unaware that spoken questioning in the classroom during teaching is a component of assessing their learning, with 18 percent of them not knowing this.

Observations were made that teachers occasionally rewarded students for providing accurate answers. In addition, students were rewarded for their excellent behaviour in the classroom. Some professors went so far as to purchase meals for their students in order to motivate them to do well in class. Although all teachers have low confidence in the academic ability of their students, they all point to the lack of adequate teaching tools such as text books and other materials as the root of their concerns. According to the results of the questionnaire administered to them, 30.6 percent of students frequently ask or answer questions in class, 62.2 percent rarely ask or answer questions in class, and 8.8 percent never ask or answer questions in class, based on their own descriptions of their learning behaviour.

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## Observations, Interviews and Questionnaire Administered on Kordiabe R/C Basic School Environment Culture: findings.

### Trespassing

The headmaster, teachers, pupils, canteen women and even parents attested that, the security of the school was not guaranteed as the school compound was just partially fenced about 30% leaving about 70% of the compound unfenced. Even the part that was fenced, the wall is not tall enough to prevent people from breaking into the school. Motor bike riders, drivers and pedestrians walk through the school during lesson periods. The actions of some of these people especially the motor riders endanger the safety of the pupils. Reading from the headmaster's log book, there were two instances where thieves broke into the school during vacation and made away with some computers and monies belonging to the school. In order to protect the rest of the computers, they ones in good condition were taken to the Reverend sisters' convent. This made learning of the Information Communication Technology (ICT) difficult. There was a rather interesting situation instance where one morning as pupils and teachers were marching into their classrooms after morning assembly, a passerby parent complained that the song they were singing was against her the parent. It took authorities to resolve the problem.

### Compound situation

When it comes to the school's physical setting, the headmaster, faculty, and students all agree that it's not conducive to good teaching and learning. Some areas of the compound have been eroded and there are a few flowers to add to the overall beauty of the area. The compound floods during the rainy season, making it difficult for students and teachers to get around. Teachers and the headmaster supervise the daily cleaning of the compound.

### Activities Undertaken for Objective Two Objective 2:

To investigate the influence of each aspect of Kordiabe R/C Basic School's culture on its students' education.

### Scrutiny of impacts of the school's administrative Culture on pupils' Education

This section talks about how the school's management culture was formed. Members of the supervisory board The Ministry of Education, which includes the Ghana Education Service (GES) and the Roman Catholic Church, is in charge of Basic School. The head teacher, with help from the assistant head teacher and teachers, runs the school on a day-to-day basis. Minister: The Civil Service Law, PNDCL 327 of 1993, and the Ghana Education Service that

implements it, give the ministry its status and its job roles (moe.gov.gh, undated). Pupils' education is being negatively impacted by the government's management policy, which sets and distributes rules and regulations to schools and makes it impossible for head teachers to alter the rules in accordance with the needs of teaching and learning. Since these rules apply to all Ghanaian elementary schools, they claimed that the school's unique culture and location did not factor into their creation. Again, they argued that GES reverses school-beneficial decisions made by the headmaster in consultation with teachers, discouraging them from doing their best work. For the reason that, at the time of the study, the head had served as a headmaster for ten years out of his twenty-year career in elementary school education. As a result, teachers are reluctant to take the initiative necessary to improve their distributional leadership skills. The school's management culture is based on the assumption that teachers are familiar with the rules of the GES. As in the onion metaphor, this culture is buried deep below the surface. Pupils' education is negatively impacted by teachers' lack of interest in taking action, as Starrat (1993) says, our beliefs, attitudes, and convictions are all shaped by our core, even though it isn't something we can see or touch. In their job as a classroom or subject teacher, they don't want to get into the management fights, so they stay out of them. Many of the teachers don't like the way this class is set up.

Most teachers and the headmaster agreed that the government should oversee school management at the district level, which is closer to the school and more accessible to students. Adei (2014) also says that decentralising the GES and letting schools learn from the private sector will bring new ideas and innovation to school management, which will make things more interesting and better. Teachers, for example, say that they only do what the principal tells them because they feel powerless and stupid. Innovation and power equality are crucial for a positive school culture, say Fairman and Clark (1982).

The school has classrooms, offices, staff common rooms, a library, teaching aids, and an ICT lab. Our research revealed one-sided classroom windows, an outdated library, and insufficient TLMs for teaching and learning. Adei (2014) states that developing ICT skills in teachers and students is critical to academic success in public elementary schools. Teachers can use instructional materials to help students understand a subject or lesson (Chamunorwa, 2010). There were no labs for students to learn Integrated Science and Vocational Skills.

Discipline, according to Boakye (2006), is "submission to rules and commands, and a visible sign of esteem for authority and established laws of a society." The findings show that Kordiabe R/C basic discipline is taught at school because lack of it affects students' overall education. This school's teachers respect and care for their students, making discipline easier to enforce. Parents and food vendors agree that school discipline works well because students respect their elders, behave well, and attend regularly, resulting in less truancy. For some parents and teachers, their children's persistent disobedience affects the rest of their students. Teachers and food vendors reported former students entering the school to disrupt classes and deter disciplinary action against their younger siblings. Meanwhile, some students thought it was unfair to punish students who broke the same rules in different ways. Inconsistently applied rules can also lead to chaos, which hinders learning. Teachers and school administrators frequently cite the link between discipline and academic performance.

Headmaster, teachers, students, and non-teaching staff at the school all work together to make it a good place for students to learn. Attendance, punctuality, health and safety, teaching and learning, and other issues were discussed by both teaching and non-teaching staff at the school. This was done to make sure that teaching and learning was effective. Teachers who had a good relationship with their students set up places where they could teach and learn more effectively and give all of the students at a school a complete education (Gallagher, 2015).

Mills (1997) asserts that supervision directly affects staff performance because supervisors are frequently the target of criticism for poor performance by their subordinates. To ensure a calm learning environment for both teachers and students, the headmaster's administrative duties extend beyond her office and into each of the school's classrooms, where she checks in on the presence of both parties. The headmaster kept an eye on teachers' work, checking their lesson plans, tests, and exam questions, as well as their final reports and all of their other classroom and extracurricular activities. He assessed the performance of teachers using the GES appraisal form. In addition, he supervised students to ensure that they took their education very seriously.

Time management is another area of interest for the researcher. Teachers and students are frequently tardy to school, and GES has been expressing its displeasure with the lack of effective time management. Several times, headteachers were the target of these sceptics' accusations. Kordiabe R/C Basic School, on the other hand, had a very different situation. Because of the headmaster's high regard for efficiency, this has happened. All classes begin on time, for example. In most of the classes I observed, students were well-behaved, on time, and prepared for class. 'Time lost cannot be regained' is a common saying in schools, supported by Carron and Chau (1996), who say that time is lost when teachers are absent. A number of times, it was observed that most students would take out their books for the next class just before the end of a current class. Teachers wanted to avoid conflict with GES officials in particular, so they showed up on time and did extra work. It was evident that teaching students to manage their time well had a positive impact on their academic performance, even if some teachers and students were consistently late for meetings and classes.

#### **Parents/Guardians' Role in monitoring pupils' learning and progress**

However, parents' and guardians' attitudes toward their children's education can be positive or negative (Hassrick & Schneider, 2009). Parents rarely check their children's or wards' books at home to learn about their progress (class assignments and homework). 93 percent of parents and guardians do not regularly check their children's work. Their excuse was that they had little or no time because they had to feed their kids. Also, 76% of them admitted they couldn't understand the books they were assigned to read. The material was different from what their parents learned in school, so 17% of those polled couldn't make sense of it. As a result, they couldn't monitor their wards' progress. The needs of students influence their education. Most parents/guardians struggle financially to provide for their kids' school needs. Insufficient food can disrupt students' concentration in class. The food students eat at school can affect their health and academic performance (Taras, 2005; Hinrichs, 2010).

### An investigation into the impact classroom management has on student learning at a school.

Professional teachers with a Bachelor's degree in elementary education are among the nine teachers who were questioned for this study. Teachers had a strong belief that the majority of their students were not academically talented. Since the least experienced teacher has been working at the school for four years, this was probably based on the collective wisdom of the faculty. It's easy for teachers to assume that most of the students at the school aren't very bright because of the school's history of underperformers. Everything the teachers do in the classroom can be affected. Teachers, on the other hand, made it possible for students to ask questions both during and after class. Teachers said it was their responsibility to encourage students to ask questions so that they would continue to do so, despite the fact that many students did not do so. This particular female teacher, after each lesson, was heard to say, "Do you have any questions?" Pupils typically respond "no, madam," and when she asks, "Do you understand?" they all say yes. Afterwards, she would pick a few students at random and explain what they had learned in the class. Pupils' inability to ask and answer questions is likely due to a lack of self-confidence and a fear of making mistakes in front of others, which makes them reluctant to speak in public. It's possible for teachers to do more to get students to be more involved and participate in the teaching of all subjects, because students say that teachers make an effort to get them to talk to each other in class. A good learning environment is based on the questions learners ask and on the fact that questions are more important than answers. Pupils, on the other hand, pay a lot of attention and participate fully in lessons in the local language called "Dangme." They show little or no interest in math. Educators may not be able to get students excited about class because they aren't using the best teaching methods, like TLMs.

Pupils' exercise books revealed that teachers praised their students when they performed well. In subsequent class assignments, the results of this can be seen. Teachers in a school with a positive culture, according to Deal (1998), are more committed to their work. For example, teachers regularly attended class at Kordiabe R/C Basic School. All teachers were expected to act in this manner, and the headmaster was happy to oblige. As a result, it is understandable how the instructors conduct themselves in terms of class attendance and instruction. Since teachers are expected to show up to class, a strict code of conduct is instilled rather than suggested.

At the time of the research in Kordiabe R/C Basic school, there was a culture of collecting examination fees, extra classes fees, and what is called maintenance fees. Despite the fact that Ghana's public elementary schools are supposed to be free of charge, this practise is common in many public schools. Every morning before class, teachers begin collecting fees. This has been done since the beginning of the term. The headmaster and the assistant also assist teachers as the term nears its end in order to expedite the collection of fees before the exam. Some students aren't able to concentrate in class because of the teachers' insistence on collecting fees in the halls. It is obvious that students who have been humiliated in front of their peers will not be able to concentrate and participate actively in teaching and learning. A few times a week, students were sent home to collect fees, and in most cases, they never returned. Some of these students prefer to play at the homes of other students rather than return to their own homes because of school fees. As a result of the taunting and jeering from their peers, students often feel humiliated in front of their teachers. Some students find it difficult to go to school on subsequent days, and this has an impact on their school enrollment. Students should not be denied an education because their parents or guardians cannot afford school fees for a variety of reasons, including poverty, as Ferguson, Bovaird and Mueller (2007) contend that poverty has a negative impact on students' behaviour and performance, retention, and 80 and some even suffer from mental disorders. To make matters worse, students who failed to pay their fees were denied the opportunity to sit with their peers during the exam.

As a result of factors such as seating, furnishings, noise and acoustics, spatial density; privacy; climatic and thermal management; air quality; windowless classrooms and vandalism, poor ventilation; play-yards; light and paintings in the classrooms, teachers and pupils alike are affected (Keep, 2002; Earthman, 2004). Students feel tired and sluggish due to the temperature difference between morning and afternoon sessions, making them less engaged in the classroom. When it was time to go home, everyone was hot and agitated.

Because the school is underfunded, teachers claim that GES has no interest in improving their classrooms. As a result, both students and teachers have difficulty getting around in the compound. Teachers and the headmaster supervise the daily cleaning of the compound.

The afternoon classes are less active than the morning ones. Some students would get up from their seats and kneel or stand to scribble their notes. Teachers and students are not going to benefit from any distractions in class, according to headmaster. As a result, they will be able to participate fully in the teaching and learning process."

### The table below Summarizes pupils' responses on classroom organizational culture demonstrable by teachers a Kordiabe R/C Basic School

School culture	Yes	No	Sometimes	Total
Regular attendance	49 (87.5%)	5 (8.9%)	1 (0.8%)	55 (98.2%)
Involving Pupils	37 (66%)	10 (17.9%)	9 (16%)	56 (100%)
Punishing Wrong Behaviour	21 (37.5%)	26 (46.4%)	9 (16%)	56 (100%)
Show good relationship	49 (87.5%)	0 (0%)	7 (12.5%)	56 (100%)

Table 4.1. Pupils' responses on classroom organizational culture demonstrable by teachers a Kordiabe R/C Basic School

### Examination of the Influence of Environmental Factors on Students' Learning

Shared standards and norms, commonality in solutions or issues, how people characterise their conditions, and boundaries of acceptable and undesirable behaviour are all aspects of perspective culture. The name Sergiovanni (1991). During the interview, it became clear that the unfinished fence wall was

a reoccurring theme among the teachers' observations. Safe teaching and learning environments are widely agreed upon. Teachers and students alike are unable to concentrate when trespassing on school property disrupts their work. Everyone at the school was deeply concerned about this lapse. As much as they care about the issue, they lack the motivation to fix it. In some classrooms, teachers were more concerned about trespassers than others. The headmaster and his staff, according to another group of teachers, should make this correction. According to one female teacher, she believes in distributive leadership and will assist the headmaster in reprimanding students who interject themselves in classroom activities. Otherwise, it could appear as if the school grounds are open to visitors on a regular basis.

Students at Kordiabe R/C Basic School also have to deal with community members using the school's washrooms, which slows down instruction time because they spend so much time doing tedious and pointless work.

Pupils frequently found themselves rescuing sheep, goats and other livestock from the compound during class time. Stupid goats have even been known to show up in the classrooms while teachers are teaching.

In addition, students' behaviour can't be monitored or controlled because of the absence of a fence wall. In the past, some students have been known to sneak out of the compound during school hours, putting themselves in danger while also hampering instruction.

Teachers and the school's headmaster are unable to do much because they lack the financial resources to implement a fence wall. As a result of their lack of funds, they felt powerless, which fueled their belief that the school's management was out of their hands.'

### Activities Undertaken for Objective Three

Objective 3: To examine the school culture of Kordiabe R/C Basic School using a standard cultural evaluation method in order to suggest a positive culture suitable for the instruction of its students.

Examining the organisational culture at Kordiabe R/C Basic School Using the OCAI Assessment Instrument. OCAI (Organizational Cultural Assessment Instrument) was developed by Cameron and Quinn as a psychometric tool (2006). Ultimately, it hopes to be of assistance to companies in identifying their current and desired organisational cultures. A brief survey asks participants to share their thoughts on current and future cultural trends. Companies can use these findings to assess their current cultural status and identify any gaps between the present and their desired futures.

The tables below (4.2 to 4.7) show the degree to which the school culture of Kordiabe R/C Basic School follows to the clan (A), adhocracy (B), market (C) and hierarchy (D) types 6 distinct dimensions.

Dominant Characteristics	Now	Preferred
Teachers cooperate and share knowledge a lot	15	15
Inventiveness is permissible.	15	25
Result-oriented school. Major goal is success.	25	40
Official rules oversee activities of teachers	45	20
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.3: This specifies the culture of school management

Organizational leadership	Now	Preferred
Leadership seen as counsellors	30	25
Leadership perceived as wanting invention from the led	10	30
Leadership seen as expecting results	20	25
Leadership joyful when school runs efficiently	40	20
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.3: This indicates the culture of school leadership

Management of Staff and Pupils	Now	Preferred
Team administration	45	40
Taking risks, being creative and being free	10	15
High expectations, competition, and success	15	20
Observance of management's rules	30	25

	<b>100</b>	<b>100</b>
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Table 4.4: This shows the Supervision of Staff and Pupils

<b>Organizational glue</b>	<b>Now</b>	<b>Preferred</b>
School of mutual trust and loyalty	35	20
Innovate and be creative	15	25
Focus on achievement binds	20	25
Formal rules and procedures	30	30
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.5: This shows the factors that bind a school together.

<b>Strategic Emphasis</b>	<b>Now</b>	<b>Preferred</b>
Teacher growth is emphasized	15	30
New challenges emphasized	10	25
Pupil success is stressed	30	20
Smooth operations emphasized	45	25
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.6: This illustrates factors that constitute strategic emphasis in a school.

<b>Criteria for Success</b>	<b>Now</b>	<b>Preferred</b>
Teacher development, teamwork and concern for people	20	25
Creation of new ideas and activities	10	25
Gaining new pupils into the school	30	25
Reliable staff and pupils	40	25
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.7: This defines the factors that determine school success.

Table 4.8 summaries the overall assessment results for the six dimensions in Tables 4.2-4.7. To calculate the average for each cultural type, add all values and divide by six.

<b>Culture Type</b>	<b>Now (%)</b>	<b>Preferred (%)</b>
Clan	26.67	25.83
Adhocracy	12.5	24.17
Market	23.33	25.83
Hierarchy	38.33	24.17
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.8: This illustrates the average of the four culture types in the school



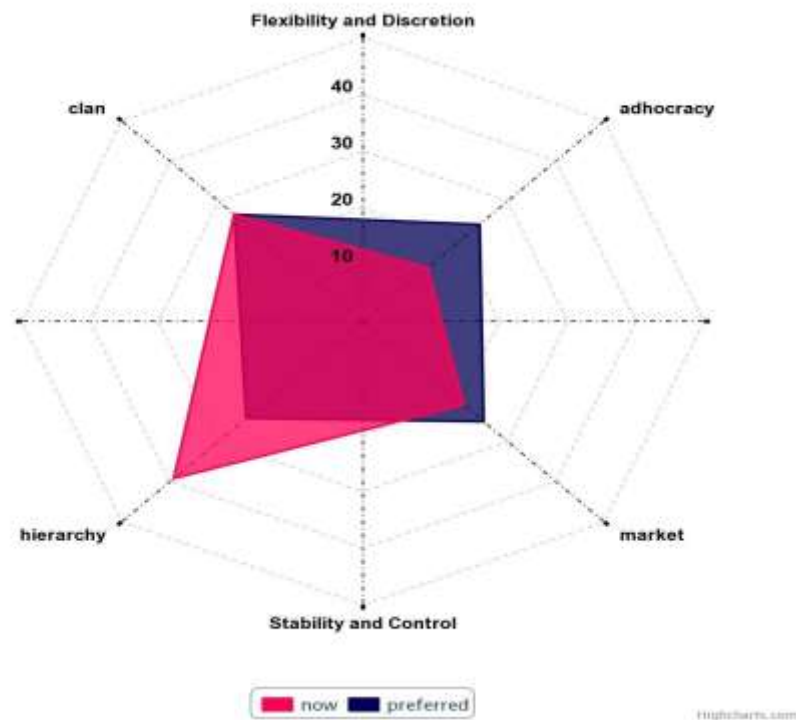


Figure 4.2 based on the OCAI tool, depicts the overall culture of Kordiabe R/C Basic School.

Sending the Kordiabe R/C Basic School OCAI assessment results to [www.ocai-online.com/products/ocai-one](http://www.ocai-online.com/products/ocai-one) for analysis generated the figure 4.2 above. According to Table 4.8, the hierarchy type of culture is the most prevalent at the school, accounting for 38.33% of the total. Fig. 4.2 depicts the school's culture as being more hierarchical in nature than decentralizing. Equal levels of hierarchy and adhocracy as well as equal levels of market and clan cultures will be preferred in the future, according to this study. All four cultural types are represented, with no clear inclination in one direction or the other. As a result, Kordiabe R/current C's culture leans more toward the hierarchical than any other. The preferred culture is a blend of the four cultural types, but with a strong preference for the clan type.

According to the OCAI tool, Kordiabe R/C Basic School's culture is a blend of four different types of culture (Cameron & Quinn, 2006). Clan, adhocracy, market, and hierarchy cultures are all examples of this. R/C culture in this area is currently characterised by a hierarchical structure. Teachers' behaviour is clearly governed by established procedures. Teachers appear to be doing what they are supposed to do, but they show little sign of their true motivations. That's why, they admitted, they have a lot of resistance to doing more than what they were hired to do. It is a characteristic of a toxic culture, according to Deal and Peterson (2009), for teachers to work grueling hours. According to the OCAI tool, the researcher prefers a culture that encourages teachers to share their ideas and promotes creative ways of engaging students in their learning. Teachers, on the other hand, do not believe that they have the authority to try out new ideas in the classroom. Teachers who are motivated by a desire to see their students succeed academically will do a better job.

Members of the school are held together by a strong sense of loyalty and mutual trust. It's important to focus on strengthening the characteristics that unite members, such as innovation and a desire to help students succeed. Despite their importance in binding members of a school together, loyalty and trust cannot be relied upon continuously in a dynamic community like a university. So as a result, each of the four cultural types should contribute equally to the bind factor in schools.

Furthermore, doing something on a regular basis can diminish its significance. Kordiabe R/C Basic School should move away from ensuring the smooth operation of the school to creating new challenges. This is a good strategic move. When there are obstacles in the way, it's easier to strive for betterment.

In the eyes of the school's top brass, it appears that the priority is keeping things running smoothly at the school. Teachers are put on a rotating roster to ensure that morning assembly and the school grounds are kept clean and orderly. The headmaster made certain that teachers did not skip out on their duties both inside and outside of the classroom by monitoring their absences. School challenges, such as trespassing on the school property and cramped classrooms, have not been addressed. These difficulties, while troubling, do not have a significant impact on the school's day-to-day operations, so the administration has found ways to deal with them.

Educators should be encouraged to use classroom management methods that help students succeed. These management strategies include having high expectations for student behaviour and their ability to maintain order in the classroom. Teachers must also establish clear rules and penalties in their classrooms. They must create a sense of belonging in the classroom, establish ground rules, and discipline students who disobey them. If you want your students to succeed, you must put their education ahead of everything else.

Leadership should focus on finding creative solutions to these issues in order to improve school effectiveness. Leadership should relinquish their mentorship role in favour of empowering their employees to take the lead in developing new ideas. We should keep up with the school's team management strategy. Students' achievement, on the other hand, would benefit from more competition and innovation.

All schools must be judged on the success of their students. If a school can help its teachers advance in their careers, if the school has dependable teachers, or if new ideas for improvement are generated, this could be a contributing factor to its success. On the other hand, some of the above actions may take place without resulting in student success. Consequently, it is best for the school to shift its focus from the teacher to all four cultural types.

Overall, the school's use of the OCAI tool reveals a culture heavily skewed toward hierarchy (See Fig. 4.2). Next comes the culture of the clan, then the market, and finally a small contribution from the adhocracy. The Kordiabe R/C Basic School should adopt a more market and adhocracy-oriented culture. Clan culture at the school appears to be at an appropriate level, but it could use some improvement in each of the six dimensions of clan culture. Kordiabe R/C Basic School's culture should be more evenly distributed among the four cultural types, rather than being skewed toward the hierarchy type as it is now.

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## Conclusion and Recommendation

The purpose of this research was to learn about the school's culture and how that culture affected the education of the students at Kordiabe R/C Basic School in the Shai-Osudoku district of the Greater Accra region of Ghana. The study's goals were to identify the different kinds of school culture at Kordiabe R/C Basic School, to accurately describe the factors that make up school culture, and to evaluate the effects these factors have on student learning. OCAI-C was also used to measure the current culture and make recommendations for a positive culture that would assist the school in educating all of its students. Qualitative research methods were used to collect data, including observations, interviews, questionnaires, and document analysis.

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## Major Findings

Many students in Ghana's public schools have come to learn that the GES is in charge of their educations. The school's daily operations are overseen by the headmaster, who has a broad perspective. Teachers are wary of managerial responsibilities because of the Ghana Education Service's involvement. Teachers are sometimes given tasks by the headmaster, and they are always happy to accept them. Children's education at home was largely ignored by parents. More than half of the teachers were on time for their first day of classes. Despite this, they eagerly awaited the responses of the participants. The students, on the other hand, were barely participating. Classroom lighting and ventilation also hampered teaching and learning in the classroom. It was difficult to implement active classroom designs because of the high student-teacher ratio.

Students benefit when teachers collaborate, set common goals, and effectively manage their time. Student education is negatively affected by classroom conditions, teacher evaluations of students' academic abilities, students trespassing on school grounds and a lack of parental or guardian involvement.

Unrestricted school entry is the norm for those forced to attend. Some students, on the other hand, sneak out and buy food from unlicensed food vendors who haven't been screened.

A typical assessment reveals a culture of hierarchy at the school (OCAI). The culture of Kordiabe R/C Basic School trumps all others in the school.

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## Conclusion

The findings of this study, which focused on the culture of a single Ghanaian elementary school (Kordiabe R/C Basic School), shed light on school culture factors and their implications for the education of Ghanaian junior high school students. According to the findings of this study, the Ghana Education Service's basic level of education includes the following cultural factors: managerial culture, classroom organisational culture, and environmental culture. Teachers' attempts to establish their own sets of rules, referred to as "supplementary rules," to govern their institutions proved fruitless.

Generalizations were drawn from the study about strategies used to improve organisational culture, which found that school administrators and teachers cited similar tactics for improving school climates. It is common in Ghanaian schools to delegate responsibilities and share leadership in order to get teachers involved in enforcing rules and regulations established by the Ghana Education Service. Researchers found that Ghana's Education Service dictates how schools should be run with little or no input from school administrators or teachers.

Trespassers are an issue that the school's management needs to deal with on a daily basis. All attempts to halt it, on the other hand, were fruitless. Teachers and students believe that the best way to tackle this problem is to construct a high, gated wall around the school grounds.

The researcher's assessment of the school's culture reveals that management is satisfied when the school is operating smoothly. Official processes such as rules and regulations govern the majority of what teachers do on a day-to-day basis. In contrast, management is distinguished by its emphasis on collaboration and engagement. This implies that the school is held together by a sense of mutual trust as a result. Teachers, non-teaching personnel, and even students play an important role in the efficient functioning of the school as well as the success of the school.

## Recommendations of the Study

The researchers made recommendations to the Ghana Education Service or Government, Heads of schools, teachers, and future research based on the findings of their study. The GES will be able to meet its stated educational objectives by assisting schools, particularly Kordiabe R/C and other Ghanaian public schools, to enhance their learning environments in the following ways:

- To get good results, all difficulties, such as school trespassing and bad classroom circumstances, should be addressed. Students' and teachers' achievements should be clearly celebrated in order for the school to be successful.
- It is time for the Ghana Education Service and the government to invest in classrooms, libraries, and ICT laboratories, among other things, and instructional materials to rekindle pupils' interest in learning by engaging them in hands-on activities to make difficult subjects easy to teach, learn, and understand, and to improve the qual
- Kordiabe R/C Basic School has unique school culture that the Ghana Education Service should foster and accept from the headmistress and teachers. To improve academic achievement in public schools, stakeholders should create integrative, collaborative, and caring cultures.
- The study recommends that all schools should have directional school Motto, Vision and Mission statements which should be internalised by students since the former have a bearing on the academic performance of the latter.
- There be an enhanced system of collecting levies from pupils in the Kordiabe R/C Basic School to prevent the feels from accumulating till examination time. If this is done, pupils would pay fees ahead of the examination time. Again, in a vase where pupils could not write examination because of fees, there should be a makeup examination for the pupil after he/she pays the fees.
- Finally, the operating culture should be modified from clearly skewed hierarchy to more market and adhocracy while preserving the level of clan culture. In other words, the emphasis should move from formalities to innovation and results-oriented education.

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