EFFECT OF SCHOOL CULTURE ON EMPLOYEE PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN BUNGOMA NORTH SUB COUNTY, KENYA

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ABSTRACT

The purpose of this study was to analyze how organizational culture is significant to the employee performance outcomes in public secondary schools. The study was guided by the following objectives: To establish the contribution of school values, school artefacts and myths and basic assumptions on employee performance. The study targeted 36 head teachers and 140 teachers in 36 public secondary schools; therefore total target population was 176 respondents. The sample size of employees was selected using Krejcie and Morgan (1970) table for determining sample size for research activities. Therefore the sample size for the study was 140 teachers' who were randomly selected from all the participating schools and distributed proportionately. The research instrument that was employed in this study as tools for data collection was questionnaires namely. Teacher's Questionnaire (TQ) and an interview schedule. Before the data collection process, the researcher obtained a letter from Jomo Kenyatta University which will be used to seek a permit from the National Council for science and Technology and a letter of introduction to the County Commissioner so as to be allowed to carry on with the research in Public Secondary Schools in Bungoma North Sub County. Data was edited and put in the system to compute the means, variance, and standard deviation.

Regression analysis was used to determine the influence of the independent variable on the dependent. The results of the study were presented in frequency tables. The findings show that majority of the respondents were in agreement that school values such as respect for others and employee collaborations enhanced achievement of organizational goals. It is hoped that the study would be of benefit to the school managers in assessing the effectiveness of the organizational culture on employee performance in public secondary schools. The findings of the study would assist the Quality Assurance and Standard officers (QASOS) both at the district and the national levels in doing the follow up organizational culture so as to give more advice and guidance to teachers on how to improve on their teaching approaches and methodology. The study recommends that School value improvement strategies should be put in place since higher ratings of school spirit, frequent student monitoring and evaluation, and more frequent teacher discussions enhance the overall attainment of school goals. Staff cooperation, a high level of staff enthusiasm, uniformity of goals and agreement among staff with regard to program philosophy and policies should be incorporated in schools.

Key Words: *Values, norms, artefacts, Basic assumptions, Employee performance, School culture*

INTRODUCTION

The effect of schooling on student performance has been one of the major themes in educational research. Coleman's study on equality of educational opportunity in the United States (Coleman, Campbell, Hobson, McPartland, Mood,Weinfeld & York, 2009) is often conceived as the starting point of what became later known as the school effectiveness research tradition (Creemers, 2008; Scheerens & Bosker, 2000; Teddlie & Reynolds, 2010). Furthermore, in regard to behavioral aspects, the third level also consists of customs, rituals and procedures. In these practices or behaviours, the underlying assumptions, values and norms come to the surface. In each school certain behavioral patterns become established. These are not the result of any formal agreement or arrangement between teachers, but develop from socially accepted or reinforced behavior of the teachers (Deal, 2009).

The content of culture refers to the meaning of basic assumptions, norms and values as well as cultural artifacts that are shared by members of the school. The content is often characterized by means of dimensions (Cavanagh & Dellar, 2009; Johnson, Snyder, Anderson & Johnson, 2008; Pang, 2005) or typologies of culture (cf. Handy & Aitkin, 2003; Staessens, 2008). For instance, a culture is classified as 'collaborative' or 'achievement oriented'. Other terms used for the content of culture are the substance of culture (Maslowski, 2011), the direction of culture (Kilmann, Saxton & Serpa, 2000) or cultural traits (Saffold, 2009).

Coleman's (2009) aim was to delineate factors that contribute to differences in achievement between students from various ethnic groups. One of the main findings was that differences between schools account for only a small part of the total variance in student achievement (Maslowski, 2011). Differences in student achievement between schools were found to be considerably smaller than within-school differences. In general, only 10 to 20 per cent of the variance in achievement turned out to be at school level. The study further revealed that the most influential 'school' factors were in fact student and teacher characteristics, like educational background, aspirations of other students in school and the scores of teachers on a verbal skills test (Austin, 2001). The curriculum of the school and school facilities, like the number of books in the school library, the age of the buildings and teachers' salaries, were hardly related to student achievement.

The Golombisky (2009) findings were confirmed in a study led by Jencks on inequality (Baughn, Chua and Neupert, (2006), Baughn and his colleagues reanalyzed the Coleman data, as well as findings from Project Talent, a longitudinal study of more than ninety high schools, and data from numerous smaller studies on schools in the United States. Their analysis revealed that schools contribute little towards bridging the gap between able and less able students. School achievement was found to be largely determined by students' family background. Therefore, as Jencks et al. concluded, there are few indications that educational reforms like compensatory programmes can redress cognitive inequality to a large extent.

Studies like Dillmanet al. (2009), Kennedy et al. (2000) and Fabowaleet al. (2008) explicitly aimed to open the 'black box' of the school by studying the relationship between school effectiveness and so-called process characteristics, which relate to the organizational features and internal functioning of schools. Probably the most cited summing up of this kind of research has been provided by Edelstein, (2012), who has listed five factors that are believed to be the most salient features of effective schools: a strong administrative leadership, high expectations for children's achievement, an orderly atmosphere conducive to learning, an emphasis on basic-skill acquisition, and frequent monitoring of students' progress. Other authors (e.g. Clark, M. S., & Mills, J, 2005; Purkey& Smith, 1999; Sammons, Hillman &Mortimore, 2010) have compiled more elaborate lists of factors that enhance effectiveness. Most of these are based on a synthesis of existing research into school effectiveness. These syntheses, basically qualitative in nature, all come up with more or less similar factors. Furthermore, most syntheses found highly consistent results between the studies reviewed.

In the effectiveness enhancing factors Edelstein (2012) has identified, as well as the models of school effectiveness developed by Scheerens (2009) and Creemers (2008), factors emerge that reflect a school's culture, like achievement orientation, a shared ideology or mission, cohesion and collaboration among teachers. In other frequently cited reviews of studies into school effects similar conclusions have been drawn (Clark, M. S., & Mills, J, 2005; Sammons, Hillman & Mortimore, 2010). Clark & Mills (2005) identified nine characteristics of unusually effective schools. They first mention is a productive school climate and culture. More specifically, effective schools are characterized by an orderly environment. An orderly environment is rather associated with interpersonal relationships, than with regulations. As they note, "discipline derives from 'belonging and participating' rather than 'rules and external control'". Other effectiveness-enhancing factors reflect a similar point of view. For instance, 'faculty cohesion, collaboration, consensus, communications and collegiality' were identified as a crucial feature of effective schools. Staff members have to work as a team to ensure a sense of unity and consistency in their relation with students. Furthermore, faculty input in decision-making was identified as an effectiveness-enhancing factor. This refers to a more participatory approach of decision-making, which is likely to enhance the commitment of faculty members. As Edelstein indicate, the commitment of staff members and the impetus for collaboration and communication has to be directed towards student achievement.

The review of Schein, Hillman and Mortimore (2009) reveals similar effectiveness enhancing school characteristics. Of the eleven factors they identified, the 'shared vision and goals', 'learning environment' and 'positive reinforcement' factors bear close resemblance to the aspects Schein identified as 'productive school climate and culture'. A shared vision and shared goals reflect a unity of purpose among the teaching staff of a school that is likely to result in a consistency of practice. Furthermore, the coordination of goals is achieved by means of collegiality and collaboration. Therefore, based on previous studies into effective schools, it can

be concluded that the concept of school culture is rooted in existing effective school research, and therefore offers a lead for further explaining the 'secret' of effective schools.

In African countries, such as South Africa, school culture comprise of basic assumptions shared by teachers, which comprise the core of school culture. Assumptions refer to taken-for granted beliefs which staff members perceive to be 'true' (Schein, 2006). Because of their taken-for-granted nature, teachers often are no longer aware of the assumptions that underlie their daily interpretation of their duties. These assumptions are likely to remain unconscious until another staff member; student or parent challenges them (Stolp, C. & Smith, D, 20013). Then, teachers in Ghana and most African countries have reflected on their behavior and become conscious of the basic assumptions that underpin their interpretation of what they do. Following Schein (2006), basic assumptions are often operationalized into five groups: the organization's relationship to its environment, the nature of reality and truth, the nature of human nature, the nature of human activity and the nature of human relationships. These dimensions reflect the fundamental questions people face. For instance, the nature of human nature refers to whether humans are essentially 'bad' or 'good', and whether humans are basically "fixed at birth", or whether they are "mutable and perfectible" (Schein, 2006). Schein, (2008) further describes various elements that explain culture in greater detail.

Stolp, & Smith, (2012) describe it as organizations that "each respectively takes cognitive, symbolic, and structural perspectives of organizations". Their research determined that societal culture is equally important as corporate culture because it influences the "organization's human resources as well as its corporate culture". Whereas societal culture is external to the organization, organizational culture deals with the internal patterns, behaviors, values, beliefs, etc., of an organization. Coinciding with the definition of culture, scholars have provided a plethora of definitions for organizational culture. Culture can be seen as "the glue that hold excellent organizations together and keep mediocre organizations mediocre" (Stolp, & Smith, 2012). Many African organizations have the tools and techniques needed to implement change, but most times organizational change fails because the "fundamental" culture of the organization is not taken into consideration. At the core of the literature on the importance of organizational culture is the thought that organizational culture can be managed. Martin, Sitkin, and Boehm (2007) identified two schools of thought. The first is of cultural pragmatists who argue that organizational culture can be managed. They view culture as a tool, which is key to organizational effectiveness and profitability and can be managed to accomplish organizational goals set by management. Martin et al. (2007) labeled the second school of thought as purists. Purists (2005) argued that organizational culture is inherent and cannot be managed. Moreover, purists believe that culture evolves from the majority of individuals in the organization. It is against this background that the current study seeks to establish how organizational culture is significant to employee performance.

Kenyan scholars have studied organizational culture and found that its importance is tied to the notion of organizational change. Quinn, & Kimberly (2008) discovered that organizational culture was "important to the success of projects involving organizational change". Cameron and Quinn (2006) argued that change in organizations is unavoidable due to the rapid growth and change of external environments. Their research revealed that without change in organizational culture organizations cannot expect to pursue improvement in organizational performance. The purpose of this study will be to analyze how organizational culture is significant to employee performance. This study attempted to extend theory related to organizational culture and the dimensions of employee performance. Specifically, this study will seeks to extend organizational culture theory by examining how values such as teacher competence and team work has had an effect on school performance, rituals on the other hand exhibited through school behavior patterns and unwritten rules also has had an influence on how schools have been performing over the years, artefacts through school symbols has boosted performance of schools as a form motivation and togetherness while basic assumptions seen through student teacher inter-relations and the nature of realities and stories influence dimensions of employee performance, including variables of trust, commitment, control mutuality, and satisfaction.

STATEMENT OF THE PROBLEM

Since the 1970s, the number of studies on school culture has grown considerably. Despite this growth, however, our knowledge of cultural types of secondary school is still rather limited. This is primarily due to the fact that most empirical research into secondary school culture has been qualitative and interpretative in nature, collecting data from a small sample of schools (e.g., Kelley &Bredeson, 2002; Kottkamp, 2004; Ortiz, 2006; Owens, Steinhoff & Rosenbaum, 2009; Papalewis, 2008; Willower & Smith, 2006). Recently, a few studies were explicitly aimed at comparing the cultures of secondary schools (e.g., Cavanagh &Dellar, 2008; Pang, 2009). In the Kenya, however, no accounts are available of systematic studies into secondary school culture. To date, this research mainly focused on primary schools (Martin, 2006; Wiske, 2009) furthermore, the interrelation between cultural dimensions was hardly addressed in earlier research. A notable exception is the study by Pang (2009) on the culture of secondary schools in Hong Kong. Pang identified a cultural profile for each of the schools in his study, based on the composite scores of these schools on four variables: bureaucratic linkage, cultural linkage, tight coupling and loose coupling. However, Pang did not analyze these profiles to identify cultural types of organizations. Specifically, this study seeks to extend organizational culture theory by examining how values such as teacher competence and team work has had an effect on school performance, rituals on the other hand exhibited through school behavior patterns and unwritten rules also has had an influence on how schools have been performing over the years, artefacts through school symbols has boosted performance of schools as a form of motivation and togetherness while basic assumptions seen through student teacher inter-relations and the nature of realities and stories influence dimensions of employee performance, including variables of

trust, commitment, control mutuality, and satisfaction. These may subsequently guide further research, from a contingency perspective, into the congruity of the value dimensions for each of the profiles. As a result of these gaps, there is no study in Kenya by September 2014 that has identified these gaps.

GENERAL OBJECTIVE

The main objective of the study was to establish the effect of school culture on employee performance in public secondary schools in Bungoma North Sub County; Bungoma County, Kenya.

SPECIFIC OBJECTIVES

1. To establish the effect of values on employee performance in public secondary schools in Bungoma North Sub County.
2. To find out the effect of norms on employee performance in public secondary schools in Bungoma North Sub County.
3. To explore the effect of artefacts on employee performance in public secondary schools in Bungoma North Sub County.
4. To describe the effect of basic assumptions on employee performance in public secondary schools in Bungoma North Sub County.

THEORETICAL FRAMEWORK

Theory of Competing Values

The competing values framework was used to describe the different types of cultures, and at a later stage, to examine different dimensions of culture and how they relate to organizational effectiveness. For this purpose, Quinn and Kimberly (1984) elaborated upon the competing values model to construct a model for organizational culture. According to them, using this cultural model "the deep structures of organizational culture, the basic assumptions that are made about such things as the means of compliance, motives, leadership, decision-making, effectiveness, values and organizational forms" could be investigated (Quinn & Kimberly, 1984).

The model is characterized as the 'internal process model' and contains a perspective on organizing based on the work of Weber on bureaucracies, and the early work of the Scientific Management movement. It is based on the premise that an organization can only operate effectively when its actions are clearly identifiable and coordinated in an efficient manner. Important values in this model are, therefore, stability, predictability and efficiency. Values that are at the core of this model, therefore, are innovation, insight and adaptation. These values are required in order to acquire the necessary resources for maintenance and further growth and for ensuring external support from stakeholders in the environment. This model refer to the internal-external and the control flexibility aspect as the guiding framework for classifying competing

values, these values are treated as independent factors in their operationalization of the framework (Cameron & Quinn, 1999; Quinn, 1988).

At the core of this theory on the importance of school culture is the thought that organizational culture can be managed. This theory further identifies two schools of thought. The first cultural pragmatists argued that organizational culture can be managed. They view culture as a tool, which is key to organizational efficiency and profitability and can be managed to accomplish organizational goals set by management. Martin et al. (1985) labeled the second school of thought as purists. Purists argue that organizational culture is inherent and cannot be managed. Moreover, purists believe that culture evolves from the majority of individuals in the organization. It is against this background that the current study seeks to establish how organizational culture is significant to employee performance.

Institutional Theory

This theory focuses on understanding the context in which employee performance is embedded on the role of social, economic and political systems in which employees operate and their choices and behavior is embedded (Baughn, Chua and Neupert 2006). It departs from the position that these systems are deeply rooted and embedded within in the social fabric of societies which produce normative expectations that are gendered (Scott, 1995). They prescribe appropriate attitudes and try to explain how men and women behave. When such normative expectations and attitudes are wide spread, broadly diffused and deeply rooted, they take on a rule-like status in social thought and action (Baughn, 2006).

In another example, Amine and (Staub, 2009) use an institutional theory-driven analysis to identify challenges and barriers affecting women employee performance in Sub-Saharan Africa. They demonstrate that, while environmental barriers of many types impact the efforts of women employees, it is the lack of social legitimacy of women as employees that affects them in particular. Their study finds evidence that women employees in Sub-Saharan Africa face an array of challenges arising from deeply entrenched normative expectations that constrains women's performance. According to institutional theory, resilient normative expectations produce three levels of institutional context consisting of rules, norms, regulations, values and routines that shape social behavior (Scott, 2005). First, the regulatory system, which refers to the legal and policy environment of entrepreneurs - for example inheritance laws and ownership of property, tax systems, access to capital, micro-credit and loans. Secondly, the normative system, which refers to societal, views of male and female roles, family responsibility systems and gendered expectations, religion and belief systems, ethnicity and cultural factors. On all levels, institutions can be formal or informal or explicit or hidden and shape not only individual choice and orientation but also the nature and actions of organizations and decision-making structures by assigning roles and norms that determine what acceptable behavior is or not for entrepreneurs in a given society. In relation to this study, an employee can improve the appearance of things just because it can, may be improving the wrong things for the business, they should focus on the

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leadership of the organization, the economic conditions and the training and education of the employees.

System Theory and Innovation Diffusion Theory

The system theory was advanced by Bertalanffy (1968) and states that a system consists of various components or sub-systems which must function together for the system to work. If a sub-system fails, the whole system is put in jeopardy. Bertalanffy (1968) further advanced the system theory to general system theory. He hypothesized that the whole is more than the sum of the parts and the easier the interrelatedness the more efficient the system is.

The Theory of Performance

The Theory of Performance (Top) develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. In some instances, the performer is an individual. In other performances, the performer is a collection of people who are collaborating such as an academic department, research team, committee, student team, or a university. We all want to be high performers: "be like Mike," the Nike adage suggests. The TOP is a challenge to public organizations by improving our own performance, we empower ourselves to help others learn and grow (Becoming a Self-Grower). As advocated by Harvard's Project Zero, performance is closely related to learning-for-understanding (Wiske, 1998). Therefore, building performance capabilities is rightfully a central theme in this study. When people learn and grow, they are empowered to create results that make a difference (Creating an Assessment Culture). Working and learning together in ways that make the world better has been a primary goal of higher education throughout the ages.

Theory of Social Learning

According to Bandura, (1963) Social learning theory has been developed in the last 15 years primarily to describe and predict how people learn from observation of models. Learning from models has been shown to be more efficient than trial and error learning under many conditions. According to social learning theory, observational learning is controlled by the processes of attention, retention, and reproduction. Rewards operate to affect performance of behavior not

learning. In addition to motivating behavior by directly rewarding it, a person may perform behavior that he observes another is rewarded for (extrinsic reward), and he may learn to reward himself for appropriate behavior.

From social learning theory, a number of rules can be derived for optimal training conditions. Twenty statements about conditions for effective training are given to illustrate the application of social learning theory to industrial training. The best verbal models will give rules for the responses of that task, but will be as simple as possible and easy to remember. "The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work he is performing is very important to him and to the company and that he has significant control of the work outcomes." Social learning theory has been applied to industry in two ways: a training method based on social learning theory has been used to teach managers to deal more effectively with human relations problems occurring on the job and social learning theory have been used to predict which subordinates will imitate the behavior of their supervisors. It is against this background that the current study seeks to adopt this theory as it relates to the study topic.

CONCEPTUAL FRAMEWORK
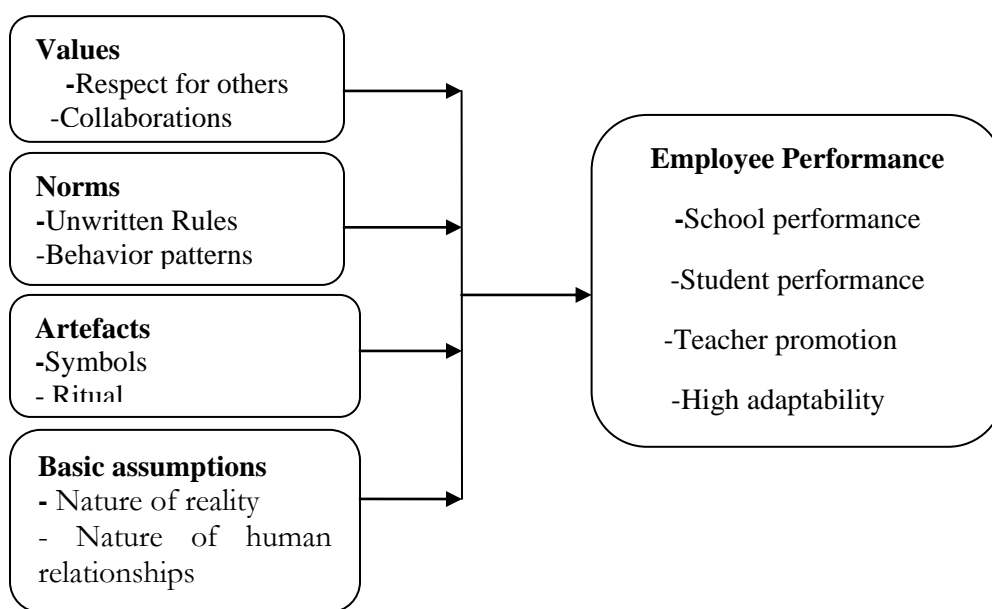
Independent Variables   *Dependent Variable*

Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

This study adopted a descriptive survey design. Descriptive research design was used as it had merits such a researcher having no control over the variables and only reported what was happening. The researcher targeted all public secondary schools in Bungoma North Sub – County; the sub county has 36 public secondary schools with a population of 176 teachers (MOEST, 2014). The study targeted 36 head teachers and 140 teachers in 36 public secondary schools; therefore total target population was 176 respondents. The sample size of employees was selected using Krejcie and Morgan (1970) table for determining sample size for research activities. Therefore the sample size for the study was 140 teachers' who were randomly selected from all the participating schools and distributed proportionately. The research instrument that was employed in this study as tools for data collection was questionnaire namely. Teacher's Questionnaire (TQ) and an interview schedule; the two instruments was used to supplement each other and to gave a deeper and wider exploration into research perspective which gave the research more quality and accurate information.

Before the data collection process, the researcher obtained a letter from Jomo Kenyatta University which was used to seek a permit from the National Council for science and Technology and a letter of introduction to the County Commissioner so as to be allowed to carry on with the research in Public Secondary Schools in Bungoma North Sub County. A pilot study was done to enhance the questionnaire's validity, a pilot study was conducted in 10 public secondary schools in Bungoma North Sub County. The result of the pilot test was used to identify areas where the questionnaire requires correction like changing the order of questions, underlining key terms in the questions and use of simple words in questions to obtain more information on the study objectives.

The questionnaire were then administered the second time to establish if the correction were done correctly. Data was edited and put in the system to compute the means, variance, and standard deviation. Descriptive statistics techniques. Further more inferential statistics Chi square formulae and regression a formula was used to determine the influence of the independent variable on the dependent. The results of the study were presented in frequency tables and percentages, and the use of the regression model.

RESEARCH RESULTS AND DISCUSSIONS

The odd ratio for the school values is (odd ratio = 7.92, p-value= 0.01), employee collaboration was (odd ratio= 7.34, p-value 0.02) and respect for others (odd ratio= 6.12, p-value 0.02) this result indicates that there is a significant direct relationship between school values and employee performance in public secondary schools. The study sought to find out the effect of school norms on employee performance in public secondary schools in Bungoma North Sub County. The odd ratio for behavior patterns was 9.23 with a p-value of 0.02 while the odd ratio for unwritten rules

was 7.17 and p- value of 0.01. The result shows that employee performance was more likely to be enhanced through school with established norms than one without school norms.

The study sought to find out the effect of artefacts on employee performance in public secondary schools in Bungoma North Sub County. The odd ratio for school symbols was 8.23 with a p-value of 0.02 while the odd ratio for school rituals was 6.17 and p- value of 0.01. The result shows that employee performance was more likely to be enhanced in schools with established artefacts as compared with schools without. The study sought to find out the effect of basic assumptions on employee performance in public secondary schools in Bungoma North Sub County. The odd ratio for the employees internal integration was (odd ratio = 6.23, p-value= 0.02), and employees cultural linkage was (odd ratio= 4.17, p-value 0.01) this result indicates that there is a significant direct relationship between school basic assumptions and employee performance in public secondary schools.

CONCLUSIONS

The study concludes that school values such as respect for others and employee collaborations enhanced achievement of organizational goals. More specifically, effective schools are characterized by an orderly environment. The study also concludes that norms tell people what they are supposed to doing, saying, believing and even wearing thus improving on their goal attainment. Positive social and professional relations among staff members developed through unwritten rules, reported higher student achievement. Socially accepted or reinforced behavior of employees in organizations positively enhance employee performance in terms of student performance and the overall school performance. Norms articulate which past events have been important for members of the school. These 'critical' events are rendered in stories that are frequently recalled. Norms are often centered on actions or decisions taken by the heroes or heroines of the school. These people represent certain individual characteristics that reflect what members of the school value and serve as role models for the teachers.

The study concludes that School symbols has made employees more effective, thus contributing towards the overall attainment of school goals, Artefacts are the visible and tangible aspects of an organization that people hear, see or feel and which contribute to the understanding of the organizations culture. Artefacts include things such as the working environment, the tone and language used in e-mails, letters or memoranda, the manner in which people address each other at meetings, the welcome given to visitors. It was also asserted that rituals that take place around events that are infused with meaning in the eyes of school members enhanced performance of other employees towards attainment of overall organizational goals. Rituals refer to 'the way we do things around here', which is often characteristic for the group of teachers within the school. Rituals are culturally charged. Because certain 'ways of doing' exist, teachers and principals can predict in advance how others in school will react, what actions they will take and how they will perform their activities. Sometimes it is still possible to 'recognize' the beliefs or assumptions that led to the commonly accepted behavior in these customs. More often, however, these
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customs are so worn that they can only be interpreted in terms of shared assumptions, values and norms with great difficulty. Procedures, on the other hand, can often be interpreted more easily.

The study concludes that majority of respondents were of the opinion that that majority of respondents asserted that employee's internal integration has made employees more effective since these presents several approaches to coordinating and directing staff activities towards the attainment of organizational goals. The 'deepest', least tangible level of culture consists of basic assumptions shared by teachers, which comprise the core of school performance. Basic assumptions are often operationalized into five groups: the organization's relationship to its environment, the nature of reality and truth, the nature of human nature, the nature of human activity and the nature of human relationships. Majority of respondents also asserted that cultural linkage and loose coupling were the most consistent strategies through which employee performance could be enhanced.

RECOMMENDATIONS

School value improvement strategies should be put in place since higher ratings of school spirit, frequent student monitoring and evaluation, and more frequent teacher discussions enhance the overall attainment of school goals. Staff cooperation, a high level of staff enthusiasm, uniformity of goals and agreement among staff with regard to program philosophy and policies should be incorporated in schools. Schools should be encouraged to foster innovation and risk taking, encourage teacher participation in decision-making and provide time for collaboration since these are the pillars to success. Academic emphasis, artefacts of orderliness, continuous school improvement, teamwork and adaptation to customers' demands should be taken into consideration when school initiate developmental school programmes. Basic assumption and cultural linkage as well as tight and loose coupling of should provide several approaches to coordinating and directing staff activities to enhance staff performance in public secondary schools.

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