



SCHOOL CULTURE AND SCHOOL REFORM: IS THERE A LINK BETWEEN SCHOOL CULTURE AND THE PERCEIVED SUCCESS OF SCHOOL REFORMS IN THE AREA OF MEDIA AND INFORMATION LITERACY?

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- Theoretical Framework
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#Introduction

Rick



Eugene



Negan



Pamela



#Introduction

Alexandria



«The scientific squad»

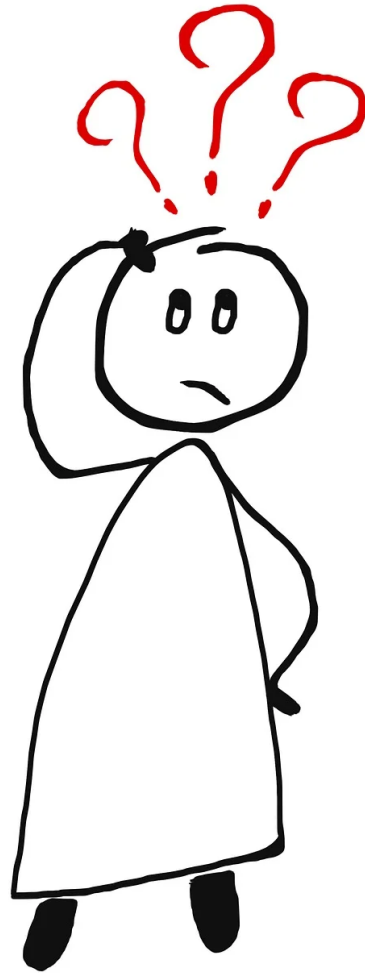


Saviors



Commonwealth

#Introduction



#State of Research

(Connolly et al., 2011; Demski et al., 2016; Educa, 2020; Gordon & Patterson, 2008; Kloppsich, 2019)



#Theoretical Framework

Organizational Culture Assessment Instrument (OCAI)

Flexibility and Discretion



support

common goals

cooperation

creativity

autonomy

Individual opinions

CLAN

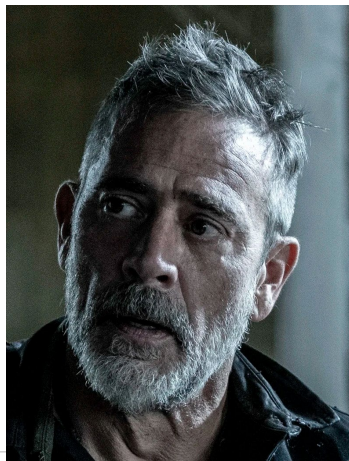
ADHOCRACY

collaboration

innovation

Internal Focus

External Focus



structure

order

top-down leadership

pressure to succeed

competition

HIERARCHY

MARKET

clear rules

achievement












































efficiency

Stability and Control

#Research Question & Hypotheses

(Berkemeyer et al., 2014; Cameron & Quinn, 2006; Demski et al., 2016; Junger & Berkemeyer, 2014)

Is school culture associated with perceived school reform success?

Sub-questions	Hypotheses												
1. How are the four culture types distributed in Swiss schools?													
2. Is there an association between these culture types and a teacher's perceived success of the school reform?	<table border="0"><tr><td data-bbox="530 753 700 953"></td><td data-bbox="700 805 803 911"></td><td data-bbox="810 762 1183 919"> success of school reform</td><td data-bbox="1249 753 1419 972"></td><td data-bbox="1437 748 1556 996"> </td><td data-bbox="1562 748 1949 933"> success of school reform</td></tr><tr><td data-bbox="530 1011 700 1215"></td><td data-bbox="700 1062 803 1168"></td><td data-bbox="810 1005 1183 1190"> success of school reform</td><td data-bbox="1249 1058 1419 1276"></td><td data-bbox="1437 1033 1556 1282"> </td><td data-bbox="1562 1019 1949 1219"> success of school reform</td></tr></table>			 success of school reform		 	 success of school reform			 success of school reform		 	 success of school reform
		 success of school reform		 	 success of school reform								
		 success of school reform		 	 success of school reform								

#Research Question & Hypotheses

(Berkemeyer et al., 2014; Cameron & Quinn, 2006; Demski et al., 2016; Junger & Berkemeyer, 2014)

Is school culture associated with perceived school reform success?

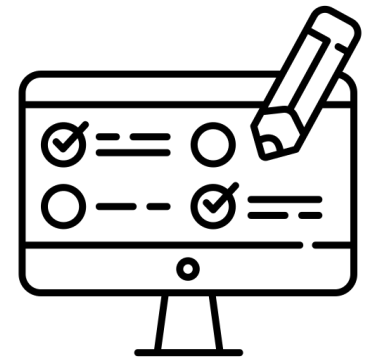
Sub-questions	Hypotheses
<p>3. Are there other configurations of school culture present in these data and to what extent do those exploratively generated clusters of school culture correspond with the OCAI model?</p>	 <p>The hypothesis cell contains two photographs. The top photograph shows a wooden archway entrance to 'OCEANSIDE CAROL MOTOR COURT'. The bottom photograph shows a large, multi-story brick building with a central tower, surrounded by a wooden fence and a grassy area with some structures. To the right of the photographs are two circular icons: a red one with a minus sign and a green one with a plus sign. Further right is a box containing the text 'success of school reform' and a small icon of a smartphone and a book labeled 'Medien und Informatik'.</p>

#Methodology

$n = 348$ teachers; $n = 25$ schools

Age = 22-63 years ($M = 41.63$, $SD = 10.43$)

Gender = 298 (86.1%) female, 47 (13.6%) male, 1 non-binary (0.3%)



School culture type

- "Our school is a very personal place. It is like an extended family. The college shares many private/ personal issues.

- "Our school is a very dynamic and joyful place, where you can explore a lot. The college is willing to take risks/to find new ways to be)."

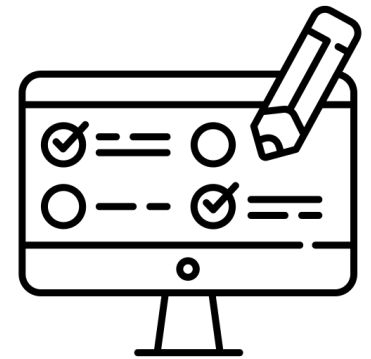
- "Our school is very result oriented. It is important to generate high student performance. The college takes care to keep the possibility of being competitive."

- "Our school is a very controlled and structured place. Formal processes (school rules, class work, decrees, etc.) generally govern what the college does."

(24 items)

(OCAI-SK; Mühting, 2013)





**success of
school reform**

Success of school reform

- “I think that the MIL reform is implemented well at our school today according to the cantonal and national guidelines.”

(3 items)

(Landert, 2014)

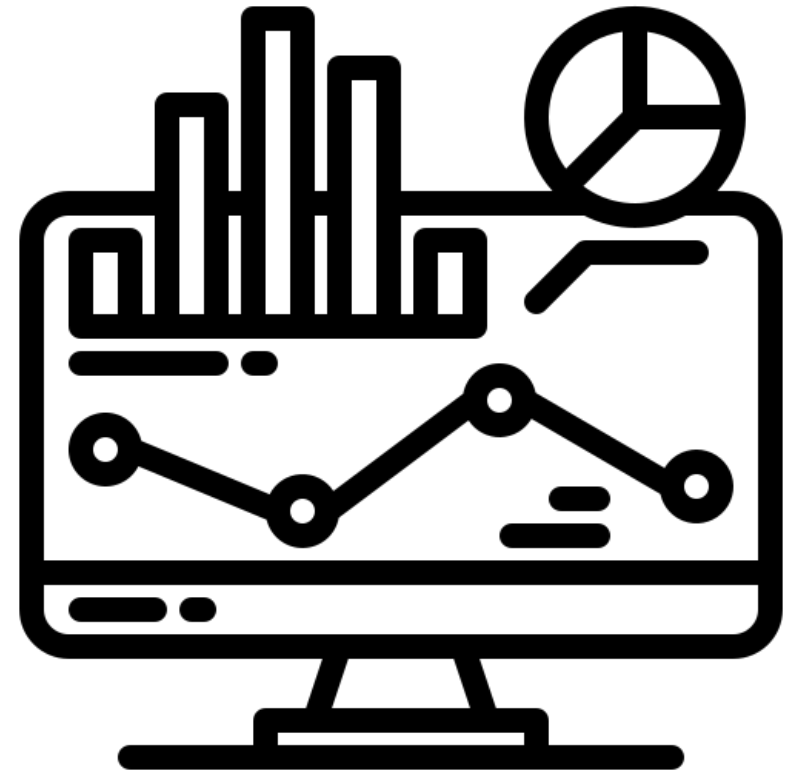
#Methodology

Table 1

Measures of Reliability and Interrater Agreement, and Sample Items for all Variables

Scale	#	Sample Item	α	Ω	ICC(1)	ADM
Clan	6	Our school is a very personal place. It is like an extended family. The college shares many (private/personal) issues.	.825	.829	.420*	11.13
Adhocracy	6	The headteacher of our school is generally regarded as a role model for innovation, allowing freedom and individual paths, and willingness to take risks.	.665	.668	.235*	7.15
Market	6	Our school is brought together by an emphasis on achievement and goal orientation.	.819	.833	.388*	6.70
Hierarchy	6	Our head teacher is seen as coordinating, organising and regulating the day-to-day activities of the school.	.772	.776	.348*	8.56
perceived school success reform	3	I think that the MIL reform is implemented well at our school today according to the cantonal and national guidelines	.815	.826	.615*	.38

Note. # = Number of items, α = Cronbach's Alpha, ω = McDonalds' Omega, ICC(1) = Intra-Class-Correlation 1, ADM = Mean Absolute Deviation Index



#Findings



H1:



Table 3

Descriptive Statistics of the Aggregated Data with the 25 Schools

Scale	M	SD
Clan	37.62	8.28
Adhocracy	24.07	3.19
Market	12.02	4.81
Hierarchy	22.48	5.31
perceived school	2.96	0.30

reform success

Note. $n = 25$, $M = \text{Mean}$, $SD = \text{Standard deviation}$

#Findings

H2:



success of school reform



success of school reform



success of school reform



success of school reform



Table 2

Correlations for Study Variables

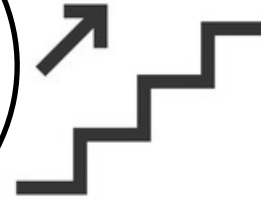
	Clan	Adhocracy	Market	Hierarchy	Perceived success of school reform
Clan	-	.03	-.69**	-.60**	.19
Adhocracy	.03	-	-.01	-.21	-.30
Market	-.69**	-.01	-	.26	-.21
Hierarchy	-.60**	-.21	.26	-	-.42*
perceived school reform success	.19	-.30	-.21	-.42*	-

Note. $n = 25$; * $p < .05$. ** $p < .01$.

#Practical Implications



Finally I know our school culture type!



success of school reform



I should avoid hierarchical structures in my school!



#Limitations & Further Studies

Limitations	Further Studies
small number of participating schools	larger sample
no deeper insights to understand the school culture, as values and norms are often unconscious and difficult to capture by simple questionnaires	QUAN → qual Study
no explanation of the configurations of school culture found in the clusters	consideration of regional and social conditions of the schools

#Questions/ Discussion



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