

CHAPTER II

REVIEW OF RELATED LITERATURE

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2.0 INTRODUCTION

The quest for grappling with the ontology of schools necessitated a review of literature on attempts made to study schools. Thereafter it was necessary to study attempts made to understand the concept of academic culture as unravelled by different studies. The investigator's purpose was to examine how concept/s related to academic culture is developed to understand if determinants of academic culture could be identified. Further, the nurture of academic culture and its influence is to be understood. Following this framework, the studies in this section have been grouped as follows:

1. Literature on ontology of school
2. Literature suggesting determinants of Academic Culture
3. Literature to understand nurture and influence of Academic Culture

2.1 LITERATURE ON ONTOLOGY OF SCHOOL

Schools have been identified as a site for various inquiries. Schools have been a site for research to understand and engage with enabling factors for learning, drivers for knowledge production, identity making of learners, the dynamics between the philosophy guiding school and the field realities in the everyday life of school.

Srivastava (1998) studied the Doon School as one of the sites to understand the construction of the urban post-colonial Indian identity. It is argued that the public school played a considerable role in the development of this activity. The researcher combined ethnographic research with historically and 'textually' oriented analysis. Though the Doon school was the primary focus of analysis, two other schools- Mayo College (Ajmer) and the Lawrence School (Sanawar, Himachal Pradesh)- were also

studied. The field work consisted of residence on the campuses, meetings and interviews with a wide cross section of people connected with these institutions.

Thapan's (1991) study of the Rishi Valley School was an attempt in her own words to 'render the educational institution intelligible sociologically', As a sociologist, the researcher sought explanations for the question-what life at school is all about- not merely in terms of processes of interactions but as an engagement with the human and social world.

The Rishi Valley school offered a site for study in which the ideological imperatives present in the Krishnamurthy's philosophy were the guidelines for school processes. The fundamental dichotomy between the 'transcendental' and 'local' orders wherein the former referred to the Krishnamurthy's philosophical guidelines for the functioning of school and the latter constituted the actual schooling processes was observed. The study analysed and highlighted instances of and reasons for the conflict between the transcendental and the local order. The method adopted for study was ethnography.

Sarangpani (2003) studied a government primary school in village. The researcher entered the familiar ground of schools with tools of anthropology to reconstruct the common knowledge about not only the schools themselves but also the process of schooling. The sites of three schools were identified. One of the schools was studied in detail. The process of observation included submerging oneself in a hermeneutic endeavour of placing psychological processes of knowledge construction and meaning-giving in a sociological framework. Field work included interview of various individuals associated with schools and the community which were conducted formally and informally. Also, various arenas of life and experiences were entered into in stages of succession. The narrative style was adopted for presenting data to convey a sense of the entire field experience as it unfolded.

Clarke (2001) studied one aspect of everyday life of school that is the teaching learning process and what informs it. She presents an analysis of the teaching learning in classroom at three levels. The first level focuses on teacher's articulation and interpretations of their roles and responsibilities and the reflection of these interpretations in their practices in the classroom. The second level looks at the implicit beliefs and frameworks that underlie teachers' thinking and performance in

the classroom. The third level, which represents the broader meaning system, surrounding both teachers and students highlights four cultural constructs:

- holism as a shared world view that encourages openness to regulation
- the hierarchical structure as a regulative social framework
- knowledge as collectively discovered and affirmed
- the 'sense of duty' which defines an individual's role

These cultural constructs are also a part of the larger culture prevalent in Indian society.

The experience of school as experienced by one of the stakeholders also offered perspective on the ontology of school. **Badheka (1989)** presented initiatives and experiments of a teacher in the field of school. **Kuroyanagi (1982)** offered a glimpse of the reality of school as perceived by her, a learner in the book titled 'Totto Chan'. Employing auto ethnography, she recollected the events that she as a learner-Totto Chan- experienced in the school-Tomoe. These experiences were designed by the headmaster of the school-Sosaku Kobayashi.

Shotton (2000) examined a number of successful education projects in India and other developing countries such as Learner-centered Literacy Projects (Total Literacy Campaigns), Rural-based Development Education Schemes (Charvaha Vidyalaya, PROPEL, Shiksha Karmi Project, Lok Jumbish) and experimental schools (Mirambika, Schools run by Krishnamurthy Foundation). Working models were developed based on these initiatives to suggest a new educational approach which was based on the value of freedom.

Kapur (2007) presented a manual on the making of a contemporary school that responds to the current challenges addressing multiple thematic of management, planning, curriculum and pedagogy, stakeholders and technology. In the attempt to transform the school to empower children, he presented an integrated approach to respond to the disparate challenges in the making of a contemporary school.

Deacon (2006) has summarized Foucault's contribution to education in the following themes using Foucault's terminology: a) An historical or 'technico-political' account

of the rise of the school, from its negatively oriented seventeenth century origins to its more positively conceived nineteenth century entrenchment and expansion; b) an explication of the everyday mechanics of schooling as a disciplinary technology or 'moral orthopedics'; and c) the implications for contemporary educational institutions and practices of a model of education as a 'block of capacity–communication–power'. Two facets of Foucault's remarks on contemporary educational practices will be worth following up. The first has to do with the nature and effects of power and domination in education. The current emphasis on developing skills, knowledge, and attitudes (roughly corresponding to the 'capacity' and 'communication' aspects of Foucault's model) should not be permitted to obscure or inhibit analysis of the workings of numerous and diverse power relations which, specific to educational institutions, cannot be wished away or blamed solely on external forces. The twentieth-century shift from traditional didactic or teacher-centred to more co-operative or child-centred instructional formats has not dissolved or tamed power relations but merely reformulated them. Also, in this regard, it is worth investigating, for its pedagogical implications, the long theoretical tradition which can be traced back to the Stoics and which asserts that it is precisely those who do not care for themselves, who are undisciplined and swayed by appetite or interest, who are most likely to abuse power. The second aspect is Foucault's work provides support for a concept complementary to that of lifelong learning: lifelong teaching. If we wish to think differently about, or bring about changes in, these pedagogical institutions, theories, and practices which have made us what we are, the concept of lifelong teaching proposes a potentially transgressive, perpetual process of self transformation, which, through exemplary practices, may in turn impact upon wider social transformation. Perhaps all three of these areas for further investigation — power relations, care for the self, and lifelong teaching — could be examined under Seneca's precept: "men learn as they teach" (Seneca, 1969:43; also in Foucault, 1997:215).

Dobson (2006) explores what could be the making of urban pedagogy for the twenty-first century as a way of understanding what needs to transpire in schools in urban area. He observes that educational policy-makers claimed legitimacy for their work by connecting it with the desire to enhance literacy through learning. He cited the example a recent (Norwegian) Government commission on proposed educational reform in improved literacy included reading, writing and numeracy, as well as digital

competence. These are regarded as fundamental skills. He further argues that living in an urban environment required the development of its own fundamental skills: to identify, to understand, to create and to communicate.

2.2 LITERATURE SUGGESTING DETERMINANTS OF ACADEMIC CULTURE

Ferreira (2006) inquired into the concept of academic culture in higher education in the era of technology. The integration of new technologies in higher education has provoked a strong response over the last decade, not only from administrators and public but also from academics. It has re-opened basic theoretical questions about the role of universities and that of academic culture. The thesis begins with a critical review of the literature dealing with conceptualization of academic culture and technology in higher education. Most theorists have come to the conclusion that academic culture is a set of values and norms that serve as guides for action. At root, this conclusion is derived from an organizational perspective relevant in contemporary academic culture theory. The investigator argues, instead, that academic culture needs to be re-addressed to consider the complexities between its traditional boundaries and new technology pressures. The study suggests that there are high levels of contestation across the full range of technologies and that the nature of this contestation is ideological, aesthetic and pedagogical. Further on, the contestation both a product of and is productive of a reshaping of academic culture. Drawing on the theory of cultural production of Pierre Bourdieu, who views culture as constitutive of fairly engrained practices, the study demonstrates that academic culture stands as a check on institutional powers, yet is also influenced by the integration of new technologies. This suggests that academic culture is formed and maintained by an ever-negotiated and shifting set of activities.

Koppi et al (1998) examined the issue of flexibility in academic culture especially in the context of Information Technology in higher education. Academic culture in higher education is considered as reflected by the teaching and learning and the discipline based research. The notion of flexibility in these activities is seen as crucial to academic culture.

They do not view traditional teaching practices as being characterized by flexibility. The traditional inflexible academic culture is in conflict with the convenient access to learning made possible by technology. Flexibility is characterized by being student centered. But flexibility for teachers needs to be explored if the influence of Information Technology is to be understood. Flexibility for teachers is described as teacher's freedom. A key feature of academic culture is idiosyncrasy that is ardently defended under the rights of academic freedom. In traditional academic culture the teacher sets the goals, sets the course for the students. In flexible academic culture, the students set the goals, achieve them at their convenience. These goals may not confirm with the prescribed goals. If technology would enable the teachers to safeguard her/his freedom in designing the courses and personalizing it then it would be a part of the academic culture teachers are accustomed to.

Adams (2000, 1998) has captured the academic culture in Australian universities based on empirical observations. **Adams (2000)** offers views of academic work which emerges from the data from two research projects: one examined in detail the experiences of four new academic staff during first two years of teaching; the other project is a continuing longitudinal ethnographic case study of a university focusing on senior management of the university. The study revealed that the language of universities is changing and it is caught in the trappings of managerialism with focus on words like efficiency, quality, assurance, accountability, productivity, strategic planning, and mission statements. The myth of ivory tower is certainly shattered; there is a tension between the principle of collegiality and managerial responsibility. There seems to be a difference in understanding of the values like academic freedom. The new staff focused more on teaching but wanted to devote time to research for career advancement. Overall it was felt that the industrial policies of the current government and the managerial practices of the university were 'flogging a willing horse'.

Adams (1998) examined the fabric of academic life on the basis of an analysis of three decades of research on the perceptions of Australian academic about their roles. The context of the study is the academic culture with its traditions of freedom and autonomy has been besieged by the alien culture of managerialism with its own vocabulary of 'client', 'quality assurance' and 'product': but has this assault made any difference to how academics perceive their work and their perceptions of quality in

university teaching? The surveys provided a general picture of the most important and enduring academic values and of how perceptions of academic work may be affected by factors such as how particular stage is reached in academic's careers, the differences of disciplinary cultures, the style of management and leadership within institutions, faculty or department, the availability of resources and perception of 'support'. It was found that females were less likely than male colleagues to be satisfied with job security (particularly in Germany, Australia, USA, and UK) and the opportunity to pursue their own ideas. Although male and female respondents were similar, in satisfaction with the courses taught in most countries, there was a significant difference in Australia and Israel with females indicating a higher satisfaction. Although increasing workloads and demands for accountability were sources of irritation and complaint by academic staff, the intrinsic rewards and satisfaction of the academic role have, so far, remained as constant consolations despite the erosion of work conditions. The surveys indicated that academics are already aware of their responsibilities to the social and economic fabric of society, with over 70% giving high or highest priority to educating students for work, for facilitating lifelong learning, and for helping to resolve social problems, and over 90% giving these high priorities to promoting the nations' capacity to compete internationally and to the academic values of scholarship and research and free intellectual inquiry. And yet, a high proportion of academics felt that they had little knowledge or influence in the operations of their institution. On this issue, Australian academics were perhaps better off than their colleagues from Germany, Hong Kong, and UK where an even greater percentage feel poorly informed. It was also found that the impact of emerging and potential imposition on the work context for academic staff was likely to be considerable. The lessons to be learned from the surveys was that academics derive a high level of satisfaction from their role and are motivated both by the intrinsic rewards of their core activities and their perceptions of academic freedom in which to create and disseminate knowledge. If the values and traditions of academia are recognized and used as a strong foundation for the construction of the next version of higher education, it may be able to combine the warp and the weft towards a fabric that is, at the same time, serviceable and pleasurable.

A German conference entitled 'School is a House of Learning' (Bildungskommission MRW, 1995) arrived at the following mission statements for school:

- A place where everybody is welcome, where learners and teachers are accepted in their individuality.
- A place where people are allowed time to grow up, to take care of one another and be treated with respect;
- A place where diversions and mistakes are allowed, but where evaluation in the form of feedback gives you a sense of direction;
- A place for intensive work, and where it feels good to learn;
- A place where learning is infectious.

The vision statements indicate the value of freedom, equality and respect as normative values in the making of contemporary schools.

Ahuja (2007) studied excellence in urban pedagogy in a High School. Using case study approach processes in an urban High School which contributed to excellence in urban pedagogy were examined. It investigated teachers' and educational leaders' perceptions of the factors which influenced their commitment to school success. The school was described using data from semi-structured interviews, observations, and document review. The themes that emerged were: well-crafted mission is the lifeblood of the school and a tenacious belief that the vision and mission of the school are more important than anything else; instructional leadership strives to develop human capability at all levels through empowerment and shared decision – making; sharing a set of values that create a sense of individuality and a clear set of expectations through open communication and close collaboration; teacher and collective efficacy; flexibility and student-centered differentiated teaching; and key to effective pedagogy.

The focus of the processes leading to excellence in pedagogy appear to be collaboration, a belief in human capability, shared decision making among teachers and student centered approach to learning emphasizing on flexibility.

Shah (1988) studied the characteristics of the academic climate in educational situations. The specific objectives were: to find out the perceptions of students about academic climate, to construct and develop a measure of academic climate with the help of the response of students, teachers and administrators and to verify the efficiency of the measure. The methodology adopted for the study was as follows:

One college from the rural and one from the urban area were identified. Fifty students from class XI and XII from two colleges, one hundred teachers, principals and administrators were the sample. An Academic Climate Descriptive Questionnaire (ACDQ) was developed to measure the characteristics of academic climate of educational institutions.

Major findings indicated that the boys and girls belonging to urban and rural government and private colleges differed in the perception of the physical material school provision and academic provision dimension of ACDQ. The teachers, principals and the administrators perceived the importance of the physical provisions dimensions in a uniform way. The interpersonal trust dimension was perceived differently. The government college students showed similarity of view while private college students differed from the teachers on it. The teachers displayed a more significant relationship with interpersonal trust than boys and girls; it was generally accepted as enhancing academic climate; since the academic achievement of the students was closely related to the academic climate, it gave rise to the proposition that academic achievement is a firm determinant of academic climate.

The focus, in this study, is on understanding academic climate with the help of students' perceptions and on developing a measure for the academic climate. Also academic achievement as a firm determinant of academic climate was established. Also some possible determinants could be interpersonal trust and physical provisions. The approach to the study was quantitative as An Academic Climate Descriptive Questionnaire was developed to measure the characteristics of academic climate of educational institutions.

Krause (1998) studied disciplinary culture in the study titled "Disciplinary culture at work: Faculty core belief system and teaching practices with adult undergraduate students in age-mixed university classroom". The study draws on organizational culture as its theoretical framework for defining disciplinary culture in which teaching strategies are defined as visible manifestations of faculty's shared values, beliefs, assumptions and expectations, core belief system (CBS). Two academic disciplines, education and business, and the faculty for each discipline were the context for the study. It was a comparative case study. The qualitative data was collected employing document collection, a five item open- ended questionnaire; follow up interviews and

observation of teaching. A distinctive set of CBS as guiding principles was uncovered. The practical significance of the findings are: (1) the CBS influenced teaching strategies within a discipline, (2) two different disciplines need not be essentially disparate in CBS and teaching strategies. The theoretical significance is that the study has added to the current understanding of disciplinary culture and indicates that definite relationship exists between CBS as guiding principles and teaching strategies.

Leonard (1997) inquired about the complexities and dynamics of school culture through an examination of value orientations, apparent variations in those value orientations and consequent value conflicts. A multi perspective (district school, teaching teams and individual) conceptual framework was used for examining four major aspects of school culture: Educational purpose, Curriculum orientation, Educator professionalism and Leadership. With help of five weeks of participant observation in an urban multicultural, elementary school, semi structured interviews and informal interactions, the investigator found certain commonalities, inconsistencies and anomalies about the basic underlying assumptions education. The data further revealed that some of these basic assumptions were compatible with cultural manifestations in the school while others were in direct conflict. The different perspectives provided an added insight and a more thorough understanding of school's culture.

Davidson, N. E. (2007), identified behavioural characteristics of high school principals providing leadership in reforming Iowa high school. In the context of technological advances and the changing world, new challenges in preparing youth to lead satisfying lives in the twenty-first century are to be addressed. Current literature supports the case that change is needed in our high schools to move from the factory preparation model to become more personalized learning communities preparing students for life in a global community. This reinvented high school will require reinvented leadership to guide the process of high school reform.

Interviews were conducted with educators from two Iowa schools that were implementing the nationally recognized reforms programs, High schools that work (HSTW) and/or Achieving via Individual Determination (AVID). Ten teachers and four administrators participated in individual semi-structured interviews. Constant

Comparative Analysis method was used through out the research project to analyze the data. Themes were confirmed, crosschecked and tested for coding reliability as part of the ongoing analysis.

The themes that emerged from the data analysis led in the development of a visual mode, *Key elements of Leadership for the Effective 21st Century High School principal*. The elements and sub-elements of the model are as follows: (1) Student Focused System with sub –elements- student needs drive decision, student-centered environment for each student, student voice, and student choice; (2) Culture of learning with sub- elements- facilitates a shared philosophy, supports collaboration, establishes high expectancy, nurtures parent partnership, and encourages community engagement ; and (3) Essential characteristics with sub-elements- facilitates visionary, effective communicator, risk taker, earner, decision-maker and relationship builder. The key elements for Leadership are interrelated and provide a multi-dimensional approach to leadership.

Peterson (2001) suggests that there is no one perfect school culture but aspects of a positive school culture can be gathered on the basis of work in this field. These aspects were: (1) a widely shared sense of purpose and values that is consistent and shared across staff members; (2) groups norms of continuous learning and school improvement that focuses on staff development and continuous school improvement programs;(3) a sense of responsibility for students' learning; (4) collaborative and collegial relations between staff members where there is a lot of sharing of ideas and (5) there is a real focus on professional development, staff reflection and sharing of professional practice.

2.3 LLITERATURE TO UNDERSTAND NURTURE AND INFLUENCE OF ACADEMIC CULTURE

This group of studies deals with understanding academic culture as it influences various aspects of school. Additionally, the attempt is also to understand how academic culture is nurtured.

Lumpa (1997) found that differences in the level of educational effectiveness occur at

the individual school level. The focus of the study was the interrelationship among principal effectiveness, school climate teacher empowerment and their potential impact on teacher satisfactions and student satisfaction. The study found that significant relationship exists between the variables stated.

Cheng (1993) found that school culture correlates positively with teachers' attitude towards work. In a study profiling effective and ineffective organizational cultures, he found that stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation charismatic leadership and intimacy, teachers experienced higher job satisfaction and increased productivity. School culture also correlates with teachers' attitudes toward their work. In a study that profiled effective and ineffective organizational cultures, **Yin Cheong Cheng (1993)** found stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership, and intimacy, teachers experienced higher job satisfaction and increased productivity.

Fyans and Martin (1990) studied effectiveness of five dimensions of school culture: academic challenges, comparative achievement, recognition for achievement, school community and perception of school goals. In a survey of 16,310 students of fourth, sixth, eighth, and tenth grade from 820 public schools in Illionos, the data supported the proposition that students were more motivated to learn in school with strong cultures.

In a project directed at improving elementary student test scores, **Jerry L. Thacker and William D. McInerney (1992)** looked at the effects of school culture on student achievement. The project they studied focused on creating a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with those goals, staff development, and building level decision-making. The results were significant. The number of students who failed an annual statewide test dropped by as much as 10 percent. These results are consistent with other findings that suggest the implementation of a clear mission statement, shared vision, and school wide goals promote increased student achievement.

Thacker and McInerney (1992) studied the effects of school culture on student achievement. The project focused on creating a new mission statement, goals based

on outcomes for students, curriculum alignment corresponding with those goals and staff development. The findings supported that student achievement was higher after a positive school culture was built.

Donna (2005) studied the creation of a caring culture that invites students to value themselves and their abilities, to learn and develop as productive healthy beings. This case study provided an in-depth look into an elementary school that had been identified as being highly inviting. The study's purpose was to describe the invitational processes present at the school, to learn how the school became invitational, to recognize obstacles that the school's educators faced in their efforts at becoming invitational and to learn how they overcame those obstacles. Data were generated from onsite observations, semi-structured interviews, a focus group and document reviews. The study found that relationships are crucial in a school that values caring and strives to be invitational and that a sense of community can be created through intentional actions. Finally, the importance of strong principal leadership marked but shared decision-making, optimism and care was found.

Arnold-Massey (2006) intended to study policies, programs, processes and practices that administrators and those teachers who have persisted in the same school, perceive as influential in their persistence in two high performing elementary schools serving challenging population. This research project emerged through three phases of development. Phase I involved the identification of elementary schools that were low income, high performing and had high beginning teacher retention rates. Phase II involved comprehensive interviews of beginning teachers, veteran teachers and administrators as well as the collection of relevant documents in both schools. During Phase III in-depth analysis of data involved three cycles of data presentations, review of findings and delineation for patterns to account for the organization of each school.

The findings of the study included the following: (1) A critical variable that helps to explain the retention of new teachers is the quality of the principal. (2) A strong trusting relationship between the principal and assistant principal allows immediate responsiveness to teachers' instructional needs on a continuous and ongoing basis. (3) Effective hiring practices contribute to the likelihood of a "good fit" between prospective candidates and the school. (4) Job embedded professional learning provided by other teachers serving in supportive roles is an effective way to

strengthen the instructional capacity of teachers (5) a strong retention program is found in schools where there is a truly deep and rich system of continuous opportunities for support and reflection.

Mawhiney, L. (2007) explored the interactions and networks of teachers in congregational spaces in schools. Teachers spend most of their day with students, but are extremely isolated from other adults. Lunch time is often the only time for adult interaction. Some researches have argued that the lonely nature of teaching contributes to retention problems in the profession. This dissertation discusses the results of a two-year ethnography focused on informal social interaction among teachers in an inner city school. This ethnography investigates through observation, interviews and a survey the lunch time activities that are conducted in congregational spaces throughout one school. The researcher discovered that teacher-to-teacher informal interactions bring value and understanding to the teaching profession. The congregational spaces create a safe space to share their emotions, as teachers have to mask their emotions throughout their day. In these safe spaces, teachers provide social support. Teachers seek validation and use humour in this space as coping mechanism for dealing with the pressures of the job. In addition, teachers also use congregational spaces to develop and share knowledge about the profession. Essentially, spontaneous collaborations occur in these congregational spaces.

The researcher argues that the myth that the teachers' lounge and other congregational spaces are negative spaces needs to be re-evaluated. There are valuable occurrences that take place in congregational spaces. The relationships formed in these safe spaces provide a necessary social support and knowledge building in order to cope in this job. Without these relationships, teachers may struggle to sustain within teaching because they are not provided with the tools that some with come with these relationships. Teacher training programs need to recognize the value of implementing curriculum discussing relationships outside the traditional teacher-student relationship while administrator and school districts need to value and support informal social interactions.

2.4. AN OVERVIEW OF THE RELATED LITERATURE

The literature on ontology of school indicates that various perspectives on understanding school were adopted. The perspective of everyday school has been employed by Clarke (2001) in her study. She focused on teaching learning process especially on teachers' thinking. The school also has been understood on the basis of experience of any one stakeholder, the teacher by Badheka (1989) and the student by Kuroyangi (1982). Shotton (2000) studied various educational projects based on the value of freedom. Kapur's (2007) aim was to present ways of empowering children in which he presented an integrated approach to respond to challenges of making a contemporary school. Deacon's (2006) review of Foucault's contribution to education indicated the need study power relations in education and based on his work three areas need further investigation – power relation, care for the self and life long teaching. Dobson (2006) explored urban pedagogy for the twenty –first century. He cited the need to develop fundamental skills for urban environment to identify to understand, to create and to communicate.

Thus, it can be stated that the literature on ontology of school presents understanding of school from various perspectives. The totality of understanding remains to be explored.

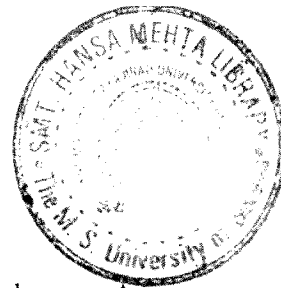
The literature to identify determinants for academic culture revealed the following. Adams (1998) found that academic staff derived a high level of satisfaction from their role and are motivated both by the intrinsic rewards of their core activities and their perception of academic freedom. On the basis of mission statement arrived at by the German Conference , it can be inferred that freedom, equality, respect as normative values in the making of contemporary schools. Ahuja (2007) indicated the processes leading to excellence in pedagogy are a belief in human capability, shared decision-making among teachers and students on flexibility. Thus freedom of learners, equality and respect as needed in shared decision-making could be the constituents of academic culture. The study by Shah (1988) focussed on understanding academic climate with the help of students' perceptions and on developing a measure for the academic climate. The finding of the study by Krause (1998) revealed that the teaching strategies used by teachers are the cultural manifestation of the Core Belief System held by the teachers. The focus is on faculty culture. Leonard (1997) found

appropriateness of a multi perspective in understanding school culture. It also indicated that the basic assumptions of the members of the organization is very significant as it has a strong relationship with the cultural manifestations of the school. Davidson (2007) indicated the need of being student-centered environment and collaboration.

From the above studies reviewed some determinants of academic culture could be freedom, equality and respect.

The literature on nurture and influence of academic culture indicated the following. The study by Lumpa (1997) indicated that educational effectiveness as a possible manifestation of academic culture and the key players in this could be principal, teachers and students. The study by Cheng (1993) focused on teachers. Based on empirical evidences, it establishes positive relationship between effective organizational culture and teachers' productivity. The study by Fyans and Martin (1990) focused on five dimensions of school culture. These dimensions also could be the dimensions of academic culture. It also established relationship between strong school culture and students' motivation to learn. The study by Donna (2005) indicated that a rich academic culture could be a caring culture in school and that some determinants of academic culture could be the value of care. It also indicated that a sense of community created through intentional action and leadership based on shared decision making, optimism and care were found with good culture. The study by Arnold-Massey (2006) highlighted the efforts made at nurturing the school culture by creating a new mission statement. Mawhiney (2007) indicated the importance of social relations among teachers. Teacher training programs need to recognize the value of implementing curriculum discussing relationships outside the traditional teacher-student relationship while administrator and school districts need to value and support informal social interactions.

It can be stated on the basis of the above studies that in the nurture of academic culture the key players could be teacher, principal and students, leadership based on shared decision making, value of care, and by mission statement. The influence of academic culture could be student's motivation and an increase in teacher's productivity.



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