THE LEVEL OF SCHOOL CULTURE AND SCHOOL INNOVATIVENESS PRACTICED AMONG NATIONAL TYPE TAMIL PRIMARY SCHOOLS

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Abstract

The purpose of this study is to identify the level of school culture and school innovativeness practiced among Tamil primary schools, in Kuala Langat, Selangor, Malaysia. Nine Tamil primary schools were selected using cluster sampling.All the teachers in the sample schools were selected to participate in the study.A total of 177 teachers from nine Tamil primary schools were selected to participate in the study. Organizational Culture Assessment Instrument (OCAI) was used to measure school culture whereas Public School Entrepreneurship Inventory (PSEI) was used to measure school innovativeness. The instruments give high Cronbach's Alpha values which is 0.952 and 0.925 for the culture and innovativeness dimensions, respectively. Descriptive statistics was used to analyze the primary data gathered through survey method. The result shows that Tamil primary schools, in Kuala Langat, Selangor practice clan culture and show less interest in adhocracy culture. Moreover, Tamil primary schools also implement innovativeness with moderate level.

Keywords: School Culture, School Innovativeness, Tamil primary schools, SJK(T)s, Teachers,

1. INTRODUCTION

Innovativeness is important to equip new generations of students to face social, economic and technological changes. However, innovativeness does not necessarily refer to changes like introducing high technology equipment in teaching and learning. It also can be how things are done creatively with new knowledge. According to Miron et al. (2004) and Weick (2000) organizational innovativeness is not only refer to transformational changes but also incremental, structured change in an organization. In this context, the Malaysian schools need to be able to renew their environment continuously. The schools which are able to revamp their environment have more chances to perform better than their competitors, as innovativeness is essential being a source of competitive improvement.

On the other hand, a number of studies pointed out that culture is a key component for the organizational learning process (Argote et al., 2003; Davenport &Prusak, 1998; De Long & Fahey, 2000; Lee & Chen, 2005), since it strongly influences the behaviors of employees. It is because culture is developed over the time as people in the organization learn to deal with problems and it also can shape the behaviors of people in that organization. Moreover, De Brentani and Kleinschmidt (2004) state that innovative culture increases the organizational performance because innovative culture comprises values and features that are receptive to new ideas.

It cannot be denied that the school innovativeness permits greater educational access and better preparation of students for societal changes and also the requirement of job market. Both internal and external forces can lead to school innovativeness. Internal forces can be teachers' intrinsic motivation, principal's leadership style and so on. Whereas external forces can be new curriculum reformation, shift from teacher-centred to student-centred learning and policies and procedures to improve meaningful and active learning.

Nevertheless, the greatest challenge of many organizations is to create a culture that supports and encourage innovation. In this case, Malaysian schools are also not exceptional. Some teachers like innovativeness while others do not. Some may respond quickly to innovativeness while some feel difficult to adapt. For an example, Malaysian government encourages computer supported learning in the schools. But very few schools handle teaching and learning with computer support fully while others still stick on 'chalk and talk' as Fullan (1993:46) points out

that educational innovations are "hard to conceive and even harder to put into practice". But Carlopio (1998:5) put forth that implementation of innovation can take place at different levels and progresses at various stages over time. Therefore, it is recommended to study the school innovativeness in Malaysian schools.

According to Uzkurt et al (2013), culture and innovativeness are strongly related to organizational performance. Negative culture mainly due to its bureaucratic structure, conflict of interest among teachers, lack of autonomy and teamwork will not promote good performance in schools. Since there is not any study investigating culture and innovativeness of Malaysian Tamil primary schools, there is a growing need to examine the culture and innovativeness which will later on help to improve the performance of Tamil primary schools. By doing this, the existing education gap between schools also can be reduced.

School culture is not only contributes to performance and innovativeness but also help teachers to learn and improve themselves. The research work of Stroll (1999) and Creemers (2002) highlights that failure in school transformation and innovations often relate to the organizational culture. Therefore, investigating the relationship between school culture and school innovativeness can provide insights for policy makers to understand the real culture of National type primary schools and make some recommendations for educational transformation.

Keeping this in mind, the study was designed to achieve following objectives.

a) To identify what type of school culture has been practiced by National type Tamil primary schools in Kuala Langat district, Selangor.

b) To examine the level of school innovativeness practiced by National type Tamil primary schools in Kuala Langat District, Selangor.

2. LITERATURE REVIEW

School Culture

Swanepoel (2003) analyze the different views on organizational culture that exist in both occupational and educational literature. Based on these analyses, he conclude that organizational culture as the intangible foundations that include common values, suppositions, philosophy, vision, mission, goals, objectives, ethos, norms, and convictions that serve as a basis for actions for everyone involved in the organization. The intangible foundations are depicted by those

involved in the organizations through tangible manifestations in the form of symbols and customs.

A positive school culture will not only improve school performance, it is also helpful in developing teachers' professional growth. This has been confirmed by a study conducted recently. Kabler (2013) carried out a study to identify the relationship between school culture and teacher leadership. His findings suggest that a strong school culture with good collaboration, collegiality and efficacy will foster teacher leadership who in turn will help to promote student success. Also, Khurosani (2013) investigates the relationship between adhocracy culture support and leader's working creativity in Bandung, Indonesia. The findings reveal that adhocracy culture supports leader's working creativity, learning commitment and the strength of cohesive freedom value.

Messner (2013) conducted a study regarding effect of organizational culture on employee commitment in the Indian IT services sourcing industry. The results exhibit in-group collectivism and performance orientation give biggest impact on employee commitment. When there is co-operation, loyalty and good support between employees, the commitment between employee increases.

Moreover, a study outlining organizational culture and job satisfaction at General Hospital of Larissa in Greece was conducted by Dimitrioset. al (2014). The results indicate that General Hospital of Larissa in Greece practice hierarchy culture where the respondents have low level of satisfaction, mainly regarding their rewards.

School Innovativeness

In educational context also, there are few studies on innovativeness (Eyal&Inbar, 2003; Eyal&Kark, 2004). They argue that organizational innovativeness reveals the ability of an educational institute to develop and implement novel ideas that bring to dramatic changes and improvements in the organization. In contrast, Park (2012) and Eyal&Inbar (2003) claim that innovation implemented in schools cannot fundamentally change and increase the school performance. This is due to poor leadership that failed to provide supportive culture for changes and innovations in the school.

Moreover, principal's leadership style plays a pivotal role in school creativity and innovativeness (Yilmaz, 2010). As Williams & Roseanne (2011) say that an organization can directly cultivate

innovation through the formal development of creative leaders. By training leaders to be creative, the organization can better build up themselves to sustain innovation (Williams & Roseanne, 2011). Sarathy (2011) studied the important factors that influence the organizational innovations in real estate industry in India. The results indicate that leadership innovation is the most important factor in determining organizational innovativeness. Therefore, it is essential to understand how leaders perceive creativity and innovativeness. The more we know how leaders perceive creativity, the more quickly and efficiently creativity can be stimulated in an organization (Mostafa, 2012).

These studies stimulate Esfahani& Pour (2013) to conduct further study which is investigating effects of entrepreneurial characteristics on school innovativeness. The findings indicate that challenge seeking traits of educational managers is significantly related to the innovativeness of the school. Therefore, they recommend more attention on organizational entrepreneurship in education organization. This is also supported by a study conducted by Pihie et al. (2014). They examined the relationship between principal entrepreneurial leadership practices and school innovativeness through the teachers' perspectives and found out that the greater the teachers perceive the importance of practicing entrepreneurial leadership by school principals, the more innovative the school is. The principal shall improve school through creating an innovative school culture by applying entrepreneurial thinking and innovative ideas.

Based on some empirical studies, innovativeness not only improves organizational performance and effectiveness. For instance, Lambert and Hogan (2010) conclude that organizational innovativeness had a statistically negative relationship with job stress whereas it had statistically significant positive relationship with job satisfaction and organizational commitment. It means that organizational innovativeness can reduce the job stress while increasing the job satisfaction and organizational commitment. This has been supported by Shoham et al. (2012). The study develops an integrative model of organizational innovativeness based on some research in several disciplines to identify antecedents, characteristics and outcomes of organizational innovativeness and found out organizational innovativeness enhanced satisfaction, commitment and innovation performance which later on, improved overall organizational performance. Briefly, organizational innovation is more than creating new ideas (Lambert & Hogan, 2010).

Conceptual Framework

In this study, in order to identify which organizational culture types have a positive effect on school innovativeness, the researcher used Cameron and Quinn (1999) model (Figure 1). Cameron and Quinn (1999) model is one of the most widely used model in some studies on organizational culture (Obenchain, 2002; Obenchain& Johnson, 2004; Lau & Ngo, 2004; Igo&Skitmore, 2006) compared to Schein's (1992) model. It is also broadly applicable model which will foster successful leadership and improve school effectiveness. By using this model, the author can clarify which types of cultures enhance innovativeness.

Cameron and Quinn (1999) define four cultures – adhocracy, clan, market and hierarchy using the following two dimensions.

  i. Flexibility and discretion versus Stability and control

  ii. Internal focus and integration versus External focus and differentiation

FIGURE 1: Organizational Cultures Typology
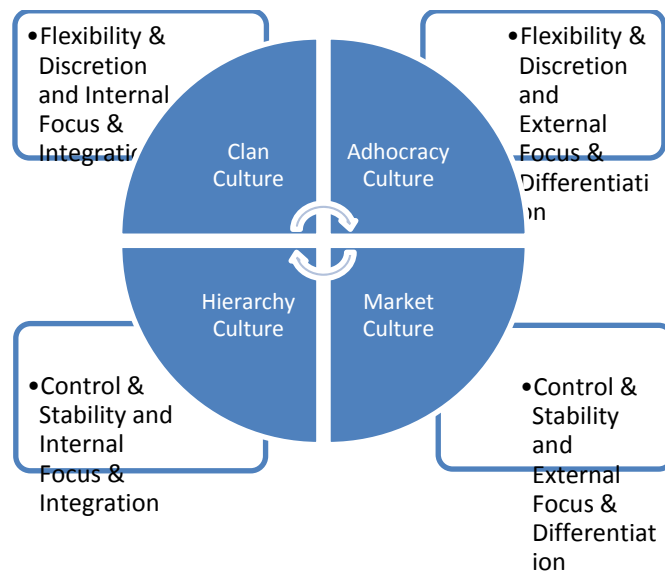
Source : Cameron & Quinn (1999)

Clan culture emphasizes flexibility and discretion and it is internally orientated. Characteristics of clan culture are teacher involvement, team work, commitment and loyalty. It has less focus on structure and control. Rather than strict rules and procedures, teachers are driven through same

vision and shared goals. In contrast to Hierarchies, in clan culture, teachers act more autonomously. It has an internal focus, a sense of family and people work well together and strongly driven by loyalty to one another. Clan leaders act in a facilitative, supportive way and may take on a parental role.

Hierarchy culture also focuses internally but with control and stability. It has a traditional approach to structure and control. Hierarchy culture has respect for position and power. Its main characteristics are efficiency and close adherence to norms, rules and regulations. It inhibits autonomy, continuous change orientation, communication and dialogue, empowerment, and risk taking.

While, adhocracy culture stresses flexibility but it is externally focused. When school success moves with greatest speed and adaptability, the adhocracy will rapidly form new teams to face new challenges. The key values for adhocracy culture are creativity, risk taking, change and growth. Leaders in adhocracy are visionary, creative, innovative and a person who is willing to take risk to gain success.

Last but not least, market culture which is externally focused but with control and stability. The core values of this culture are goals achievement, consistency, competitiveness and winning. In market culture, leaders are responsible to gain the achievement and the achiever will get reward.

Apart from that, to analyze the school innovativeness in this research, the author used two dimension of Public School Entrepreneurship Model (Eyal&Inbar, 2003).

FIGURE 2: Two dimension of Public School Entrepreneurship Model
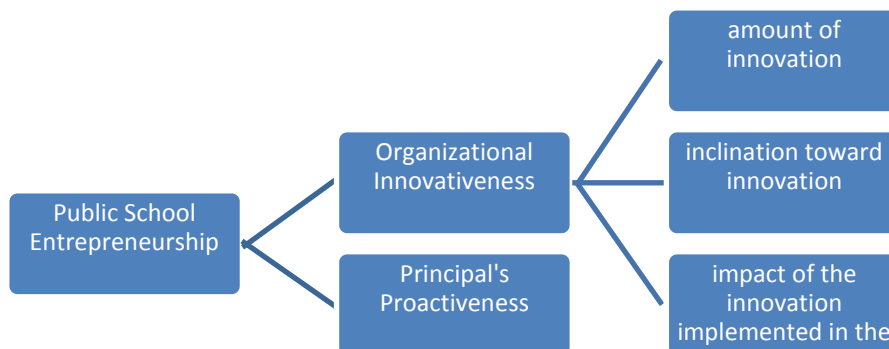
Source: Eyal&Inbar (2003).

New ways depart from existing practices were assessed using this model (Eyal&Inbar, 2003). It's focus more on recognizing new opportunities and developing new ideas in school, tendency to take action and implement the innovation in school. Through this study, the researcher would like to predict which organizational culture in Cameron and Quinn (1999) model contributes most to enhance innovativeness in Tamil primary schools (SJKTs) in Kuala Langat.

3. METHODOLOGY

Sampling and Instrument

This is a cross-sectional study where the data were collected from the sample of Tamil primary school teachers in Kuala Langat District, Selangor at just one point in time. Nine Tamil primary schools were selected using cluster random sampling. All the teachers in the sample schools were selected to participate in the study. A total of 177 teachers from nine Tamil primary schools were selected to participate in the study.

"Organizational Culture Assessment Instrument (OCAI)" was used to measure school culture. The original format of this instrument was modified by the researcher into five-point Likert scale from level 1 (strongly disagree) to level 5 (strongly agree). To measure school innovativeness, "Public School Entrepreneurship Inventory (PSEI)" was used. The original seven-point Likert scale items were modified and formatted into a five-point Likert scale from level 1 (strongly disagree) to level 5 (strongly agree). The item No.11 was reversed in the scoring because it is stated in negative order. The instruments give high Cronbach alpha value which is 0.952 and 0.925 for the dimension of culture and innovativeness, respectively.

Procedure for Data Collection

As the first step in the data collection process, the approval from Ministry of Education followed by Selangor State Education Department were obtained. Then, the permission from school administrators was obtained to conduct the study. The researcher administered the questionnaire in the month of September 2014 after getting official approval from Ministry of Education and Selangor State Education Department.

The school principals were informed about the purpose of this study. The school principals also were informed that the questionnaire will be anonymous. The teachers were informed that they always have the right to withdraw from the study at any time. Therefore, teachers' participation was voluntary to fill the study questionnaires. In this study, the questionnaires were distributed by researcher. The response rate of this study was 73%.

4. FINDINGS

Descriptive analysis was carried out to analyze the demographic variables as well as the level of school culture and innovativeness practiced by National type Tamil primary schools (SJKTs). The level of school culture and school innovativeness were determined based on mean scores obtained from descriptive analysis. According to Pallant (2010), the level of mean score is classified as shown in Table 1. So, the level of culture practice by schools is determined based on this table.

TABLE 1 Level of Mean Score

Mean Score	Level
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

Demographic Analysis

Out of 129 teachers, 80.6% were reported to be female and the remaining 19.4% were male. The majority of the respondents were between the ages of 31 to 40 years which is 55%. Other than that, 29.5% of respondents were from age 21-30 years, 15.5% of respondents were above 40 years old and none of the respondents were below 20 years old. Considering the academic qualification, more than half of the respondents have bachelor degree (60.5%), 2.3% had a master degree while 27.9% and 9.3% had a STPM / diploma and SPM respectively. In terms of years of experience, most of the respondents have teaching experience from 11-15 years (28.7%) whereas the least of the respondents have experience less than 1 year. Moreover, about 25.6%

participants have 6-10 years' experience, 24.8% of participants have 1-5 years' experience and 16.3% of participants have more than 15 years experiences (See Table 2).

TABLE 2 Demographic Profile of Respondents

Characteristic	N	%
Gender		
Male	25	19.4
Female	104	80.6
Total	129	100
Age		
21 – 30	38	29.5
31 – 40	71	55
≥40 years	20	15.5
Total	129	100
Teaching Experience		
< 1 year	6	4.7
1 – 5 years	32	24.8
6 – 10 years	33	25.6
11 – 15 years	37	28.7
>15 years	21	16.3
Total	129	100
Highest Academic Qualification		
SPM	12	9.3
STPM / Diploma	36	27.9
Degree	78	60.5
Master degree	3	2.3
Total	129	100

School Culture

The descriptive statistics (Mean and standard deviation) per item and dimension are presented in Table 3.

TABLE 3(A) Mean and Standard Deviations for All Items Regarding Clan Culture

No	Items	Mean	SD	Level
1	**Clan Culture** My school is a very personal place. It is like an extended family. People seem to share a lot of themselves.	3.81	.78	High
2	The leadership in my school is generally considered to exemplify mentoring, facilitating or nurturing.	3.88	.61	High
3	The management style in my school is characterized by teamwork, consensus, and participation.	3.98	.69	High
4	The glue that holds my school together is loyalty and mutual trust. Commitment to my school runs high.	3.85	.70	High
5	My school emphasizes human development. High trust, openness, and participation persist.	3.98	.66	High
6	My school defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	3.92	.67	High
	Average	3.90	.68	High

Source : Survey data (2014)

Based on Table 3.0(a), the average mean score for clan culture is 3.90 (s.d .68) which falls in high level category. Mainly, this average mean score contribute by item 3 "The management

style in my school is characterized by teamwork, consensus and participation" and item 5 "My school emphasizes human development. High trust, openness and participation" where it reported a highest mean score among other items in clan culture. Teachers in Tamil primary schools seem to describe as teamwork, collegial and loyal. These types of characters tend to emerge in small schools (Zammuto&Krackower, 1991). Apart from that, teachers also emphasize more on openness, trust and human resources. Adrian (1997) claims that focus on human is a clear indicator of clan culture. Hence, there is no surprise that schools in Kuala Langat reported clan culture as their dominant culture.

TABLE 3(B) Mean and Standard Deviations for All Items Regarding Adhocracy Culture

No	Items	Mean	SD	Level
7	**Adhocracy Culture** My school is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks	3.27	.72	Moderate
8	The leadership in my school is generally considered to exemplify entrepreneurship, innovation, or risk taking.	3.43	.69	Moderate
9	The management style in my school is characterized by individual risk taking, innovation, freedom, and uniqueness.	3.57	.73	Moderate
10	The glue that holds my school together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	3.59	.62	Moderate
11	My school emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	3.68	.73	High

12	My school defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	3.60	.77	Moderate
	Average	3.52	.71	Moderate

(Source : Survey data, 2014)

Based on Table 3(b), the average mean score for adhocracy culture is 3.52 (s.d .71) which categorize as moderate level. In more detail, item 7 "My school is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks" reported lowest mean score among items in adhocracy culture. It indicates that teachers in Tamil primary schools are not willing to take risks in teaching and learning. This is may be due to anxiety to manage those risks which restrict them from taking risks. Teachers need to take risks by implementing new instructional approaches in order to promote student learning. Risk taking is not only promote student learning but it is also provides an opportunity for teachers to grow internally. .

Item 8 "The leadership in my school is generally considered to exemplify entrepreneurship, innovation, or risk taking" and item 9 "The management style in my school is characterized by individual risk taking, innovation, freedom, and uniqueness" reported mean score value of 3.43 and 3.57 respectively. The mean score reported is at a moderate level. It points out that the principals in Tamil primary schools are not aggressive and willing to take risk in managing their schools and they are also not encouraging teachers to take risks. Beyond professional growth, entrepreneurship, innovation and risk taking are the important steps that need to be taken by school principals to pursue school success. Effective leaders are those who know to accept risks and manage risks according to the situation. Hence, it is encouraged to change the leadership style in Tamil primary schools.

In addition, these schools are also not implementing operating values and processes that prepare them for innovation. It can be seen through the item 12 "My school defines success on the basis of having the most unique or newest products. It is a product leader and innovator" where the mean score is 3.60 which is moderate level.

TABLE 3(C) Mean and Standard Deviations for All Items regarding Market Culture

No	Items	Mean	SD	Level
13	**Market Culture** My school is very results-oriented. A major concern is with getting the job done. People are very competitive and achievement-oriented.	3.77	.71	High
14	The leadership in my school is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.	3.71	.74	High
15	The management style in my school is characterized by hard-driving competitiveness, high demands, and achievement.	3.95	.67	High
16	The glue that holds my school together is the emphasis on achievement and goal accomplishment.	4.05	.58	High
17	My school emphasizes competitive actions & achievement. Hitting stretch targets and winning in the marketplace are dominant.	3.71	.69	High
18	My school defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	3.64	.62	Moderate
	Average	3.805	0.67	High

Source : Survey data (2014)

Based on Table 3(c), the average mean score for market culture is 3.805 (s.d .67) which categorize as high level. The average mean score mainly contributes by item 16. Item 16 "The glue that holds my school together is emphasis on achievement and goal accomplishment" reported highest mean score which is 4.05. This result indicates that teachers in Tamil

primaryschools are aggressive, competitive and targets for achievement and goal accomplishment. The teachers also demanding and challenging and enforce high level for goal accomplishment.

All the items in market culture except the item 18 "My school defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key" reported a high level of mean score which is above 3.7. The mean score obtained for item 18 is 3.64. This may be the schools are less likely to define the success on the basis of winning. These schools are not creating external partnership and external environment. Therefore, the improvement in terms of competition still not achieves the expected level.

TABLE 3(D) Mean and Standard Deviations for All Items regarding Hierarchy Culture

No	Items	Mean	SD	Level
19	**Hierarchy Culture** My school is a very controlled and structured place. Formal procedures generally govern what people do.	3.88	.70	High
20	The leadership in my school is generally considered to exemplify coordinating, organizing or smooth-running efficiency.	3.91	.58	High
21	The management style in my school is characterized by security of employment, conformity, predictability, and stability in relationships.	3.83	.75	High
22	The glue that holds my school together is formal rules and policies. Maintaining a smooth running school is important.	3.98	.66	High
23	My school emphasizes permanence and stability. Efficiency, control, and smooth operations are important.	3.83	.64	High

24	My school defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.	3.70	.71	High
	Average	3.86	.67	High

Source : Survey data (2014)

According to Table 3(d), the hierarchy culture reported average mean score of 3.86 (s.d .67) where it falls under high level. Among the items which measured hierarchy culture, item 22 "The glue that holds my school together is formal rules and policies" is the one which reported a highest mean score that is 3.98. This symbolizes that the Tamil primary schools hold tightly to formal rules and policies. Therefore, it is very important to focus on change. By setting fewer rules, we can generate matured teachers who can be trusted to put maximum effort for the success of the school.

Item 19 "My school is a very controlled and structured place. Formal procedures generally govern what people do" obtained a mean score value of 3.88. This shows that although clan culture becomes the dominant culture of Tamil primary schools, the schools still emphasize structured and formal procedure in order to control the teachers.

Principals in Tamil primary schools engage themselves actively in planning, organizing and coordinating while setting a formal rules and regulations to govern the schools. This can be identified in item 20 "The leadership in my school is generally considered to exemplify coordinating, organizing or smooth-running efficiency" where the mean score is 3.91.

School Innovativeness

For innovativeness, the average mean score is 3.67 (Table 4). According to Pallant (2010), this value shows that Tamil primary schools (SJKTs) practice innovativeness in moderate level. But it is leading towards higher level which may be considered to be a good practice.

The schools in this study centred in Kuala Langat District which is less developed area. May be the location is the reason which restrict the schools from instigating the innovativeness. Thus, it would be quite challenging to enhance innovativeness in schools in rural areas.

In order to do so, the schools must start to think beyond their normal practice by adopting some changes and new insights. The changes can be start from leadership style. Leadership style is very important in cultivating innovativeness (Yilmaz, 2010). Pihie, Asimiran, &Bagheri, (2014) suggest that principal entrepreneurial leadership style can increase the degree of innovativeness in school. Innovativeness in an organization can increase the job satisfaction and commitment among the employees (Lambert, & Hogan, 2010).

TABLE 4 Mean and Standard Deviations for All Items related to Innovativeness

No	Items	Mean	SD	Level
1	A great number of innovations were implemented in our school in the last two years	3.55	.739	Moderate
2	The school headmaster has shown great initiative in the development of ideas and activities in our school.	3.98	.739	High
3	The innovations implemented in the last two years have caused a turnaround in our school's courses of action	3.67	.665	Moderate
4	Our school headmaster exhibits great initiative qualities	3.89	.721	High
5	In the last two years, our school implemented many activities that had not been tried previously	3.66	.702	Moderate
6	The innovation that have been during last two years have led to an overall, system wide change in our school	3.66	.690	Moderate
7	In the last two years, our school has implemented a great number of activities that did not exist previously	3.58	.658	Moderate
8	Innovations are a central factor in the life of	3.50	.708	Moderate

	our school.			
9	The innovation implemented in the last two years, have led to a significant and substantial change in the guiding assumptions of our school	3.56	.728	Moderate
10	Many of the activities that characterize our school are the direct result of the headmaster's initiative	3.61	.794	Moderate
11	The school headmaster exhibits no initiative quality in his actions	3.81	.982	High
12	In the last two years, a great many innovations have been implemented in our school	3.61	.732	Moderate
13	In our school, there is a tendency to implement new courses of action	3.71	.666	High
14	The innovations implemented in the last two years have radically changed the school	3.56	.684	Moderate
	Average	3.67	.729	Moderate

5. DISCUSSION

Briefly, the results indicate that the Tamil primary schools (SJKTs) in Kuala Langat District are practicing clan culture in managing their schools. The clan culture has its own features such as teamwork, individual commitment, like an extended family which focus on mentoring, nurturing and participating together. This shows that teachers in Tamil primary schools are good in collaboration and collegiality. Most of the Tamil primary schools in Kuala Langat are small and the numbers of teachers are less. Therefore it is quite easy to maintain collaboration and collegiality in schools which have smaller number of teachers. Larger organizations are categorized by uniform procedures, restricted flexibility and bureaucratic control (Child, 1973;

Keats &Hitt, 1988; Lawler, 1997). So, the hierarchy culture will be dominant culture in large schools.

Meanwhile, from the result, we can say that these Tamil primary schools show less interest in practicing adhocracy culture. This finding illustrates that the teachers do not focus on creativity, openness for change and risk taking in their school culture. Cameron (2004) claims that changing organizational culture is a very difficult goal to attain because once sets commonly shared values and patterns are difficult to change. May be that is the reason why these schools still lag behind in terms of student performance compared to other schools as discussed in chapter 1.

Since adhocracy culture highlight external orientation, there would be more chance to expose to outer world for the schools that practice adhocracy culture. Teachers can get new insights from outside which is apart from school compound and utilize the new ideas to improve their student performance. Teachers must be willing to take risk to bring changes in their school performance.

Apart from that, adhocracy culture provides a larger opportunity for teachers to improve their specific own way and also supports freedom to take any initiative (Khurosani, 2013). Khurosani (2013) states that adhocracy culture gives flexible working environment which will make teachers free from any pressure. Once there is no pressure, it will yield freedom to generate new ideas.

The innovativeness in Tamil primary schools is still in moderate level. It is because clan culture is less likely to support school innovativeness because it emphasizes more on human relation, involvement, commitment and cooperation. Clan culture does not enhance innovativeness, risk taking and entrepreneurial activities in the organization (Kerr & Slocum, 1987). Its' focus on human relation limits their capacity to focus on innovativeness. To implement innovation in an organization, we need to pay more attention to external environment. Since clan culture emphasizes more on internal focus which is human resources and morale, it faces conflict in the implementation of innovativeness.

Thus, it is appropriate to say adhocracy culture enhance innovativeness. By nature, adhocracy culture is somehow similar to entrepreneurial culture. Applying adhocracy culture in schools may be challenging for school principals because they have to modify their entire traditional culture. Lumpkin and Dess (1996) propose that entrepreneurial culture encourage creative practices which are far more departing from conventional organizational practices. Therefore, Ministry of

Education (MOE) should give a hand to school principals to face these challenges since school innovativeness and supportive environment provides teachers more autonomy and make them feel motivated to participate in their work (Lambert, & Hogan, 2010). It is also stimulate teachers to share their opinions to improve school performance.

6.**CONCLUSION**

Through these findings, we are able to know that level of innovativeness practiced in Tamil primary schools still in moderate level. This may be due to less interest shown by the school in practicing adhocracy culture. Innovativeness influenced by what kinds of organizational culture that schools adopted. Different school culture contributes to different level of innovativeness in school. A suitable mixture of culture characteristics able to optimize the overall performance of the school. Therefore, it is recommended that the structure and culture of a school should be modified in order to support innovativeness.

From here, we are able to know that the schools still not aware of the importance of adhocracy culture in implementing innovativeness in schools. So, it can be say that this research will help the school authority to create awareness and knowledge practising adhocracy culture in promoting innovativeness in Tamil primary schools.

7. RECOMMENDATION

School administrators may use the results of this study as a guidance to recognize their culture in schools and shape the culture which is favorable to innovativeness. School administrators alone cannot do these changes. They need to be encouraged by the Ministry of Education (MOE) to facilitate such changes. The ministry should identify the appropriate schools and encourage the school principals to initiate the changes. The teachers also must support the school administrators to overcome the challenges of introducing changes in school.

In order to modify the existing clan culture in Tamil primary schools, the school principal can practice entrepreneurial leadership style which emphasizes risk taking, creativeness and openness to change. School principal who practices entrepreneurial leadership style encourage their teachers to be creative and to make the school move forward. The principal will stimulate a culture where teachers work in team to create innovative ideas for the school. Pihie, Asimiran

and Bagheri (2014) propose that the more school practice entrepreneurial leadership, the more innovative the schools will be.

Apart from school principal, the Ministry of Education (MOE) also can organize training programs about school innovativeness for teachers. Teachers can set their mindset to work towards school innovativeness through these training programs. Policy makers should do more searches to gain full understanding of school culture and how it can be applied to improve overall school performance.

8. FUTURE RESEARCH

This research provides a valuable understanding for future research works. Future researches can be carried out by using a different sample and different location. Future researcher also can concentrate on the relationship between school culture and school innovativeness. This study will help to predict suitable culture to enhance school innovativeness.

In between, change in culture cannot be created without strong leadership. Leadership style is an important factor which influences the school culture. It cannot be denied it provides the infrastructure for promoting innovativeness in schools. Thus, future research can measure school principal's perceptions on school culture and school innovativeness.

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