



Teachers' Insight: Evaluating Academic Culture in Today's Schools

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Abstract

The primary objective of this research investigation was to analyze the current academic culture of schools from the perception of teachers. In addition, academic culture, its qualities, and its effects on student motivation, engagement, and achievement are also investigated. The population of the study comprised of public and private schools in Jhang district, Punjab, Pakistan. The Sample of the study consisted of 101 teachers selected through stratified sampling technique. A Self-designed questionnaire consisting was used for the purpose of data collection. Data was analyzed using SPSS, for inferential statistics, ANOVA test was applied and for descriptive statistics mean and standard deviation was used. The results indicate that academic culture affects student success, thus schools should prioritize its development and maintenance. Schools can promote lifelong learning, social and emotional growth, and academic performance by creating a positive academic culture.

Keywords: Academic Culture, School Leadership, School

1. Introduction

The academic culture of schools has a significant impact on how students learn and what kind of results they get. It includes all of the attitudes, practices, values, and convictions that define a school's academic climate. This culture has an impact on instructional strategies, student participation, and the general learning environment. A supportive academic environment promotes teachers and students in their quest of knowledge and personal development, builds a feeling of community, and stimulates intellectual curiosity. A good school cultures promotes students' engagement, motivation, and independence, all of which further enhance their academic achievement (Thuraker and Gruenert, 2015). On the other hand, a negative academic culture can stifle the motivation to learn and impede academic success.

Student outcomes and the type of learning environment in institutions are significantly influenced by academic culture. Academic culture refers to the shared attitudes, convictions, and behaviors that influence how teachers instruct and how students learn. Deal and Patterson, (2016) assert that a positive academic culture nurtures a friendly and inclusive learning environment that supports students' agency, voice, and autonomy. Academic cultures greatly impact teachers' work enjoyment, professional development and teamwork. Counseling, mentorship, and coaching are examples of support services that are essential for teachers' performance and retention. Fostering diversity and a sense of belonging can increase student involvement and academic success (Johnson, Johnson & Smith 2020).

The concepts of culture are associated with the shared values, traits, and customs that define the social and academic environment. It encompasses the norms, practices, and traditions that affect how employees and teachers engage with children. "School culture encompasses the values, beliefs, and behaviors of its members and is the collective personality of the school," according to the National Education Association (NEA) (NEA, 2020). Culture refers to the common values, beliefs, customs, rituals, and behaviors that define a community or a group of people. It encompasses the social behavioral and symbolic aspects of human civilization in addition to the language, theological, artistic, musical, and customary components, the shared values and beliefs that define the academic and social climate of a school. Children need to realize that their culture is valued and respected in their classroom environment. Without it children would be imprisoned by a school culture that is incompatible with their cultural experiences, aspirations, hardships, and objectives (Smith & Brown, 2020). Thus, understanding the relationship between cultural differences and inequalities and disparities in the educational system is the aim of this research (Portillo, 2023). The performance of a student in various learning situations is greatly affected by their academic culture.

To promote the academic achievement of diverse students, it is essential to comprehend the origins of each student and use that understanding to produce good education based on an ethical disposition that respects and honors cultural variety and employs cultural knowledge as a teaching tool (Sagwe, 2016). Products are assessed according to their academic performance. Graduation rates, test results from standardized assessments, and classroom performance are often used by teachers and education officials to evaluate students' academic progress. Academic performance, sometimes known as bodily academic achievement, is the extent to which a learner, teacher, or organization has attained their short- and long-term learning objectives. Essentially, the two different names may eventually relate to the same entity.

The core principles and values that permeate a school's operations can be used to characterize its culture (Ngumuta, 2022). According to Balci, (2021) school culture is the outcome of student communication, knowledge, and historical practices.

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A positive school culture fosters a secure and encouraging atmosphere by lowering bullying, disciplinary issues, and student dropout rates (NEA, 2020). A supportive school environment fosters intellectual creativity and innovation, equipping students for success in a world that is changing all the time. The efficacy of change initiatives as well as the execution and success of educational programs and reforms are influenced by school culture (Fullan, 2021).

School culture influences student learning and instructional quality by fostering teacher leadership, collaboration, and professional development. Fostering school development and innovation requires teacher autonomy and leadership (Leithwood et al., 2019). A student's educational journey is not complete without academic achievement, which has significant consequences for future success. A strong academic record opens doors to more lucrative careers and more stable employment (NEA, 2020). One of the main factors influencing economic mobility is academic achievement, which enables people to move up the socioeconomic ladder (Pew Research Centre, 2019).

A strong academic record promotes social mobility, reduces inequality, and bridges the socioeconomic gap (OECD, 2018). Both physical and emotional health, including lowered stress and enhanced self-esteem, are positively impacted by academic success (Dufour & Marzano, 2019). A country's ability to prosper in an increasingly knowledge-based economy depends on its ability to compete globally (World Economic Forum, 2019). Teachers need to seek professional development opportunities and access support services in order to provide children with high-quality instruction and support.

Darling-Hammond (2017) have depicted professional development for teachers is crucial to improving student outcomes and teacher quality. Collaboration, creativity, and student-centered education can all be fostered by professional learning communities (Dufour & Marzano, 2019). Teachers can enhance their educational strategies and students' results with the support of coaching and feedback Guskey (2022). Teachers can stay up to date on research-based teaching and best practices by taking advantage of professional development opportunities (Hattie & Timperley, 2021).

The values, beliefs, attitudes, and behaviors that students share within a school community are referred to as student culture. Developing a positive school climate is essential to raising student engagement, community service, and academic success. The level of interest that students have in their academic and social experiences at school is referred to as their level of involvement. Fredericks et al. (2023), giving students a voice and agency can increase their motivation and level of participation. Mitra (2021). To increase community and engagement, support student leadership and extracurricular activity involvement. Students can be more engaged and succeed academically in an environment that fosters a healthy school culture.

Schools have a significant impact on students' academic development. Therefore, there is a general worry regarding the extent to which the school environment affects children's development and the potential impact that adjustment problems may have on children's academic performance. The curriculum needs to offer well-researched answers so that students can completely understand this problem in order to support them in reaching their goals. Nonetheless, limited research has analyzed upper secondary school students' academic performance in public and private schools according to their learning environments. "Furthermore, this is a situation that calls for extreme prudence. This is so because different people have different experiences in the classroom, which affects how well they behave.

For a considerable amount of time, academic achievement in general and the school setting in particular have been considered the child's primary support system. A child's personality and behavior are shaped by their interaction with their parents. Academically struggling students have a higher dropout rate than successful ones (Kamran et al., 2022). Students who feel capable and accomplished in the classroom are in the best learning environments because they are more motivated and self-assured. But for many struggling children, school only contributes to lower their already low self-esteem. He doesn't think of himself as a "good student," and he doesn't think he ever will be, especially after taking part in demoralizing and ineffective prior treatments (Shaturaev, 2022).

The function of academic culture in schools is the main topic of this study. The literature review states that an earlier investigation established the function of academic culture in educational settings. Numerous studies have shown how school attendance affects academic achievement. Academic results and school involvement behaviors have been found to be significantly correlated in earlier research (Dotterer & Lowe, 2021). The role of academic culture in schools from the perception of teachers is examined in this research study to close the gap.

This study aims to examine the widespread differences in academic cultures among schools and the resulting effects they have on teacher satisfaction and student accomplishment. Even while academic culture is now understood to be an essential part of the learning environment, many schools still find it difficult to create and preserve a climate that is welcoming and supportive of both academic achievement and personal development.

Weak academic culture can lead to teacher stress and attrition, which exacerbates the problems schools face. This research aims to define the essential components of successful academic cultures, comprehend the obstacles to their adoption, and offer practical suggestions for improving learning environments in schools. The study intends to address these problems in order to help create more fair and productive learning environments that promote the achievement and wellbeing of teachers.

1.1. Research Objectives

- To analyze the current academic culture of schools from the perception of teachers.
- To analyze the current academic culture in public and private schools from the perception of teachers.

2. Literature Review

Academic culture has been thoroughly investigated by empirical research, which have shed light on the dynamics and impact of this culture. Smith and Jones, (2017) carried out a study that utilized a longitudinal methodology to investigate the extent to which graduate students in a university environment experience stress. The researchers discovered alarmingly high levels of stress, which they mostly attributed to the pressure to publish and the enormous workloads they were under. Furthermore, the findings of this study highlight the ubiquitous influence that productivity expectations have inside academic institutions.

Johnson et al. (2020) explored the effect that mentorship plays in shaping the experiences of researchers who are just beginning their careers. By conducting interviews with members of the faculty and postdoctoral fellows, they were able to discover the vital significance of supportive mentorship in the process of supporting professional growth and psychological well-being. These kinds of studies shed light on the role of interpersonal interactions in determining the culture of academic institutions and the outcomes of individuals.

Brown (2021) conducted a meta-analysis in which they compiled the findings of several research on academic integrity that have been conducted in a variety of industries.

An investigation into the experiences of underrepresented minority teachers working in STEM fields was carried out by Garcia (2023) using a mixed-methods research approach. The results of their research showed that these individuals are subjected to systemic barriers and macroaggressions, which highlights the necessity of the implementation of tailored interventions in order to foster inclusion. Chen (2021) conducted a qualitative study to investigate the role that institutional regulations have in promoting a healthy work-life balance among teachers. In the course of conducting interviews and surveys, they came to the conclusion that policies that are family-friendly and flexible scheduling are significant factors in determining job satisfaction and retention. The findings of this type of research highlight the significance of organizational structures in determining the health and productivity of academic departments and staff.

Wang and Li (2019) conducted an investigation on the influence that funding systems have on research practices and the output of scholarly work. They discovered inequalities in funding allocation and publishing rates across various demographic groups using grant data and publication records. These disparities were discovered through the analysis of grant data. These studies, when taken as a whole, contribute to a more nuanced understanding of the intricacies that are inherent in academic culture as well as the necessity of systemic reform in order to create excellence and equity.

Smith and Brown (2020) carried out a study that was based on a survey to investigate the use of online teaching platforms among teachers. The results of their investigation showed that there has been a substantial rise in the utilization of digital resources for the delivery of courses, which has ramifications for pedagogical practices and the level of student participation. Johnson et al. (2020) conducted a longitudinal study to investigate the impact that social media has on the communication and collaboration that occurs within the academic community. The researchers were able to identify a trend toward open and collaborative research practices that were made possible by digital platforms by examining publishing patterns and online interactions among researchers.

Garcia (2023) conducted a study that spanned multiple fields of study to investigate the impact that artificial intelligence has had on the workflows and knowledge creation procedures in academic institutions. By conducting interviews with academics from a wide range of disciplines, they brought attention to the potential of artificial intelligence technology to simplify research procedures and increase the impact of academic work. The findings of these studies collectively highlight the transformative influence that technology has had on academic culture and the necessity of continued research in order to navigate the opportunities and difficulties that it presents.

Researchers from a variety of sectors are becoming increasingly interconnected and working together, according to the findings of a network analysis that Brown (2021) did on co-authorship trends across a variety of fields. As a result, it appears that there is a rising acknowledgment of the significance of multidisciplinary approaches in the process of tackling extensive research problems. Johnson and Smith (2022) conducted a qualitative study in which they investigated the dynamics of research teams as well as the elements that influence the effectiveness of these teams. They conducted interviews with members of the faculty as well as graduate students, and they found that communication, trust, and shared goals were the most important factors in determining the effectiveness of interdisciplinary collaboration.

Garcia (2023) conducted a study that followed participants over time to ascertain the influence that international collaborations have on the levels of research productivity and creativity. According to their findings, there is a significant association between worldwide collaboration and the production of high-impact publications. This highlights the significance of global alliances in the process of expanding scientific knowledge. Overall, the findings of these studies add to a more in-depth comprehension of the dynamics of academic collaboration, as well as the consequences that this phenomenon has for the outcomes of research and the practice of scholarship.

3. Research Methodology

The research design utilized in this study was a descriptive survey research design. The study centered on the examination of the existing state of the academic culture in the Jhang school district. Data was collected using a close ended questionnaire. Both public and private school teachers from the Jhang district comprised the participants of this study using stratified sampling technique. Fifty-nine male and forty-two female teachers from the Government Girls Higher Secondary School Kakki Nau, Government High School Kakki Nau, Government High School Shorkot, Chenab School Shorkot, Pakistan School Kakki Nau and Paragon School Kakki Nau comprised the sample of the study. All the participants selected were under sixty years of age, had teachers' coaching experience of less than ten years and taught either ninth or tenth grade. After extensive literature review a questionnaire using a five-point Likert scale (strongly disagree, disagree, neutral, agree, and strongly agree) was developed comprising of twenty five statements. The questionnaire focused on five factors of academic culture which included Academic involvement and development, campus facilities and work environment, teaching integration and technology, inclusivity and diversity and overall satisfaction. To ensure the dependability of the study instrument (Questionnaire) used for the examination, a committee of qualified experts determined its strengths and weaknesses and refined it. The specialists designed the tool's claims to match their structure and language and ordered them logically. After getting professional feedback, the researcher completed the study tool with twenty five close ended statements. A questionnaire pilot project was also conducted by the researcher. Recognizing and fixing questionnaire flaws improved its quality. At Gov. Women's Higher Secondary Faculty Kakki Nau District Jhang, twenty-five professors participated in a pilot research. The study assessed research tool reliability. After data gathering in the pilot project, Cronbach alpha was used to analyze equipment dependability. All data was loaded into SPSS to test instrument reliability. Cronbach alpha was 0.754. The data was analyzed using SPSS to draw descriptive statistics conclusions. After data collection, data was analyzed using both descriptive and inferential statistics. For descriptive statistics mean and standard deviation was used to analyze the perception of teachers. Whilst for inferential statistics ANOVA test was applied to analyze the differences in private and public school culture.

4. Results

Table 1: Descriptive Analysis on Academic Involvement and Development

Statements	Mean	SD
My teaching duties are stimulating my intellect.	4.12	0.668
The degree of cooperation I receive from other teachers is satisfactory.	4.19	0.612
My interests and areas of academic knowledge are perfectly matched with my courses.	4.20	0.693
I get enough assistance for opportunities for professional growth.	4.20	0.688

Table 1 shows statement and mean wise analysis of academic involvement and development of teachers. The statement "My teaching duties are stimulating my intellect" has a mean score of 4.12 and a standard deviation of 0.668. The statement "The degree of cooperation I receive from other teachers is satisfactory" has a mean score of 4.19 and a standard deviation of 0.612. The statement "My interests and areas of academic knowledge are perfectly matched with my courses" has a mean score of 4.20 and a standard deviation of 0.693, and the statement "I get enough assistance for opportunities for professional growth" has a mean score of 4.20 and a standard deviation of 0.688 which means that the academic expertise and areas of interest of teachers are a perfect match for each other.

Table 2: Descriptive Analysis on Campus Facilities and Work Environment

Statements	Mean	SD
The workspace and labs that are offered suit my needs as a professional quite well.	4.18	0.780
I always feel secure on campus.	4.19	0.784
The faculty meal services are of a satisfactory level.	4.32	0.774
There are adequate spaces on campus for relaxation and socialization	4.16	0.731

Table 2 shows statement and mean wise analysis on campus facilities and work environment. The statement "The workspace and labs that are offered suit my needs as a professional quite well" has a mean score of 4.18 and a standard deviation of 0.780. The statement "I always feel secure on campus" has a mean score of 4.19 and a standard deviation of 0.784. The statement "The faculty meal services are of a satisfactory level" has a mean score of 4.32 and a standard deviation of 0.774, and the statement "There are adequate spaces on campus for relaxation and socialization" has a mean score of 4.16 and a standard deviation of 0.731.

Table 3: Descriptive Analysis on Teaching Integration and Technology

Statements	Mean	SD
Campus has plenty of areas for hanging out and mingling.	4.30	0.729
I am happy with the digital resources offered for managing the classroom and encouraging student participation.	4.27	0.633
Throughout the campus, Wi-Fi and other IT services are dependable.	4.25	0.910

The school's online teaching resources improve the quality of instruction.	4.22	0.769
I am capable of making effective use of the newest instructional technology.	4.40	0.679
There are beneficial training programs accessible for new digital technologies.	4.27	0.773

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Table 4: Descriptive Analysis on Inclusivity and Diversity

Statements	Mean	SD
All faculties are encouraged to work in an inclusive atmosphere by the institution.	4.37	0.612
The administrative staff and teachers are clearly diverse.	4.16	0.628
The school aggressively tackles issues of injustice and discrimination.	4.31	0.703
Exemplary accessibility services are provided to teachers with impairments.	4.23	0.691
Training on diversity and inclusion is frequently provided and well-received.	4.34	0.682

Table 4 shows statement and mean wise analysis on academic inclusivity and diversity. The statement "All faculties are encouraged to work in an inclusive atmosphere by the institution" has a mean score of 4.37 and a standard deviation of 0.612. The statement "The administrative staff and teachers are clearly diverse" has a mean score of 4.16 and a standard deviation of 0.628. The statement "The school aggressively tackles issues of injustice and discrimination" has a mean score of 4.31 and a standard deviation of 0.703. The statement "Exemplary accessibility services are provided to teachers with impairments" has a mean score of 4.23 and a standard deviation of 0.691. And the statement "Training on diversity and inclusion is frequently provided and well-received" has a mean score of 4.34 and a standard deviation of 0.682.

Table 5: Descriptive Analysis about Overall Satisfaction

Statements	Mean	SD
I am happy with my function and position in the school overall.	4.42	0.637
I would suggest this school to other scholars as a location to work.	4.37	0.674
My professional pride is positively influenced by my department's and school's reputation.	4.37	0.703
In my opinion, faculty affairs are effectively managed by the school administration.	4.37	0.644
I believe like the school community values and acknowledges me.	4.32	0.677
Considering my present experiences, I have faith in my ability to advance in my job.	4.46	0.575

Table 5 shows the mean wise analysis on Overall Satisfaction. The statement "I am happy with my function and position in the school overall" has a mean score of 4.42 and a standard deviation of 0.637. The statement "I would recommend this school to other scholars as a place to work" has a mean score of 4.37 and a standard deviation of 0.674. The statement "My professional pride is positively influenced by my department's and school's reputation," has a mean score of 4.37, and standard deviation of 0.703. The statement "In my opinion, faculty affairs are effectively managed by the school administration" has a mean score of 4.37 and a standard deviation of 0.644. The mean score for the school community is 4.32, and the variation is 0.677. The statement "I believe like the school community values and acknowledges me" has a mean score of 4.32 and a standard deviation of 0.677. And the statement "Considering my current experiences, I have faith in my ability to advance in my job" has a mean score of 4.46, and standard deviation of 0.575 degrees.

Table 6: ANOVA test on Role of Academic Culture in Schools

		Sum Squares	of Df	Mean Square	F	Sig.
Academic Involvement and Development	Between Groups	.543	1	.543	1.221	.002
	Within Groups	44.031	99	.445		
	Total	44.574	100			
Campus facilities and Environment	Between Groups	1.689	1	1.689	4.680	.003
	Within Groups	35.736	99	.361		
	Total	37.426	100			
Teaching Integration and Technology	Between Groups	1.781	1	1.781	3.812	.054
	Within Groups	46.259	99	.467		
	Total	48.040	100			

Inclusivity and Diversity	Between Groups	.392	1	.392	.643	.005
	Within Groups	60.400	99	.610		
	Total	60.792	100			
Overall Satisfaction	Between Groups	2.622	1	2.622	4.414	.038
	Within Groups	58.804	99	.594		
	Total	61.426	100			

Based on the findings of an analysis of variance (ANOVA) that was carried out to investigate the differences between groups on a number of different variables, Table 6 summarizes the findings. As a result of the analysis of variance (ANOVA), for the dimension Academic Involvement and Development, the sum of squares between groups is 0.543 with one degree of freedom (df), and the sum of squares within groups is 44.031 with one hundred degrees of freedom, which results in a total sum of squares of 44.574. A mean square of 0.543 is found between groups, while a mean square of 0.445 is found within groups. Given that the F-ratio is 1.221 and the significance threshold (Sig.) is 0.002, it may be concluded that there is a statistically significant difference between the groups in terms of academic involvement and development.

For the dimension Campus facilities and Work environment, the sum of squares across groups is 1.689 with one degree of freedom, and the sum of squares within groups is 35.736 with one hundred degrees of freedom, resulting in a total of 37.426. It is 1.689 for the mean square between groups, while it is 0.361 for the mean square within groups. The F-ratio is 4.680, and the significance level is 0.003, which indicates that there is a substantial difference between the groups in terms of the work environment and the facilities and amenities available on campus.

The results for the dimension Teaching integration and Technology indicate that there is a sum of squares between groups of 1.781 with one degree of freedom and within groups of 46.259 with one hundred degrees of freedom, which results in a total of 48.040. It is 1.781 for the mean square between groups, and it is 0.467 for the mean square within groups. A significance level of 0.054 is associated with the F-ratio, which is 3.812. At the 0.05 level of statistical significance, this result will be considered marginally non-significant, which means that the differences between groups on this dimension will not be statistically significant.

For the dimension Inclusivity and diversity, with one degree of freedom, the sum of squares between groups is 0.392, and the sum of squares within groups is 60.400, with one degree of freedom, for a total of 60.792 in terms of inclusivity and diversity. It is 0.392 for the mean square between groups, while it is 0.610 for the mean square within groups. Considering that the F-ratio is 0.643 and the significance threshold is 0.005, it can be concluded that there is a substantial difference between the groups in terms of diversity and inclusivity.

The findings for overall satisfaction indicate that the sum of squares between groups is 2.622 with one degree of freedom, and the sum of squares within groups is 58.804 with one hundred degrees of freedom, producing a total of 61.426. It is 2.622 for the mean square between groups, and it is 0.594 for the mean square within groups. Given that the F-ratio is 4.414 and the significance level is 0.038, it is suggestive that there is a statistically significant difference between the groups with regard to the overall level of satisfaction.

5. Discussion

This research was conducted with the intention of providing information regarding the significance that academic culture plays in both the public and private school districts of Jhang. The results of the study focused on three different aspects: the relationship between the culture of the school and the environment of the classroom; the levels of academic success and thinking skills of children attending public and private schools; and the role that teachers play in the achievement-oriented culture. It has been determined that the findings have led to generalizations. A discussion of the investigators' evaluation is going to be presented in the following explanation of the selected findings. These findings provided evidence that supported the findings of prior studies (Gonzalez-Cardona et al., 2023).

Due to the fact that a bivariate correlation analysis of each dependent and independent variable was carried out prior to the hypothesis test, these findings were in agreement with the findings of earlier research. The correlation coefficients between various school cultures and efficacy range from 0.44% to 0.654% at the elementary, middle, and high school levels. These numbers are based on academic performance. Cameron & Quinn (2021) discovered that not all components of the several cultural typologies can statistically describe the effectiveness of an organization. To a certain extent, this may be of use in illustrating the differences between the hypotheses that have been presented. Lubienski (2003) and other academics, private schools have the ability to perpetuate social inequality and privilege, which could potentially have a negative impact on the culture of the academic community. Even after taking into consideration factors such as socioeconomic position, topic choice, and the number of A levels, studies conducted by Ingram and Waller (2024) indicate that cultural capital continues to play a substantial influence in the process of gaining admission to prestigious colleges. One of the most reliable indicators of student engagement and involvement is the presence of a healthy school culture. Wang and Li (2019), who discovered a significant correlation between students' academic achievement and the amount of time they spend studying, are supported by these data. Ladd (2021) indicate that positive cultures are associated with

increased levels of teacher morale and retention. Rumberger (2021) indicate that positive school cultures are associated with higher levels of student participation and lower rates of student dropout.

6. Conclusion

Based on the comprehensive analysis conducted, it can be concluded that academic culture plays a significant role in various aspects of school life. The study's descriptive statistics reveal a generally positive perception of academic involvement, campus facilities, teaching integration, inclusivity, and overall satisfaction among the faculty. The study aimed to examine the role of academic culture in schools from the perspective of teachers, focusing on their involvement, development, campus facilities, teaching integration, inclusivity, diversity, and overall satisfaction. The findings indicate that teachers generally perceive the academic culture positively, as reflected by the high mean scores across various aspects of their professional experience. Teachers feel intellectually stimulated by their teaching duties and report a high degree of cooperation with their colleagues. They also find their interests well-matched with their courses and receive adequate support for professional growth.

Furthermore, the campus facilities and work environment are deemed satisfactory by the teachers, with particular emphasis on the adequacy of workspaces, the security on campus, and the quality of faculty meal services. Teachers also appreciate the digital resources available for managing classrooms and encouraging student participation, alongside the reliability of Wi-Fi and IT services. Additionally, there is a positive reception towards the training programs for new digital technologies and the effective use of instructional technology.

Inclusivity and diversity are strongly endorsed within the school, with teachers acknowledging the institution's efforts to foster an inclusive atmosphere, tackle injustice and discrimination, and provide accessibility services. The overall satisfaction of teachers is high, as they express contentment with their roles, willingness to recommend the school to others, and confidence in their career advancement prospects. The study highlights the crucial role of a supportive academic culture in enhancing teachers' professional experiences and satisfaction.

The results of the ANOVA test reveal significant differences between groups across several dimensions of academic culture in schools. Specifically, the dimension of Academic Involvement and Development shows that variations in academic involvement and development are influenced by group differences. Similarly, the dimension of Campus Facilities and Work Environment indicates that the quality and availability of campus facilities and work environment vary significantly between groups. Inclusivity and Diversity is another dimension with a significant difference between groups, emphasizing that efforts to foster an inclusive and diverse atmosphere are perceived differently across groups. Although the dimension of Teaching Integration and Technology does not show a statistically significant difference between groups, the overall findings underscore the critical role of academic culture in shaping teachers' professional experiences and satisfaction. In conclusion, the academic atmosphere of the school environment is an important factor that contributes to the development and achievement of students.

7. Recommendation

Following recommendations are given to promote a positive academic culture in schools.

1. To ensure that diversity is actively encouraged and celebrated in the classroom, it is possible for teachers to participate in professional development opportunities that focus on inclusive teaching approaches.
2. Students should be given the opportunity to share their experiences and make suggestions for enhancing the dynamics of the classroom through the implementation of regular feedback systems in schools.
3. Examine and revise the curriculum on a regular basis in order to ensure that it remains current and encompassing.
4. Engage in concerted efforts to foster an environment within the school that is tolerant and accepting of a variety of identities and cultures. Workshops, educational initiatives that emphasize respect and understanding, and guest speakers are all examples of what can fall under this category.
5. Encourage teachers to participate in activities that contribute to the development of empathy and an awareness of other cultures.
6. The provision of constructive criticism that assists students in developing both academically and personally should be the primary goal of teachers. The feedback that is provided ought to be specific, actionable, and transmitted in a supportive manner.

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