Teachers’ Perception of the Relationship between the Characters of Role Players in Schools and the Level of Culture of Teaching and Learning

Muhammad Faizal Bin Ghani
Masoumeh Pourrajab

Abstract— The aim of this paper is to investigate the relationship between the characters of role players and level of Culture of Teaching and Learning (COTL) in schools. Additionally, the paper aims to identify the level of COTL is schools based on teachers’ perception. Data were collected from 280 teachers in secondary schools in Lorestan Province, Iran. To achieve these aims, the researchers conducted a research survey to determine the level of COTL, and applied multivariate regression analysis to investigate the relationship between the characters of role players and COTL. The findings of this study showed that, the level of COTL is high and also there is a positive and moderate relationship between the characters of principals, teachers, students, and parents and COTL. The teachers in this study pointed out that the character of students had a more important role for COTL. The study identifies some useful point for teachers to be more effective on the level of COTL.

Keywords— Characters of role players, Culture of Teaching and Learning (COTL), Teaching and Learning (T&L), Principals, Teachers, and Iran

1. Introduction

As Van Deventer and Kruger (2003) mention, the culture of teaching and learning (COTL) includes the attitudes of principals, teachers, students, and parents (role players) towards teaching and learning (T&L) as well as the quality of management in T&L process in school. COTL is characterized by an attractive classroom climate, teachers who are committed to students’ involvement in T&L activities, the prevalence of order and discipline, a good relationship between the students and the staff of school, effective management, and teams working in the school and classroom. Schools with COTL have well maintained and safe T&L facilities and their principals and teachers maintain high professional standards (Rampa, 2004).

In COTL, the task of each role player is clear. Creating a quality culture in schools is one of the tasks of a principal (Oakland, 2003), and Bond (2001) believes that inspiration, support, sustenance, promotion, and improvement of a culture of performance excellence are the responsibility of principals. One of the teachers’ tasks is to teach effectively. Teachers must make an effort to create a positive environment in the classroom for their students so that they can learn effectively (Valli & Chambless, 2007). They should know both their students and their needs. In this way, the students are respected, understood, and recognized by teachers for what they are. Strategies such as learning tools and methodologies to create opportunities for students to improve their skills by practicing collaborative are the result of a conducive environment (Rampa, 2004).

Students are considered the main customers in COTL (Silins & Murray-Harvey, 2000). Consequently, students’ self-concept is valued as an element that facilitates the attainment of outcomes related to academic achievement. There is evidence to show that the school experiences of students shape their future perspective and has an impact on their learning (Silins & Murray-Harvey, 2000). Therefore, a positive attitude and a sense of quality achievement among students play a crucial role in improving school performance. Such quality may also be enhanced through school community involvement. Students must know how they should learn. Therefore, students themselves, rather than curriculum planners, administrators, and policy makers in education and teachers, should find out what students study, because “learning never involves the absorption of informational aspects from outside the learner” (Thomas, 2012).

In spite of being hard to detect or even unrecognized, parents’ contribution to the quality of T&L also play a significant role in COTL (Crone, Jacobs, & Murdoch, 2002). In order to sustain COTL, parents should engage students during the teachers’ absence by helping them practicing some skills like reading, writing, checking, and revising their homework. Additionally parents may contribute in administrative duties like completing stock lists, setting budgets, and filling out forms like applications for excursions, and fundraising. It is necessary to involve parents in the education of their children as full partners (Rampa, 2004). Brannon (2008) believes that parents are primary teachers of their children; they are responsible for the care, development and education of their children. However, they may not have

Muhammad Faizal Bin Ghani/Associate Professor
University of Malaya (UM)
Malaysia

Masoumeh Pourrajab/ Postdoctoral Fellow Researcher
University of Malaya (UM)
Malaysia