Majlis Dekan Pendidikan IPTA

الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

## Seminar Kebangsaan kali ke IV

# MAJLIS DEKAN PENDIDIKAN IPTA 2013

**MEMACU PELAN TRANSFORMASI PENDIDIKAN**

25th Anniversary INSTED Innovative Educators, Productive Ummah

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# ISI KANDUNGAN



# KERTAS KERJA

بسم الله الرحمن الرحيم

Bidang pendidikan dianggap faktor kritikal kejayaan dalam rangka kita hendak mencapai status negara maju dengan rakyatnya berpendapatan tinggi menjelang 2020. Ia merupakan penyumbang utama pembanganun modal insan dan ekonomi negara. Lantas bidang pendidikan diletakkan sebagai satu elemen penting transformasi dalam GTP dan ETP. Sebagai satu perancangan terancang kerajaan, ia bersifat inklusif yang merangkumi pelbagai bidang dan tahap pendidikan seperti pra-sekolah, sekolah rendah dan menengah, pra-universiti, kolej vokasional/ politeknik, dan pendidikan di universiti. Pelancaran Pelan Pembangunan Pendidikan 2013–2025 ialah pernyataan jelas tekad kerajaan ke arah matlamat Malaysia pada alaf baru.

Melalui transformasi pendidikan diharap penambahbaikan drastik pendidikan tercapai dalam masa 12 tahun akan datang agar sistem pendidikan kita antara yang terbaik di dunia menjelang 2025. Pada ketika ini kita harap dapat melahirkan generasi muda yakni golongan modal insan alaf baru dari segi pegangan agamanya yang mantap, beretika, mahir dan cekap dalam pelbagai kerjaya, pengamal IT dalam segala urusan kerja dan komunikasi, berfikiran kreatif dan inovatif, tegas dan efektif dalam kepimpinan dan membuat keputusan serta bersifat patriotik terhadap negara kita Malaysia.

Saya ingin mengucapkan terima kasih dan setinggi-tinggi penghargaan kepada pihak penganjur iaitu Majlis Dekan Pendidikan IPTA istimewanya Universiti Islam Antarabangsa Malaysia selaku tuan rumah. Terima kasih kerana menjemput saya. Di kesempatan ini juga, saya ingin mengalu-alukan kehadiran semua pihak ke seminar ini dan berharap perjumpaan kita dapat memperkukuhkan silaturrahim sesama kita serta dapat mencapai objektif-objektif seminar ini. Insya Allah.

**Yang Berhormat Dato' Seri Idris Bin Jusoh**
**Menteri Pendidikan II**

بسم الله الرحمن الرحيم

Pendidikan ialah jantung pembangunan ummah. Matlamat pendidikan adalah untuk melahirkan insan yang boleh meningkatkan kualiti diri dan memberi sumbangan yang positif untuk komuniti, masyarakat dan negara. Melalui pendidikan yang holistik generasi muda dipupuk dan dibimbing agar mencapai kecemerlangan dalam mencari makna ihsan yang hakiki.

Pelan Pembangunan Pendidikan Malaysia 2013-2025 ialah dokumen Kementerian Pendidikan Malaysia yang dihasilkan secara teliti dan professional untuk mencapai taraf pendidikan yang unggul dan terbaik bagi Malaysia pada hari muka.

Salah satu peranan pendidikan adalah untuk menyelesaikan masalah. Dalam pendidikan, kita hadapi apa yang kita tahu, bagaimana nak tahu dan bagaimana menangani apa yang kita telah tahu.

Bagaimanapun pendidikan diperingkat global kian berubah secara dinamik kerana proses pendidikan itu sendiri bersifat malar dan “constant.” Oleh yang demikian pendidikan perlu bersifat tranformatif untuk menangani perubahan.

Transformasi bukanlah satu fenomena atau perancangan manusia yang asing dalam ajaran Islam dan kehidupan ummat manusia.

Diharap seminar ini memberi impak kepada transformasi pendidikan negara ini yang sedang menuju negara maju menjelang tahun 2020.

**Prof. Dato’ Sri Dr. Zaleha Kamaruddin**

**Rektor, Universiti Islam Antarabangsa Malaysia (UIAM)**

بسم الله الرحمن الرحيم

Proses globalisasi sangat ketara mempengaruhi sistem pendidikan sejagat masa kini dari pelbagai sudut -- bahasa pengantar sekolah-sekolah dengan Bahasa Inggeris sebagai bahasa antarabangsa, penggunaan teknologi maklumat dalam pendidikan, kepentingan kemahiran insaniah, dan ranking sejagat antara institusi-institusi pendidikan tinggi di dalam mahupun di luar negara. Sudah tentu setiap negara perlu berhadapan dengan arus perubahan ini untuk terus relevan. Justeru perlulah digembeleng segala tenaga dan buah fikiran bagi menghasilkan satu pelan pendidikan yang mampu mengatasi pengaruh negatif globalisasi dan seterusnya memacu kearah transformasi pendidikan negara secara menyeluruh dengan cekap dan berkesan. Dalam konteks negara kita, Pelan Pembangunan Pendidikan Malaysia (PPPM) (2013-25) telah pun dirangka dan harus dilaksanakan dalam tiga gelombang. Gelombang pertama telah pun bermula dan terdapat beberapa isu yang harus ditangani bagi kelicinan perlaksanaan. Maka atas kesedaran inilah tema "Memacu Pelan Transformasi Pendidikan" dipilih.

Seminar Kebangsaan Majlis Dekan Pendidikan Malaysia (MDPM) yang Ke-4 merupakan satu platfom atau medan bagi para sarjana, cendekiawan, pendidik dan pembuat dasar pendidikan seluruh negara membedah dan memeriksa PPPM (2013-25) supaya dapat memperkemas dan memastikan pelaksanaannya yang lebih berkesan . Moga-moga seminar ini akan dapat menghasilkan beberapa resolusi berbentuk strategi penyelesaian terhadap isu-isu yang menghalang kelicinan dan keberkesanan pelaksanaan PPPM di samping membantu mendalami pemahaman para hadirin tentang isu pendidikan negara.

Saya mengalu-alukan kehadiran semua peserta yang berhimpun dalam seminar yang ke-4 ini. Semoga Seminar Kebangsaan MDPM 2013 ini dapat memperkaya dan menggugah akal dan rohani semua yang hadir.

Akhir kalam, saya ingin mengucapkan jutaan terima kasih kepada semua Pengucaputama, ahli MDPM, pembentang kertas kerja, peserta dari pelbagai jabatan, agensi dan institusi dan khususnya kepada Pengerusi dan Ahli Jawatankuasa Seminar Kebangsaan MDPM yang begitu komited untuk memastikan kejayaan seminar ini. Semoga semua usaha ini akan diterima oleh Allah S.W.T. sebagai amal jariah kita.

Sekian. Terima kasih.

**Prof Rosnani Hashim**
**Dekan,**
**Institusi Pendidikan,UIAM**

بسم الله الرحمن الرحيم

Ingin saya mengucapkan ribuan terima kasih kerana diberikan kesempatan untuk memberi kata-kata aluan untuk buku program Seminar Kebangsaan Majlis Dekan Pendidikan IPTA 2013.

Pada kali ini, Majlis Dekan Pendidikan IPTA dengan kerjasama Institut Pendidikan UIAM (INSTED) telah berusaha untuk menganjurkan Seminar Kebangsaan Majlis Dekan Pendidikan IPTA 2013 (MEDC 2013) dengan temanya "Memacu Pelan Transformasi Pendidikan Negara". Saya berpendapat tema ini sangat bersesuaian dengan agenda transformasi pendidikan negara di mana adalah menjadi matlamat akhir kita bahawa sistem pendidikan negara akan menjelma standing dengan negara-negara maju tetapi berasaskan acuan kita tersendiri. Sebagai pengerusi Majlis Dekan Pendidikan IPTA semasa, saya sangat-sangatlah berharap semua kertas kerja yang dibentangkan akan menghasilkan dapatan-dapatan dan idea-idea baru yang mampu membantu secara efisyen melonjak transformasi pendidikan negara ke arah yang di tetapkan sebagaimana dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025.

Seterusnya, ingin saya mengucapkan ribuan terima kasih kepada INSTED, UIAM amnya dan ahli Jawatankuasa penganjur seminar kebangsaan ini yang telah bertungkus-lumus untuk menjayakan seminar ini. Akhir sekali, saya juga mengalu-alukan kedatangan semua pembentang dan peserta seminar kerana tanpa tuan-tuan dan puan-puan sekalian seminar ini tidak akan menjadi kenyataan.

Terima kasih.

**Prof. Dato' Dr. Abdul Rashid Mohamed**
Pengerusi Majlis Dekan Pendidikan IPTA
Pusat Pengajian Ilmu Pendidikan
Universiti Sains Malaysia.

بسم الله الرحمن الرحيم

Sukacitanya ingin saya mengucapkan ribuan terima kasih kepada Dekan Institut Pendidikan (INSTED), IIUM kerana telah menaruh kepercayaan serta keyakinan kepada saya sebagai pengerusi Seminar Kebangsaan Majlis Dekan Pendidikan IPTA 2013 Kali ke IV (MEDC 2013). Di samping itu juga , ingin saya mengucapkan ribuan terima kasih kerana diberi kesempatan untuk menukilkan sepatah dua kata dalam buku program seminar ini.

Sebagaimana maklum, objektif Majlis Dekan Pendidikan IPTA (dengan kerjasama INSTED) mengadakan seminar kebangsaan ini antara lainnya adalah untuk menyediakan satu platform dalam usaha menjana idea-idea yang berkesan bagi memperkemas dan memastikan pelaksanaan secara berkesan pelan transformasi pendidikan negara.

Untuk memperincikan lagi objektif di atas, maka tema seminar pada tahun 2013 ini adalah “Memacu Pelan Transformasi Pendidikan”. Tema ini mampu memandu para sarjana dan penyelidik memfokuskan pembentangan mereka berdasarkan lima sub-tema seperti berikut:

- Kesamarataan akses kepada pendidikan berkualiti bertaraf antarabangsa,
- Profisiensi dalam Bahasa Malaysia dan Bahasa Inggeris bagi setiap murid,
- Melahirkan rakyat Malaysia dengan penghayatan nilai-nilai Islam dan universal,
- Transformasi keguruan sebagai profesion pilihan dan
- Merealisasikan penempatan kepimpinan berprestasi tinggi di setiap sekolah.

Sebagai pengerusi seminar kebangsaan tahun ini, adalah menjadi harapan Majlis Dekan Pendididkan IPTA supaya seminar ini dapat membuahkan hasil demi faedah ummah dalam jangka masa yang panjang. Sukacita juga saya mengucapkan selamat berseminar di Universiti Islam Antaranbangsa Malaysia (UIAM) “Garden of Knowledge and Virtue”. Sebelum mengundur diri, izinkan saya menyusun sepuluh jari memohon ribuan maaf bagi pihak diri saya serta rakan-rakan lain dalam jawatankuasa seminar jika terdapatnya sebarang kekurangan dalam pengurusan perjalanan seminar ini. Yang buruk dan lemah itu adalah datangnya daripada kami dan yang terbaik itu adalah datangnya daripada Yang Maha Pencipta, Allah Subhanahuwataala.

Terima kasih.

**Prof. Madya Dr. Hairuddin Mohd Ali**
**Pengerusi**
**Seminar Majlis Dekan Pendidikan IPTA 2013 (MEDC2013)**

# School Administrators' and Teachers' Level of Awareness, Interests and Practices in Learning Culture

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## ABSTRACT

Learning culture in school plays a vital role in boosting learning to students. School administrators and teachers are the front line who facilitates the school with learning culture. This study aims to evaluate the level of awareness, interests and practices between school administrators and teachers in promoting learning culture in school. A cross-sectional survey design was conducted in four schools and data were collected from 210 respondents. Specifically, the study focused on teachers in Kuala Lumpur and they were asked about learning culture. A questionnaire with 41 items (excluding demographic questions) was designed. Each respondent is requested to indicate his experience and perceptions on learning culture using DLOQ instrument. It was indicated that these variables are statistically significant and there are correlation between level of interests, awareness and practices. At school level, it is found that the age of respondents strongly influence the learning culture. Finally, correlation among the level of awareness, interests and practices in learning culture was identified. The finding presents an original study which examined the school administrators' and teachers' level of awareness, interests and practices towards learning culture in school. Implications and recommendations for future improvement of learning culture were channeled to the appropriate authorities.

**Keywords**: Learning culture, awareness, interests and practices.

## Introduction

Humans start to learn since they are born. Levitt and March (1998), mentioned that learning is the process that spans the discovery, retention and exploitation of knowledge stored; it takes knowledge as an input and generates new knowledge as an output. This is supported by Senge *et al*. (1994) that learning is analysed as the process by which knowledge, abilities and attitudes are brought together to achieve permanent changes in conduct, as the product of a specific practice or significant experience. Schein (1996) also stressed that learning is, at its heart, a complex and difficult process—a source of joy when it works but a source of pain and tension when it does not.

Organizations learn and adapt mainly through the interaction of the individuals within them, benefiting from increased individual understanding which translates into change in organizational behavior (Argyris & Schon, 1978; Senge, 1990).

## General Conceptual Framework of the study

The study focuses on the successful learning organization will effect to the students' performance. A learning organization is an organization skilled at creating, acquiring and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights (Garvin, 1993). Also Dodgson (1993) suggests that an organization's uniqueness can be defined by its knowledge bases and the

processes of acquisition, articulation, and enhancement of the knowledge over which it has control. The theory applied here is to focus on how learning organization will effect to the students' performance.

Figure 1
General Conceptual Framework of the Study


Source: Adapted from Senge, (2000), pp 327.

Kerka (1995) supported that learning is valuable, continuous, and most effective when shared and that every experience is an opportunity to learn. The figure above explains that learning organization (domain of action) will affect students' performance (domain of enduring change) since people in the school are working towards the same vision.

**Significance Of the study**

Ewell (1997) urges that learning occurs best in a cultural and interpersonal context that supplies a great deal of enjoyable interaction and considerable levels of individual support. As Sarason (1991) argues "… you cannot have students as continuous learners and effective collaborators, without teachers having these same characteristics." DuFour (2004) insists that improvement initiatives will not occur within a school unless those involved in the initiative are willing to unite in support of it. Therefore, the findings of the study would also be helpful in: providing readers with a comprehensive body of literature on learning organization and the needs of learning cultures.

**Learning Culture**

School leaders' actions have a large influence on the cultures within which teachers work. That means professional development for principals and teacher leaders does not only prepare them to be instructional leaders who know how to assess teaching and learning but also enables them to transform their organizations' cultures (Sparks, 2007). According to Schein (1996), learning cultures share at least seven basic elements; (1) a concern for people, (2) a belief that people can and will learn, (3) a shared belief that people have the capacity to change their environment, (4) some amount of slack time available for generative learning, (5) a shared commitment to open and extensive communication, (6) a shared commitment to learning to think systematically, and (7) interdependent coordination and cooperation.

However, Farago and Skyrme (1995) suggest that learning culture has six elements such as, (1) future and external orientation, (2) free exchange and flow of information, (3) commitment to learning and personal development, (4) valuing people, (5) climate of openness and trust, and (6) learning from experience. In addition, Rosenberg (2008) defines learning culture as an organization that knows how to learn, with people who freely share what they know and willing to change based on the acquisition of new knowledge.

**Developing Learning Culture**

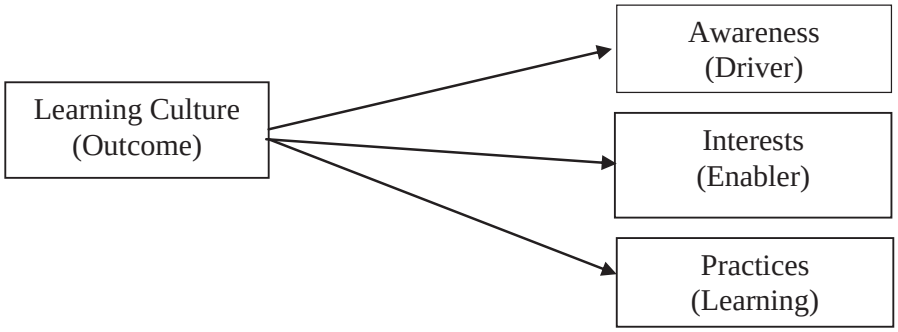
When school systems establish cultures of learning, they constantly seek and develop teachers' knowledge and skills required to create effective new learning experiences for students. As communities of learners, teachers are more likely to develop and pursue shared missions, collaborative teams, action orientations, collective inquiry initiatives, continuous improvement, and results (DuFour et al, 2005). A learning culture cannot encourage knowledge hoarding, but rather knowledge sharing. Cunningham (2005) supports that developing learning culture has

benefits such as, upgrading the skill of the staff, lower cost of training, uses of existing skills of staff, an attractive environment for staff and better relationship within teams where staff share learning.

**Theoretical Model of the Study**

The literature research provides grounds and underpinnings for the understanding of learning organization as a continuous process (Law, 2007). Evolved from the Learning Organization model developed by Law (2007), and Kris and Gunasekaran (2009), the study develops a theoretical model as in figure 2.

Figure 2
Theoretical Model of Study




Source: Adapted from Law (2007), Kris and Gunasekaran (2009), pp. 315.

The model shows that these three terms will influence teachers' participation in creating positive learning cultures in school. As a result, teachers' performance in teaching and learning process will increase and this enhances performance of the students in the long run.

**Findings on Learning Culture**

Previous research only discussed on creating the learning cultures. Firstly, Stickney (1997) gives evidence that when the members of the school consider learning to be an inquiry journey, students and teachers achieve high levels of engagement. This shows that whenever teachers are engaged in lively collaborative inquiry as well as inventing their own new best practices, they grow in skill, they increase their sense of efficacy, and they advance the profession both personally and collectively.

Besides that Roodt and Conradie (2003) examine on creating a learning culture in rural schools via educational satellite TV broadcasts. Findings show that satellite TV is an effective strategy for supplementing classroom education by fostering an interactive learning culture. Coetzer (2007) found that the two comparison groups within three demographic variables (tenure, age, education) differed markedly in how they perceived their workplaces as learning environments. Managers may need practical help in managing the learning of diverse groups of employees, and in understanding the potential differences in employee learning processes. However, Mawhinney (2000) has experienced being an instructional leader. The researcher has related a personal experience in the development of the "Teacher Learning Groups" model in which staff leads sessions on a topic of interest or expertise.

**Research Framework**

Data were gathered through a survey questionnaire which was adapted from the Dimensions of Learning Organization Questionnaire (Watkins & Marsick, 1997) and Learning Culture Questionnaire from the internet. The questionnaire consists of five sections. Section one consists of questions related to demographic variables. Section two related to perception of teachers towards learning organization. Section three emphasize on the level of awareness on learning culture. Meanwhile, section four

deals with the level of interest on learning culture. Finally, section five deals with level of practices on learning culture. The participants' responses are based on the 5-point Likert scale; 1 = strongly never, 2 = Never, 3 = Neutral, 4 = Always, and 5 = Strongly always.

## RESULTS AND DISCUSSION

### Demographic Background

Distribution of the respondents based on demographic background is shown in table 1.

Table 1
Demographic Distribution of Respondents

| Characteristics | Frequency(n) | Percentage (%) |
|---|---|---|
| **Gender** | | |
| **Male** | 28 | 13.3 |
| **Female** | 182 | 86.7 |
| **Total** | **210** | **100.0** |
| **Age** | | |
| **Below 25 years** | 13 | 6.2 |
| **25 to 30 years** | 46 | 21.9 |
| **31 to 40 years** | 77 | 36.7 |
| **41 to 45 years** | 43 | 20.5 |
| **Above 45 years** | 31 | 14.7 |
| **Total** | **210** | **100.0** |
| **Level of Education** | | |
| **Bachelor Degree** | 206 | 98.1 |
| **Masters Degree** | 4 | 1.9 |
| **PHD Degree** | 0 | 0 |
| **Total** | **210** | **100.0** |
| **Post in School** | | |
| **School Administrator** | 21 | 10.0 |
| **Teacher** | 189 | 90.0 |
| **Total** | **210** | **100.0** |
| **Teaching Experience** | | |
| **Below 5 years** | 47 | 22.4 |
| **5 to 10 years** | 53 | 25.2 |
| **11 to 15 years** | 46 | 21.9 |
| **16 to 20 years** | 30 | 14.3 |
| **More than 20 years** | 34 | 16.2 |
| **Total** | **210** | **100.0** |
| **Name of School** | | |
| **SMK Taman Melati** | 38 | 18.1 |
| **SMK Taman Setapak Indah** | 49 | 23.3 |
| **SMK Bandar Baru Sentul** | 78 | 37.2 |
| **SMK Wangsa Melawati** | 45 | 21.4 |
| **Total** | **210** | **100.0** |

Out of 210 respondents, 182 (86.7%) were female while the rest which is 28 (13.3%) were male. The majority of the respondents (77) which is 36.7% were within the age range of 31 to 40 years. The rest are 46 or 21.9% at the age of between 25 and 30 years, 43 (20.5%) within the age range of 41 to 45 years, and 31(14.7%) were above 45 years. The least of the respondents which is 13 (6.2%) were aged below 25 years. Regarding the level of education, 206 respondents which is 98.1% were Bachelor Degree holders, 4 (1.9%) were Master Degree holders and none was holding PhD. Out of the 210, respondents 189 (90%) were ordinary teachers and 21 (10%) were school administrators.

Regarding teaching experience, the majority of the respondents had 5 to 10 years of experience with a total number of 53 (25.2%), followed by those below 5 years which is 47 (22.4%), 46 or 21.9% of the respondents have 11 to 15 years of experience, while there were 34 (16.2%) with more than 20 years and 30 (14.3%) with 16 to 20 years of teaching experience. With respect to the distribution of respondents according to school, the 210 respondents were drawn from four selected schools. There were 38 (18.1%) from SMK Taman Melati, 49 (23.3%) from SMK Taman Setapak Indah, 78 (37.2%) from SMK Bandar Baru Sentul and 45 (21.4%) from SMK Wangsa Melawati.

**Perceptions toward School as a Learning Organization and Learning Culture**

Perceptions between school administrators and teachers are summarized in Table 2.

Table 2
Perception towards School as a Learning Organization and Learning Culture

| Item No. | Statement | Never (N) (%) | Neutral (N) (%) | Always (N) (%) | Mean | Std. Dev. |
|---|---|---|---|---|---|---|
| 1 | People openly discuss mistakes in order to learn. | 23 11.0 | 98 46.7 | 89 42.3 | 3.3381 | 0.7977 |
| 2 | People identify skills they need for future tasks. | 23 11.0 | 80 38.0 | 107 51.0 | 3.4667 | 0.7772 |
| 3 | People help each other in learning. | 6 2.9 | 72 34.2 | 132 62.9 | 3.7238 | 0.7319 |
| 4 | People are given time to support learning. | 13 6.2 | 87 41.4 | 110 52.4 | 3.5333 | 0.7197 |
| 5 | People view problems in work as opportunities to learn. | 21 10.0 | 93 44.3 | 96 45.7 | 3.3857 | 0.7818 |
| 6 | People give open and honest feedback to each other. | 25 11.9 | 105 50.0 | 80 38.1 | 3.2476 | 0.7737 |
| 7 | People listen to each other's views before speaking. | 14 6.7 | 95 45.2 | 101 48.1 | 3.4238 | 0.7164 |
| 8 | People are encouraged to ask "why". | 22 10.5 | 88 41.9 | 100 47.6 | 3.4286 | 0.8284 |
| 9 | People state views and also ask what others think. | 8 3.8 | 87 41.4 | 115 54.8 | 3.5571 | 0.6699 |
| 10 | People treat each other with respect. | 8 3.9 | 58 27.6 | 144 68.6 | 3.7762 | 0.7529 |
| | **Total Average** | 16.3 7.79 | 86.3 41.09 | 107.4 51.15 | 3.4881 | |

*Note*: Never = Strongly Never and Never, Neutral = Neutral, and Always = Strongly Always and Always. ( N= number of respondents)

The mean percentage of the responses in agreement to all but one item was above the significance level. The highest response for never showed that item number 6 has 11.9% (n=25) of the respondents never giving open and honest feedback to each other and the lowest percentage was item number 3, which has 2.9% (n=6) indicating never helping each other in learning. This was reflected by the 50% (n=105) who gave neutral response and proved that the respondents give open and honest feedback to each other and only 27.6% (n=58) of the respondents treat each other with respect.

A significant response in agreement was observed for item number 10. It confirmed that 68.6% (n=144) always treat each other with respect and again item number 6 has 38.1% (n=80) of the respondents who always give open and honest feedback to each other. Overall, the results of the responses revealed significant values for item #1 to #10 because they have the range of mean from 3.2476 to 3.7762 and standard deviation from 0.7737 to 0.7529. The total

average mean was 3.4881. The items mentioned were the extreme results which indicate a favorable perception regarding school as a learning organization and promoting learning culture.

**Comparison of Level of Awareness, Interests and Practices towards Learning Culture by School Administrators and Teachers**

**RQ1:** To what extent are school administrators and teachers aware of learning culture?

Table 3
Descriptive statistics of school administrators' and teachers' awareness of learning culture

| Item No. | Statement | School Administrators | | Teachers | | Total | |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | Mean | SD |
| 11 | School has a written mission statement. | 4.6190 | 0.4976 | 4.3915 | 0.6804 | 4.4143 | 0.6669 |
| 12 | Principal has explained the values and goals. | 4.8095 | 0.4024 | 4.3175 | 0.6314 | 4.3667 | 0.6293 |
| 13 | Principal has explained the commitment to learning. | 4.6190 | 0.5896 | 4.2804 | 0.6609 | 4.3143 | 0.6607 |
| 14 | Review the plan to check progress. | 4.2857 | 0.7171 | 3.8942 | 0.8248 | 3.9333 | 0.8215 |
| 15 | Prepared a written learning plan for the school. | 4.8095 | 0.4024 | 4.0529 | 0.7700 | 4.1286 | 0.7749 |
| 16 | Know their roles and standards to be achieved. | 4.5714 | 0.5976 | 4.0794 | 0.6756 | 4.1286 | 0.6831 |
| 17 | Ask teachers for ideas to improve the way they work. | 4.2857 | 0.5606 | 3.7460 | 0.8373 | 3.8000 | 0.8289 |
| 18 | Teachers' ideas are given proper consideration. | 4.5238 | 0.5118 | 3.6825 | 0.8021 | 3.7667 | 0.8171 |
| 19 | Teachers are clear on the objectives for any learning activities. | 4.5714 | 0.5976 | 4.0265 | 0.6719 | 4.0810 | 0.6834 |
| 20 | School learning activities are linked to external standards. | 4.2857 | 0.8452 | 3.7778 | 0.7809 | 3.8286 | 0.8002 |
| 21 | Teachers are given adequate opportunities to acquire skills they needed. | 3.9048 | 0.8309 | 3.7249 | 0.8682 | 3.7429 | 0.8642 |
| 22 | Involvement of teachers in meeting their learning needs. | 4.2857 | 0.7838 | 3.7407 | 0.8700 | 3.7852 | 0.8754 |
| 23 | Administrators are effective in helping people to learn. | 4.2381 | 0.5389 | 3.7196 | 0.7654 | 3.7714 | 0.7609 |
| | **Total** | **4.4469** | **0.6058** | **3.9565** | **0.7568** | **4.0047** | **0.7589** |

Note: School administrators (n=21, 10%), teachers (n=189, 90%), SD=Standard deviation

Table 3 shows the mean percentage observed on all items was significant. Item number 12 and 15 showed the highest mean which was 4.8095 (SD=0.4024) for school administrators who agreed that the principal has explained the values and goals for learning culture and prepares a written learning plan for the school. The observation of the lowest mean percentage of 3.9048 (SD=0.8309) reveals that school administrators agreed that they had given adequate opportunities to acquire skills needed by the teachers.

The highest mean for teachers was for item number 11 which has mean of 4.3915 (SD=0.6804). The results proved that teachers were aware of written school mission statement. The lowest mean of 3.6825 (SD=0.8021) was for item number 18 which teachers believed that their ideas were given proper consideration. The results reveal that school administrators and teachers have a positive level of awareness toward learning culture in school.

**RQ2:** To what extent are school administrators and teachers interested in learning culture?

Table 4 shows the total mean which has a significant value of 4.0047 (SD=0.7589) for the 13 items.

Table 4
Descriptive statistics of school administrators and teachers interest in learning culture

| Item No. | Statement | School Administrators | | Teachers | | Total | |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | Mean | SD |
| 24 | Want to know how other schools carry out their activities. | 4.3333 | 0.5773 | 4.0476 | 0.6864 | 4.0762 | 0.6804 |
| 25 | Excited about learning. | 4.0952 | 0.4364 | 4.1587 | 0.5799 | 4.1524 | 0.5667 |
| 26 | Self-directed about learning. | 4.3333 | 0.4831 | 4.1376 | 0.6033 | 4.1571 | 0.5942 |
| 27 | Strong personal commitment to professional growth. | 4.6667 | 0.4830 | 4.2116 | 0.5994 | 4.2571 | 0.6034 |
| 28 | Responsibility to contribute to the development of learning culture. | 4.4762 | 0.5118 | 4.2222 | 0.6469 | 4.2476 | 0.6381 |
| 29 | Professional responsibility to continue learning and developing daily work. | 4.4762 | 0.5118 | 4.2222 | 0.5865 | 4.2476 | 0.5833 |
| 30 | Need to learn more from experience. | 4.4762 | 0.5118 | 4.2593 | 0.5938 | 4.2810 | 0.5886 |
| 31 | Seek out opportunities to enhance professional knowledge. | 4.3330 | 0.5774 | 4.1164 | 0.7125 | 4.1381 | 0.7020 |
| | **Total** | **4.3988** | **0.5116** | **4.1719** | **0.6261** | **4.1946** | **0.6195** |

Note: School administrators (n=21, 10%) , teachers (n=189, 90%), SD=Standard deviation

The results show that school administrators have the highest mean of 4.6667 (SD=0.4830) for item number 27. It proves that the school administrators have very strong personal commitment to professional growth compared to teachers. The lowest mean of 4.0952 (SD=0.4364) falls at item number 25 which indicates that school administrators have less excitement about learning. The rest of the items reveal that school administrators have very high level of interest.

As a comparison, teachers have the highest mean of 4.2593 (SD=0.5938) for item number 30. It reveals that teachers have more interest in learning from experience. The result is followed by the lowest mean of 4.0476 (SD=0.6864) for item number 24. This shows that teachers have less interest in knowing how other schools carry out their activities. However, teachers have very high level of interest for other aspects such as they have very strong personal commitment to professional growth, they are responsible toward developing learning culture and continuing learning in developing daily work. The results shows teachers have less excitement, less interest in self-directing about learning and to seek opportunities in enhancing professional knowledge. However, all items have the range of total mean from 4.1269 (SD=0.5081) to 4.4391 (SD=0.5412) and this has proven that school administrators and teachers do have very high level of interest in learning culture.

**RQ3:** To what extent are school administrators and teachers practice of learning culture?

Table 5 indicates that the school administrators have higher mean compared to the teachers for all items.

Table 5
Descriptive statistics of school administrators and teachers in practices in learning culture

| Item No. | Statement | School Administrators | | Teachers | | Total | |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | Mean | SD |
| 32 | Teachers have freedom to adapt their goals. | 3.9048 | 0.8309 | 3.6561 | 0.7741 | 3.6810 | 0.7814 |
| 33 | Leaders mentor and coach those they lead. | 4.2381 | 0.6249 | 3.7513 | 0.7965 | 3.8000 | 0.7935 |
| 34 | School's actions are consistent with its values. | 4.1429 | 0.5732 | 3.7725 | 0.7409 | 3.8095 | 0.7332 |
| 35 | There are a lot of opportunities to learn formally. | 4.2381 | 0.6249 | 3.7460 | 0.7431 | 3.7952 | 0.7456 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 36 | There are a lot of opportunities to learn from each other. | 4.3333 | 0.6583 | 3.7090 | 0.7614 | 3.7714 | 0.7734 |
| 37 | Learning systems do prioritize pedagogical issues. | 4.3333 | 0.4831 | 3.8148 | 0.7312 | 3.8667 | 0.7263 |
| 38 | There is benefit from collaborative reflection with colleagues. | 4.1905 | 0.5118 | 3.8624 | 0.7087 | 3.8952 | 0.6975 |
| 39 | Making time for individual professional reflection. | 4.0000 | 0.7071 | 3.7831 | 0.6999 | 3.8048 | 0.7020 |
| 40 | Evaluation on learning activities. | 4.1429 | 0.4781 | 3.7937 | 0.6801 | 3.8286 | 0.6700 |
| 41 | Reviewing learning values and improvements. | 4.1429 | 0.7271 | 3.7407 | 0.8452 | 3.7810 | 0.8412 |
| | **Total** | **4.1667** | **0.1357** | **3.7630** | **0.7481** | **3.8033** | **0.7464** |

Note: School administrators (n=21, 10%), teachers (n=189, 90%), SD=Standard deviation

Both school administrators and teachers have the lowest mean of 3.9048 (SD=0.8309) and 3.6561 (SD=0.7741) respectively for item number 32. This reveals that the respondents have less practice in adapting their goals. However, school administrators have very high mean of 4.3333 for both items number 36 and 37. The result indicates that the respondents have a lot of opportunities to learn from each other and learning systems do prioritize pedagogical issues. This finding further justifies that school administrators have very high level of practices in learning culture since the mean for other items range from 4.000 (SD=0.7071) to 4.2381 (SD=0.6249).

The results further show that teachers have total average mean of 3.7630 (SD=0.0544). The response for all items were in the range of mean 3.6561 (SD=0.7741) to 3.8624 (SD=0.7087). The result shows that school administrators practice learning culture more than the teachers.

**Test of Significance**

**RQ4:** Are there any significant differences between school administrators and teachers with regard to awareness, interests and practices of learning culture?

The descriptive analysis of total mean scores in respect of post in school as depicted in Table 6 shows that school administrators posed higher mean scores overall than the teachers in level of awareness, interests and practices in learning culture. This was due to the result for school administrators' mean awareness = 4.4469 (SD=0.6058), mean interests = 4.3988 (SD=0.5116) and mean practices = 4.1667 (SD=0.1357). Similarly, the teachers have mean awareness = 3.9565 (SD=0.7568), mean interests = 4.1719 (SD=0.6261) and mean practices = 3.7630 (SD=0.7481). On the other hand, school administrators have the highest mean for level of awareness and the lowest mean for level of practices in learning culture. However, teachers have the maximum mean for level of interests and the minimum mean for level of practices in learning culture.

Table 6
Descriptive statistic on awareness, interests and practices between School Administrators and Teachers

| **Group of respondents** | **N** | **Awareness** | | **Interests** | | **Practices** | |
|---|---|---|---|---|---|---|---|
| | | Mean | SD | Mean | SD | Mean | SD |
| School Administrators | 21 | 0 .4469 | 0.6058 | 4.3988 | 0.5116 | 4.1667 | 0.1357 |
| Teachers | 189 | 0.9565 | 0.7568 | 4.1719 | 0.6261 | 3.7630 | 0.7481 |
| Total | 210 | 4.0047 | 0.7589 | 4.1946 | 0.6195 | 3.8033 | 0.7464 |

The independent sample t-test was conducted to explore the significant differences between school administrators and teachers. Table 7 demonstrates that there were significant differences in between scores for school administrators (mean awareness=4.4449, SD=0.6058), and teachers (mean awareness=3.9565,SD=0.7568); (t=2.8889,p=0.0455). However, as *p<0.05(two- tailed), this proved that there is significant difference in the level of awareness between school administrators and teachers. The result indicated that there were no significant differences between scores for school administrators (mean interests=4.3988, SD=0.5116) and teachers (mean interests=4.1719, SD=0.6261); (t=1.5926, p=0.1600) in regard of the level of interest. In this situation, the p-value (0.1600) is greater than a significant level (*p > 0.05) which means that there is no significant difference that exists statistically between school administrators and teachers in level of interests towards learning culture. The finding was further justified that there were significant difference between scores in level of practices for school administrators (mean practices=4.1667, SD=0.1357) and teachers (mean practices=3.7630, SD=0.7481); t=2.3799, p=0.0489). As *p < 0.05(two tailed), this shows that there is significant difference between school administrators and teachers with regard to level of practices in learning culture.

Table 7
Independent sample t-test on Awareness, Interest and Practices

| | n | F | Sig. | df | t | Sig. (2 tailed) | Result |
|---|---|---|---|---|---|---|---|
| Awareness | 210 | 2.4623 | 0.2875 | 208 | 2.8889 | 0.0455 | Significant |
| Interest | 210 | 0.6502 | 0.6568 | 208 | 1.5926 | 0.1600 | Not significant |
| Practices | 210 | 1.9580 | 0.2897 | 208 | 2.3799 | 0.0489 | Significant |

*Note*: Equal Variance Assumed, *p ‹ 0.05 (significant difference)

**Correlation Between Awareness, Interest and Practices in Learning Culture**

**RQ5:** Are there correlations between awareness, interest and practices of school administrators and teachers in learning culture?

Table 8 shows the analysis between the awareness and interests [$r_1$ (210)= 0.2478, p=0.0350] ,and p>0 shows that it has positive relationship; p-value is less than alpha, α (0.05), and thus it is statistically significant. However the coefficient, $r_1$value is in between 0.1 and 0.3. This provides evidence that the study accepts the null and concludes that there is a weak relationship between level of awareness and level of interests. The findings also confirmed that moderate correlation does exist between awareness and practices [$r_2$ (210) = 0.4138, p=0.00005].

On the contrary, the relation is also depicted for interest where it correlates with awareness [$r_3$ (210) = 0.2547, p=0.0350]; indicated that it has statistically significant (p<0.05), positive but weak relationship (0.1< $r_3$ <0.3). This also bears out that interest correlates with practices [$r_4$ (210) = 0.2857,p=0.0026]; which proved that it has a significant, positive but weak relationship.

Likewise, the study shows correlation existed between practices and awareness [$r_5$ (210)=0.4138, p=0.00005]; which revealed that it has statistically significant (p<0.05), positive and moderate relationship (0.3< $r_5$ <0.5). The findings for practices and interests also verify that there is correlation between variables [$r_6$ (210)= 0.2857,p=0.0023]; which confirmed it is significant (p<0.05), positive and has weak relationship (0.1< $r_6$<0.3). The results proved there is evidence that these variables are statistically significant and there are correlation between the level of interests, awareness and practices. This proved that the level of awareness, interest and practices correlates with each other when all the values of $\boldsymbol{r_1}=r_2=r_3=r_4=r_5=r_6 > 0$.

Table 8
Correlation Between Awareness, Interest and Practices of School Administrators and Teachers towards Learning Culture

| | | Awareness | Interests | Practices |
|---|---|---|---|---|
| Awareness | Pearson,***r*** | - | $r_1$=0.2478 | $r_2$ =*0.*4138 |
| | Sig.(2-tailed) | - | 0.0350 | 0.00005 |
| | N | - | 210 | 210 |
| Interest | Pearson,***r*** | $r_3$=*0.*2547 | - | $r_4$=0.2857 |
| | Sig.(2-tailed) | 0.0350 | - | 0.0026 |
| | N | 210 | - | 210 |
| Practices | Pearson,***r*** | $r_5$=4138 | $r_6$=0.2857 | - |
| | Sig.(2-tailed) | 0.00005 | 0.0023 | - |
| | N | 210 | 210 | - |

* $\boldsymbol{r} > 0$, $\alpha$=0.05, $p < 0.05$ (significant)

**Participants Responses based on Demographic Variables**

**RQ6:** Do the participants' responses vary according to the demographic variables?

**Respondents and Teaching Experiences**

Table 9 shows the descriptive analysis of respondents by teaching experience where the male respondents with experience of 16 to 20 years have the highest mean scores of (Mean=136.00, SD=9.899). This is also supported by female respondents with experience of 16 to 20 years have the highest mean scores of (Mean=149.61, SD=57.485). This means that the learning culture of the respondents increases with the increase in teaching's experience.

Table 9
Descriptive Analysis of Respondents by Teaching Experience

| Gender | Teaching experience | Mean | Std. Deviation | N |
|---|---|---|---|---|
| 1 | below 5 years | 102.00 | 21.087 | 4 |
| | 5 to 10 years | 101.88 | 51.504 | 8 |
| | 11 to 15 years | 106.91 | 65.459 | 11 |
| | 16 to 20 years | 136.00 | 9.899 | 2 |
| | more than 20 years | 128.33 | 43.501 | 3 |
| | Total | 109.14 | 50.868 | 28 |
| 2 | below 5 years | 84.74 | 41.669 | 43 |
| | 5 to 10 years | 93.31 | 60.351 | 45 |
| | 11 to 15 years | 121.17 | 66.076 | 35 |
| | 16 to 20 years | 149.61 | 57.485 | 28 |
| | more than 20 years | 91.16 | 67.328 | 31 |
| | Total | 104.94 | 62.252 | 182 |
| Total | below 5 years | 86.21 | 40.473 | 47 |
| | 5 to 10 years | 94.60 | 58.724 | 53 |
| | 11 to 15 years | 117.76 | 65.489 | 46 |
| | 16 to 20 years | 148.70 | 55.605 | 30 |
| | more than 20 years | 94.44 | 65.956 | 34 |
| | Total | 105.50 | 60.766 | 210 |

Furthermore, in order to explore the significant differences among groups within teaching experiences, the tests of between-subjects effect was carried out. However, there was no statistical significant difference

among the groups at Sig.05 level based on their level of teaching experiences. As shown

in table 10, [ F(4,210)=0.531,df=210, p=0.713], therefore *p>0.05 which shows there were no statistical significant difference between gender and teaching experience, and for their interaction Gender*Experience.

Table 10
Tests of Between-Subjects Effects of Respondents by Teaching Experience

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 98252.375(a) | 9 | 10916.931 | 3.242 | .001 |
| Intercept | 862767.589 | 1 | 862767.589 | 256.212 | .000 |
| GENDER | 855.897 | 1 | 855.897 | .254 | .615 |
| EXPERT | 16371.366 | 4 | 4092.841 | 1.215 | .305 |
| GENDER * EXPERT | 7154.235 | 4 | 1788.559 | .531 | .713 |
| Error | 673480.125 | 200 | 3367.401 | | |
| Total | 3109085.000 | 210 | | | |
| Corrected Total | 771732.500 | 209 | | | |

a R Squared = .127 (Adjusted R Squared = .088)

However, Table 11 shows the comparison between years of teaching. It was clearly shown that there were a significant difference between all four combinations of teaching experience level (p<0.005).

Table11
Multiple Comparisons of Respondents by Teaching Experience

| (I) Teaching experience | (J) Teaching experience | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| below 5 years | 5 to 10 years | -8.39 | 11.627 | .951 | -40.40 | 23.62 |
| | 11 to 15 years | -31.55 | 12.035 | .070 | -64.68 | 1.58 |
| | 16 to 20 years | -62.49(*) | 13.561 | .000 | -99.82 | -25.16 |
| | more than 20 years | -8.23 | 13.065 | .970 | -44.19 | 27.74 |
| 5 to 10 years | below 5 years | 8.39 | 11.627 | .951 | -23.62 | 40.40 |
| | 11 to 15 years | -23.16 | 11.694 | .279 | -55.35 | 9.03 |
| | 16 to 20 years | -54.10(*) | 13.258 | .001 | -90.59 | -17.60 |
| | more than 20 years | .16 | 12.751 | 1.000 | -34.94 | 35.26 |
| 11 to 15 years | below 5 years | 31.55 | 12.035 | .070 | -1.58 | 64.68 |
| | 5 to 10 years | 23.16 | 11.694 | .279 | -9.03 | 55.35 |
| | 16 to 20 years | -30.94 | 13.618 | .158 | -68.43 | 6.55 |
| | more than 20 years | 23.32 | 13.124 | .390 | -12.81 | 59.45 |
| 16 to 20 years | below 5 years | 62.49(*) | 13.561 | .000 | 25.16 | 99.82 |
| | 5 to 10 years | 54.10(*) | 13.258 | .001 | 17.60 | 90.59 |
| | 11 to 15 years | 30.94 | 13.618 | .158 | -6.55 | 68.43 |
| | more than 20 years | 54.26(*) | 14.536 | .002 | 14.24 | 94.27 |
| more than 20 years | below 5 years | 8.23 | 13.065 | .970 | -27.74 | 44.19 |
| | 5 to 10 years | -.16 | 12.751 | 1.000 | -35.26 | 34.94 |
| | 11 to 15 years | -23.32 | 13.124 | .390 | -59.45 | 12.81 |
| | 16 to 20 years | -54.26(*) | 14.536 | .002 | -94.27 | -14.24 |

**Respondents and Level of Education**

Table 12 showed that there were not much difference between the male and female respondents who possess a Bachelor Degree (Mean=109.30, SD=51.830 and Mean=105.92, SD=62.307) respectively. However, there were significant different for male respondents (Mean=105.0, SD=0.0) and female respondents (Mean=46.67, SD=5.132) for Masters' degree.

Table 12
Descriptive Analysis of Respondents by Level of Education

| Gender | Level of Education | Mean | Std. Deviation | N |
|---|---|---|---|---|
| 1 | Bachelor Degree | 109.30 | 51.830 | 27 |
| | Masters' Degree | 105.00 | . | 1 |
| | Total | 109.14 | 50.868 | 28 |
| 2 | Bachelor Degree | 105.92 | 62.307 | 179 |
| | Masters' Degree | 46.67 | 5.132 | 3 |
| | Total | 104.94 | 62.252 | 182 |
| Total | Bachelor Degree | 106.36 | 60.934 | 206 |
| | Masters' Degree | 61.25 | 29.466 | 4 |
| | Total | 105.50 | 60.766 | 210 |

Table 13 showed that there were significant difference between the respondents with respect to the level of education where [F(206,4)=2.174,df=208, p=0.142] and *p > 0.05 (two-tailed). This showed that there were statistically significant difference between level of education and their level of awareness, interests and practices in learning culture.

Table 13
Tests of Between-Subjects Effects of Respondents by the Level of Education

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 10804.461(a) | 3 | 3601.487 | .975 | .405 |
| Intercept | 97823.060 | 1 | 97823.060 | 26.483 | .000 |
| GENDER | 2767.926 | 1 | 2767.926 | .749 | .388 |
| EDU | 2934.738 | 1 | 2934.738 | .794 | .374 |
| GENDER * EDU | 2194.733 | 1 | 2194.733 | .594 | .442 |
| Error | 760928.039 | 206 | 3693.825 | | |
| Total | 3109085.000 | 210 | | | |
| Corrected Total | 771732.500 | 209 | | | |

a R Squared = .014 (Adjusted R Squared = .000)

As shown in Table 13, [ F(1,210)=0.594,df=210, p=0.442], therefore *p>0.05 which showed there were no statistical significant difference between gender and level of education, and for their interaction Gender*Education.

**Respondents and Age**

Table 14 showed the respondents with the age level of 41 to 45 years demonstrated a higher mean score for female respondents (Mean=126.24, SD=69.578). On the other hand, the highest mean score for the male respondents came from the age group above 45 years (Mean=128.50, SD=0.707); which reveals that the respondents perceived more based on their level of awareness, interests and practices of learning culture as their age increase above 40 years.

Table 14
Descriptive Analysis of Respondents by Age

| Age | Gender | Mean | Std. Deviation | N |
|---|---|---|---|---|
| below 25 years | 1 | 75.00 | . | 1 |
| | 2 | 104.08 | 40.724 | 12 |
| | Total | 101.85 | 39.816 | 13 |
| 25 to 30 years | 1 | 77.67 | 26.633 | 3 |
| | 2 | 100.30 | 57.707 | 43 |
| | Total | 98.83 | 56.317 | 46 |
| 31 to 40 years | 1 | 113.94 | 54.968 | 16 |
| | 2 | 100.15 | 61.642 | 61 |
| | Total | 103.01 | 60.232 | 77 |
| 41 to 45 years | 1 | 111.33 | 59.728 | 6 |
| | 2 | 126.24 | 69.578 | 37 |
| | Total | 124.16 | 67.835 | 43 |
| above 45 years | 1 | 128.50 | .707 | 2 |
| | 2 | 95.07 | 65.224 | 29 |
| | Total | 97.23 | 63.563 | 31 |
| Total | 1 | 109.14 | 50.868 | 28 |
| | 2 | 104.94 | 62.252 | 182 |
| | Total | 105.50 | 60.766 | 210 |

Table 15 reveals that there is no significant difference existed between the groups in terms of the age of the respondents towards the level of awareness, interests and practices in learning culture. This means that the respondents within the same age group perceived the level of awareness, interests and practices in almost the same way without significant difference among the groups in such a way that [F(4,210)=0.515, df=210 and p=0.725]. In this case *p>0.05, therefore there are no statistical significant differences among the different ages.

Table 15
Tests of Between-Subjects Effects

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Corrected Model | 27664.731(a) | 9 | 3073.859 | .826 | .593 |
| Intercept | 474237.481 | 1 | 474237.481 | 127.472 | .000 |
| AGE | 7804.905 | 4 | 1951.226 | .524 | .718 |
| GENDER | 167.632 | 1 | 167.632 | .045 | .832 |
| AGE * GENDER | 7657.488 | 4 | 1914.372 | .515 | .725 |
| Error | 744067.769 | 200 | 3720.339 | | |
| Total | 3109085.000 | 210 | | | |
| Corrected Total | 771732.500 | 209 | | | |

## DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

### Perceptions towards School as a Learning Organization and Learning Culture

The result reveals that the school administrators and the teachers were highly concerned with knowledge sharing. Hansen *et al* (1999), Ruggles (1998) and Robertson and O'Malley (2000) found that good human resource practices and culture that fulfill

employees' expectation in appraisal, reward systems and satisfying work can influence employees' decision in knowledge sharing. Christensen (2007) mentioned that knowledge sharing is the process intended at exploiting existing knowledge, identifying existing and accessible knowledge, in order to transfer and apply this knowledge to solve specific tasks better and faster. The respondents believed that in order to learn in school, they should identify the skills they need for future task. If this kind of action is being applied by the school administrators and teachers it will lead to a positive learning culture in school. A school's culture also can be highly influenced by the societal culture (Dimmock and Walker, 2000;Hofstede,2001) in which it is embedded.

**Comparison of the Level of Awareness, Interests and Practices towards Learning Culture by School Administrators and Teachers**

School administrators and teachers have a positive level of awareness on learning culture. They were aware that school administrators regularly ask for their ideas to improve the way they work and the ideas are given proper consideration. The findings showed that both parties have strong personal commitment to professional growth and development. The elements of interests in learning culture in the study proved that during learning process, individuals will influence each other and their ideas will co-evolve; that is each idea will adapt and change in the context of other ideas, and once changed, it will in turn, have influence on what happens next.

**Significant Difference between School Administrators and Teachers with regard to Awareness, Interests and Practices of Learning Culture**

The study indicated that there are significant differences in awareness and practices of learning culture between school administrators and teachers and in contrary there is no significant difference for interest. This signifies that school administrators and teachers have different perspectives in the level of awareness and practices. However, the response shows similarity in level of interest for school administrators and teachers. This means that most teachers devote time into thinking of developing their curriculum.

**Correlation between Awareness, Interests and Practices on Learning Culture**

The result showed that they have very weak relationship or it could be considered as the correlation is not strong. The findings again shed the light that learning in the workplace (school) does influence the level of awareness, interests and practices on school administrators and teachers. It needs to happen from a conceptual as well as an operational framework (Kim, 1993), meaning that people now need to learn to think differently about their problems. Studies mentioned that learning is associated with challenging assignments, social relationships, and "hardships" or crises (McCall *et al*, 1988).

**Participants' Responses based on Demographic Variables**

**Respondents and Teaching Experience**

The analysis of variance (ANOVA) was conducted and the results confirmed that these differences were statistically significant. The highest mean is the teaching experience of 16 to 20 years; followed by 11 to 15 years and then declined at the teaching experience of more than 20 years and lastly for below 5 years of service. This finding is strongly consistent to the previous findings of CALDER's existing research that, on average, brand new teachers are less effective than those with some experience under their belts (Clotfelter, Ladd, And Vigdor 2007a, 2007b; Harris and Sass, 2007; Kane, Rockoff, and Staiger 2006; Ladd ,2008; Sass 2007).

**Respondents and the Level of Education**

The study revealed that there were statistically significant differences between level of education and their level of awareness, interests and practices in learning culture. The higher level of education will reflect to a better conception; change in behavior and mindsets towards learning culture in school. Consensus exists that teacher education has little effect on altering

teachers' beliefs (Weinstein, 1989) and that changes in practices do not necessarily accompany changes in beliefs ( Prawat, 1992).

**Respondents and Age**

The study indicated that the respondents at the age of 41 to 45 perceived highly the level of awareness, interests and practices in learning culture. However, the perceptions on the awareness, interests and practices increased considerably between 31 to 40 years and below 25 years and then declined at the age 45 years and above. In order to support the above assertions, the two way analysis of variance (ANOVA) was conducted and the result confirmed that there were no significant differences. Many of the respondents did not feel they could take time to learn, to reflect or to practice in learning culture as their age increases.

**RECOMMENDATION FOR FUTURE RESESARCH**

Owing to several limitations of the present study, it is deemed important to offer the following suggestions for future research:

1. Increase size of the sample used will enhance the study's findings in relation to schools in Kuala Lumpur,
2. Utilize random sampling procedures for ease of generalizing the findings across the schools,
3. Include professional learning culture between schools in Kuala Lumpur,
4. Use the mixed method of triangulating Quantitative data and face-to-face interview to ascertain the dimensions of learning culture,
5. Examine the learning culture to other individuals such as school staff, parents and Ministry of Education staff,
6. Perceptions of learning environment in Kuala Lumpur schools,
7. Use more learning culture dimensions which can be obtained through the source of qualitative research.

**IMPLICATIONS**

The following recommendations are considered important for teachers and school administrators in order to maintain and enhance the learning culture:

**Theoretical Implication**

Many theorists discussed learning culture such as Schein (1996), Farago (1995), and Rosenberg (2008). The theory on creating a learning culture by Conner and Clawson (2002) gives impact to the researcher to study on the school administrators' and teachers' level of awareness, interests and practices on learning culture. Table 16 below showed the comparison study.

Table 16
Comparison Study

| Element | Conner & Clawson (2002) | Present study |
|---|---|---|
| 1 | Adults have a pragmatic approach and they learn what they need to learn. | School administrators and teachers in school. |
| 2 | Learning with style or set of preferences. | Level of awareness |
| 3 | Learn at own pace. | Level of awareness |
| 4 | Interest in learning new things. | Level of interest |
| 5 | Want to be in charge of their learning. | Level of interest |
| 6 | Learning occurs mostly in context, on the job. | Level of practices |
| 7 | Transfer of learning in an organization is largely a function of the quality and strength of personal relationships. | Level of practices |

The current study sheds light on how much the school administrators and teachers perceived awareness, interest and practices on learning culture in school. These factors will affect school academic performance. This is because learning culture is a dynamic learning—the outcome of those interactions—depends on how teachers implement curriculum, design academic tasks, and engage students in these tasks, as well as how students approach their teachers, each other, and their work.

**Practical Implication**

There is absolute need to update some of the items so that more accurate information is gathered in terms of level of awareness, interests and practices. The schools should:

(a) impose more training and retraining of teachers in building their personal character,

(b) focus on how to create and maintain positive climate of learning culture in order to meet educational needs.

**Managerial Implication**

School administrators and teachers should be concerned on these aspects:

(a) School administrators should emphasize more on helping teachers to learn and give opportunities to adapt to new information,

(b) School administrators should enlighten the teachers on the importance and benefits of promoting positive learning culture,

(c) School administrators, teachers and school staffs should organize periodic workshops and conferences to discuss current issues related to learning culture and,

(d) Provide a forum for teachers to present their complaints and suggestions to improve the learning culture.

**Implication for Students**

1) Establishing a focus on learning—by persistently and publicly focusing their own attention and that of others on learning and teaching,
2) Building professional communities that value learning—by nurturing work cultures that value and support their members' learning,
3) Engaging external environments that matter for learning—by building relationships and securing resources from outside groups that can foster students' or teachers' learning,
4) Acting strategically and sharing leadership—by mobilizing effort along multiple "pathways" that lead to student, professional, or system learning, and by distributing leadership across levels and among individuals in different positions, and
5) Creating coherence—by connecting student, professional, and learning system with one another and with learning goals.

**CONCLUSION**

School administrators and teachers play a significant role in these deliberations over a learning culture agenda. They are in a position to provide professional and research knowledge, as well as influence the community's views of what counts as learning culture. The findings of this present study provides a yardstick and foundation for more in-depth future research on the evaluation of learning culture in secondary schools; however, the current study is limited to only four secondary schools in Kuala Lumpur.

The study showed that all teachers and school administrators were highly aware, interested and practiced learning culture in their schools. It also demonstrated that no significant differences occur among groups of respondents concerning age, which means increase in age resulting in decline in awareness, interests and practices of learning culture. Accordingly, there is statistically significance among groups of respondents concerning level of education and teaching experience; which reveals that higher education and teaching experience do influence the level of awareness, interests and practices in learning culture.

The findings indicated that, veteran teachers may be less effective than their less-experienced counterparts suggest that researchers and policymakers should consider strategies to encourage high performance well into a teacher's career. The decline in performance among the most experienced teachers is most evident at the high school level, suggesting that this is where such attention should be focused. In cases where more veteran teachers are unable to maintain performance levels with adequate support and professional development, mechanisms for alternative assignments or even dismissal should be considered. The evidence that the

most experienced teachers may not be the most effective should prompt policymakers to reexamine the common practice of determining teacher layoffs based on seniority. This is not to say seniority is not important, but such policies may undermine efficiency.

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**Assessing Preservice Teachers' Problem Solving Abilities: A Case Study**

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**Abstract**

One cannot teach what one does not know. Teachers must have in-depth knowledge of mathematics they are going to teach. The purpose of this paper was to assess preservice teachers' problem solving abilities. The researchers employed case study research design to examine their problem solving abilities. Clinical interview technique was employed to collect the data. Materials collected for analysis consisted of audiotapes and videotapes of clinical interview, subject's notes and drawings, and researchers' notes during the interview. This paper presents the analysis of the responses of a case study, named Beng (a pseudonym), related to a particular task, Task 7: Fencing problem. Finding of the study suggests that Beng has successfully solved the fencing problem using the looking for a pattern strategy. Beng used the same strategy, namely the looking for a pattern strategy, to check the answer for the fencing problem without being probed. Nevertheless, Beng did not write any measurement units throughout Task 7. The implication of the finding was also discussed.

**Keywords:** preservice teachers, problem solving abilities, case study, clinical interview.