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Comparative Study on Hidden Curriculum in Accordance to the School Culture Development Indicator between Thailand and Indonesia

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Abstract:

This study aims to determine differences of hidden curriculum in Thailand and Indonesia. Results of this study can be used to develop a strategic plan to improve the education quality in both countries. This study was conducted in primary schools in Indonesia and Thailand using in-depth-interview and observation method for data collection. This research used descriptive method with comparative types. Through this method, an overview of the implementation of the hidden curriculum in Indonesia and Thailand can be mapped. Then the researchers analyzed the factors affecting the certain phenomena. The results showed differences in implementation of hidden curriculum in Thailand and Indonesia lies on the implementation of team teaching indicator, grouping students based on academic ability, focusing the curriculum, and the development of school culture, and student affective. Implementation of the hidden curriculum has a significant influence on the students learning performance.

Keywords: hidden curriculum, team teaching, school culture, education, learning

1. Introduction

Experts and specialists of curriculum studies believe that explicit and formal curriculum is not the only thing which students learn in schools and much of knowledge and taught of students is through interaction and communication which has arose from social and educational environment of school, and such taught has a significant effect on formation of moral and social personality of students(Hashemi, Fallahi, Aojinejad, & Samav, 2012).Hidden curriculum can reinforce the lessons of the formal curriculum, or it can contradict the formal curriculum, revealing hypocrisies or inconsistencies between a school's stated mission, values, and convictions and what students actually experience and learn while they are in school (Hidden curriculum, 2015). In many cases, probably hidden curriculum has the influence in it.

We hope that Comparative Study on Hidden Curriculum in Accordance to the School Culture Development Indicator betweenThailand and Indonesia. It is useful for Thai and Indonesia Educators.

The purpose of this research is to figure out how the implementation of the hidden curriculum in both countries could have a positive impact on learning outcomes and the positive values creating for students. Based on the problem of hidden curriculum implementation, this research will compare the implementation of the hidden curriculum between Thailand and Indonesia. The research finding hopefully will contribute to the policy of the hidden curriculum implementation for better education quality of both countries.

Therefore, the research questions are

- i. What is the diffences of the hidden curriculum implementation between Thailand and Indonesia school?
- ii. What is the implication of the hidden curriculum in both countries, Thailand and Indonesia to student learning outcomes?

2. Objective

Comparative study on hidden curriculum in accordance to the school culture development indicator between Thailand and Indonesia on the results of depth interviews, students in Thailand were not grouped by a particular capability. All students are considered equal and receive the same treatment on their learning process. Differently at school in Indonesia, especially in Yogyakarta, some schools have policy to group students into some categories based on their ability. This is as a consideration related to the proper treatment to students. Students with high ability will be given the opportunity to continue to the next competence. While students with lower abilities specifically guided to master the competency.

3. Methods

This research is qualitative using comparative descriptive method. Through this research, the overview of the hidden curriculum implementation in Indonesia and Thailand can be figured out. Next, the factors that cause the certain phenomena, for example, there are similarities or differences in implementation can be analyzed. This method is an ex post facto research. Based on the results of depth interviews, students in Thailand were not grouped by a particular capability. All students are considered equal and receive the same treatment on their learning process. Differently at school in Indonesia, especially in Yogyakarta, some schools have policy to group students into some categories based on their ability. This is as a consideration related to the proper treatment to students. Students with high ability will be given the opportunity to continue to the next competence. While students with lower abilities specifically guided to master the competency.

4. Result

In this part the researcher will present result of research and discussion.

4.1. Team Teaching Implementation

The main objective of the team teaching policy is to serve student with the suitable teachers by their relevant disciplines and competences. Data of this implementation are collected using in-depth interviews. From the interview, 20% teachers from three elementary schools of Thailand shared roles and responsibilities on team teaching implementation. This data were collected from grade IV and VI of student of Muslim Anuban Krabi School, Songserm Sasana Vitaya School (SSVS), and Sangkhomislam Wittaya School (SWS). The implementation of team teaching at these three schools is not routinely every teaching and learning activity but only on certain subjects e.g English and Malay Languages. The consideration on choosing this strategy is the availability of teacher who can speak those language. The shortage of foreign teachers to teach both language become the reason to use team teaching strategy.

On the team teaching implementation, all teacher entered the classroom together at the same time but they have different subjects to teach. Planning, implementation, and evaluation of the teaching and learning activity was conducted together. The team teaching steps are follow:

- i. Preparation. Team develop the lesson plan and select the learning strategies. The agreement on this plan will make them to support each other during teaching and learning process.
- ii. Implementation. Every team member has a turn to teach and to deliver learning materials. While one teacher deliver the material, another one encourage students to motivate on learning.
- iii. Evaluation. All teachers evaluate the learning process together using agreed method and make the student learning result. The purpose of this technique is to make sure that the student learning result is objective.
- iv. Data of the team teaching implementation in Indonesian schools were collected from SD Muhammadiyah Kadisoka, SD Muhammadiyah Bodon, and SD Muhammadiyah Karangturi. The result is slightly different from schools in Thailand. At those school, the implementation one was not fully team teaching. For example on subject of reading Quran, teachers divided student to small group. Each group will be assisted by one teacher. In the beginning, all teacher would make a lesson plan; but each teacher had own authority to implement and to evaluate the teaching and learning process independently. Another example found at SD Muhammadiyah Bodon, as a team, teachers made a lesson plan together and next each teacher would teach at different parallel class independently. It means that two teachers or more who has the same subjects will plan and develop the evaluation system before teaching. Then, they will distribute the parallel class according to the agreement.

4.2. Grade Promotion Policy

There are some different between Indonesia and Thailand school one the grade promotion policy. Almost all schools in Thailand requires teachers to promote students to a higher grade every year. There is no minimum qualification on controlling the specific competencies as requirement for grade promotion. One hundred percent of the students had to go up to the next grade despite of unable to read and to write yet. Based on data obtained from teacher interviews, only about 25% of fourth grade students were able to write and to read the alphabet. The rest can only understand the language and write Thai. There is no specific treatment for students who need guidance to meet the expected competencies. All students receive the same treatment during their learning.

In contrast to the policy in Thailand, schools in Indonesia have specific requirements on grade promotion. Students will get their next grade if they master at certain competencies as required in the curriculum. Teacher will assist student who does not reach a certain competence; and the better student could learn further learning material for enrichment. There is remedial activity to support student achievement. More than 50% of primary school students of grade one in Indonesia has been able to read and write.

4.3. Student Grouping

Indonesia education system see the grouping based on certain skills is important; but in Thailand. Based on the results of depth interviews, students in Thailand were not grouped by a particular capability. All students are considered equal and receive the same treatment on their learning process. Differently at school in Indonesia, especially in Yogyakarta, some schools have policy to group students into some categories based on their ability. This is as a consideration related to the proper treatment to students. Students with high ability will be given the opportunity to continue to the next competence. While students with lower abilities specifically guided to master the competency.

4.4. The Curriculum Focus

The focus of curriculum is important on education. It will contribute the successful of teaching and learning activities. Based on The Ministry of Education of Thailand, core competencies of students, consist of:

(1) Communication Capacity. The indicators of this ability are capacity to receive and transmit information; linguistic abilities and skills in expressing one's thoughts; knowledge and understanding, feelings and opinions to exchange information and experiences; negotiations to solve or to reduce the problem; the ability to distinguish and choose information in proper reasoning and good judgment; and the ability to choose an efficient communication method, considering the negative impact in society.

(2) Thinking Capacity. This capability includes: the ability of analysis, synthesis, construct, critical and systematic led to concept discovery in order to make wise decisions.

(3) Problem-Solving Capacity. It is ability to solve the problem including the ability: to eliminate obstacles precisely, to use information accurately, to find and to apply the knowledge to prevent and solve problems; and to make decisions wisely, to sensitive to the possibility of negative impact of a problem.

(4) Capacity for Applying Life Skills. It includes ability to implement various processes in everyday life; to learn independently; to have life long learning habit; and to harmonize social life by strengthening interpersonal relationships; to eliminate conflicts in proper way; to selfadjustment to follow social and environmental change; and to avoid unwanted negative behavior.

(5) Capacity for Technological Application. It includes the ability to select and implement technologies; have skills on the application of technology to the self development and community learning, and ability to solve problems constructively, appropriately, and meaningfully.

The characters are internalized in the Thailand consist of love of the homeland, religion and king; honest and has integrity; self-discipline; great desire to learn; observance of the principle of sufficiency economy philosophy of how a person's life; dedication and commitment to work; the properties appreciate the Thailand; and open thinking.

In Indonesia, the current curriculum is the competence based curriculum called KTSP (*Kurikulum Tingkat Satuan Pendidikan*). In this scheme, the implementation of the curriculum based on the needs and conditions of learners to master certain competencies to be useful for them. To ensure this achievement, students must be served with good quality education, as well as an opportunity to express themselves freely, dynamic and fun. KBK includes:

- (1) Professing religion considering the child development phases
- (2) Understanding positive and negative own character.
- (3) Complying to the applied rules in the social environment.
- (4) Respecting diversity of religion, culture, ethnics, races, and socioeconomic groups in the surrounding environment.
- (5) Using information logically, critically, and creatively about the environment.
- (6) Demonstrating ability to think logically, critically, and creatively with the guidance of a teacher/ educator.
- (7) Showing a high curiosity and realize its potential.
- (8) Demonstrating the ability to solve simple problems in everyday life.
- (9) Demonstrating ability to recognize the natural and social phenomena in the surrounding environment.
- (10) Showing love and concern for the environment.
- (11) Showing love and pride to the nation, the state and the homeland of Indonesia.
- (12) Demonstrating ability to perform activities of local arts and culture.
- (13) Showing clean living habits, healthy, fit, safe, and enjoy free time.
- (14) Communicating clearly and politely.
- (15) Working together in a group, mutual help, and keep yourself in a family environment and peers.
- (16) Showing indulgence to read and write.
- (17) Demonstrating listening, speaking, reading, writing, and arithmetic skills.

Comparing both competencies from Indonesia dan Thailand, it can be said that there is no significant differences only on how to group it. In the detail analysis, it should be checked the hidden curriculum affecting the student characters and abilities.

4.5. The School Efforts for Character Development(School Culture Development)

The culture development of primary school (Prathom I-VI) in Thailand has similar characteristics with one in Indonesia in term physical, living values, and positive habits embedded on students. Every schools in Thailand still has strong original native culture. Probably it is affected by the history that Thailand was never colonized by other country. There are also private schools that usually based on religion (Islam, Catholics) and owned by certain social foundation. For example, one of the sample schools i.e Songserm Sasana Vitaya School Foundation has Islamic schools network in several provinces. This school is relatively growing rapidly in Southern Thailand. Total students at pre-school, primary school (Prathom), junior and senior high schools (Mathayom) is relatively many with parallel classes in each level. The infrastructure of both public and private schools are adequate for teaching and learning process. In some schools, the principal or other managers usually has home stay at the location of the school for instant at Sangkhomislam Wittaya School (SWS) in Hat Yai.

At the southern part of Thailand, Government requires to use Yawi language in the teaching and learning process. Therefore, students would have nationalism and respect for the King. In Thailand, the king is regarded as a representative of God; He has strong position and is always in the hearts of people. This culture is one of the living values that exist among Thailand students. The othes cultural values are to maintain clean environment, discipline, and persistant to the ideology. For example, discipline culture can be seen on the using school uniforms, scouting all schools for every week as an extra-curricular activities.

Teacher is a highly respected profession in Thailand. There is a culture called *Wai Khru* or honoring the teacher. *Wai khru* is usually held at the beginning of the academic year on Thursday of June. The celebration of *Wai Khru* carried out by students with solemn respect to their teachers. They thank their teachers for having taught them over the years. Celebrations in *Wai Khru*, every student comes to school bringing flowers for teachers. This celebration is carried out by all students in Thailand from kindergarten to high school. *Wai Khru* is conducted in the yard of school opened by the principal, the students line up and bring flower. Then, the celebration would continued with a praying together led by a monk.

The key of successful education in Thailand is the curriculum which based on science and technology. It can be seen from all the research based products. The result is a superior and qualified agricultural products, such as guava, rice, mango, etc. This orientatin is tought from early education.

Similar to Thailand education, elementary school culture development in Indonesia refers to the three categories i.e physical artifacts, values, and assumptions. Its implementation concerning the scool physical condition, the believed values at every school, teacher-student interaction, as well as hidden curriculum development. In some Islamic elementary school in Indonesia, at the sample school, the information and communication technologies skill is more highlighted then other skills. This requires the integration of ICT in every aspect. But on the other school, for example SD Muhammadiyah Sapen, it has vision and mission focused on students' character building. Students are trained to respect each others, respect to the other opinion, discipline, independent learner, working together, and to be honest. Green school development has also become the focus in SD Muh Bodon and SD Negeri Giwangan based on the Adiwiyata standards issued by the Ministry of Environment.

Muhammadiyah schools implement the culture development through student organizations activities such as martial arts activities, scouting, Muhammadiyah Youth Association, and others. Other forms of development carried out in primary schools in Indonesia are reading habit, honest, clean, disciplined and efficient, collaboration, trust, and high achievement These all activities affect the increasing performance of the management, teachers, and students.

4.6. Student Affective

From the observation data, the profile of primary school students in Indonesia and Thailand as a result of the implementation of the hidden curriculum is compared. Indicators were refered to Bloom's Taxonomy which the aspect consist of receiving, responding, valuing, organization, and characterization. The result showed that Indonesian students are more enthusiastic in answering questions and accept challenges of teachers than students Thailand. Response of Indonesian students to other students in solving problems was better than students from Thailand. On the valuing aspects represent the attitude and appreciation of school activities, attitudes toward teachers. On this aspect, Indonesian and Thailand students have similar appreciation of the extracurricular activities in school. On the indicator of attitudes toward teachers, Thailand students have a better profile than student from Indonesia. Thailand teachers are regarded as second parents during the school day. Teachers provide services and guidance better than teacher from Indonesia. Thailand teacher does not have special rooms at school. Classrooms are teachers room where they always interact with students during at school. But in Indonesia, teachers have specific room. They would be in the classroom for teaching process only.

Aspects of the organization include the attitudes of students on managing time and activities. Indonesian students have the ability to schedule a better organization than in Thailand. But, on the ability to consider opinion of themselves and other students; Thailand students have strong convictions against his opinion and greatly value students. Indonesian students have the liveliness of a good group.

As mentioned before, there are 3 variables of hidden curriculum that be analyzed i.e organizational, social, and culture. The indicators of those variable are measured from the implementation of team teaching, the policy for grade promotion, the students grouping, the curriculum focus, the school efforts for character development, and student affective. From the research finding, in general table 1 below shows the summary of hidden curriculum implementation comparing Indonesai and Thailand schools.

No	Aspects	Indonesia	Thailand
1	Team teaching	Work together on lesson plan preparation	Work together during all learning process
		Each teacher has authority independently	All teachers are member of team, shared role and responsibility
2	Grade promotion	Student possible to stay in the same grade based on the student exam	Almost all children get grade promotion
		There is a remedial program	There is no remedial program
3	Student grouping	Students are grouped based on certain skills	No explicit student grouping
		Giving specific treatment for lower skilled student	All students have the same treatment during learning
4	Curriculum Focus	There is national standard of competences for all school level	There is national standard of competences for all school level
		There is a standard learning book for student	There is no standard learning book for student
		There is comprehensive education standard	There is comprehensive education standard
		More focus on integrating ICT on learning	More focus on integrating technology based product on learning
5	School Culture Development	No special celebration for teacher day	There is WaiKhru for celebrating teacher day
		There are many extracurricular activities	There are many extracurricular activities
		Student give good respect to teacher and other student	Student give better respect to teacher and other student
		Teacher rooms are available at school	No special teacher room. The classroom is teacher room
		Student serve themselves for their lunch	Teacher serve student lunch and have lunch together
		There is no national policy on student skill focused for every school	There is national policy on student skill focused for every school
6	Student Affective	More enthusiastic in answering questions and accept challenges of teachers	Higher respect and appreciate to teacher
		Good appreciation to extracurricular activities	Good appreciation to extracurricular activities
		Students have the good liveliness of group	Students have strong convictions against his opinion

Table 1: Comparison of Hidden Curriculum Implementation

A difference in the implementation of team teaching gives a different picture also on the learning process. Team teaching provides many advantages, especially for pedagogical and intellectual executors. Team teaching can create a learning environment that is more dynamic and interactive (Little & Hoel, 2011). This strategy requires the ability to think higher because teachers with different skills should jointly deliver a certain material collaboratively (Leavitt, 2006). The positive impact of the use of team teaching studied which states that the use of strategy, team teaching and traditional teaching showed a significant difference in learning achievement (Jang, 2006; Little & Hoel, 2011). Teaching in Thailand held a full team interdisciplinary so that a positive impact on increasing teacher collaborative, encouraging the discovery of new learning strategies, allowing the observation between peers that occur naturally, as well as give an opportunity for mutual learning. According to its positive impact is a full team teaching interdisciplinary can improve the professional competence of teachers who carry it out. So from this side, Thailand seeks to enhance the professional competence of teachers through team teaching full policy while Indonesia is merely semi team teaching.

Differences occur in the learning process of the two countries is about the readiness of teachers. Teachers in Thailand less optimize the use of media; lesson planning is not well prepared. Thailand teachers focus more on how to serve the needs of students during the school day, such as serving lunch, assisting students in work on the problems, and helping students' learning difficulties. Instead of teachers in Indonesia are preparing instructional media including ICT-based media at the beginning of learning. This impact probably appears on the level of interaction of teachers and students during the school day. Teachers in Thailand are considered as second parents for students and vice versa in Indonesia are also similar but there is a presumption that there is a higher level of formality.

In the schooling management, Indonesia is still superior in some aspects, such as the administration of learning, division of tasks and responsibilities of teachers and education staff, use of instructional media, and evaluation of learning. In Indonesia, there are clear rules on the duties and responsibilities of teachers and education staff. It is somewhat different with in Thailand. Teachers tend to do things in school. The impact is although the organization of schools in Indonesia is better, but no impact on the results of student performance. At least if the PISA rank is used as a reference. The absence of standards of competence in school achievement Thailand makes more creative teachers to develop learning. Instead of teachers in Indonesia has provided standardized teacher handbook. This tends to make teachers in Indonesia has a high dependence on existing books. In terms of the grouping of students, schools in Indonesia carry out a system of grouping students based on academic ability. The teacher groups implicitly for the purposes of the suitable treatment the student needs. Students with high ability are given the opportunity to continue to the next competence. Students

with lower abilities specifically guided to master competencies. This policy is tailored to the demands of the existing curriculum. This policy does support the achievement of national education, but not on giving the same treatment to students. There is a possibility that the low ability students would feel inferior because it is explicitly being in different groups. This will not happen at school explicitly Thailand who always put students together even implicitly gives a different concern in assisting in the classroom daily. Thailand teacher's actions can be done because the teacher is always in a class all school activities. The teacher-student interaction is very important to enhance learning environment; it positively affect the higher student learning performance(Liberante, 2012; Beutel, 2010).

The tight school recruitment in Indonesia makes the appearance of favoritism school and brings competition among students. Instead, the selection at school in Thailand is not too tight. It raises the level of variation more diverse capabilities. Interaction of teachers and students in good schools Thailand became the driving spirit of student learning. The positive thing is the evaluation of learning is used to describe the ability of the students, not as a guideline for making a decision on the increase of the classroom. Student grouping system is not recommended in this country because it was feared would harm the students who were classified in the lower group. This is in accordance with the opinion which states that grouping students can impact non-academic competencies and learning opportunities of students. Misplacement of students in the low group may limit the need for students to learn on further competence. Most teachers do not like to teach in lower group because it considers that the lower group is slower in understanding the learning material. This will have an effect on students' motivation of the lower group. Student grouping in Indonesia use assumption that the homogenous group would improve learning performance; as mention on some research too (Adodo & Agbayewa, 2011). But, Thailand education decision maker has another assumption i.e heterogenous grouping would improve the student soft skills aspect. School cultures are unique and distinctive; they are created and re-created by people considered members of a context; i.e., teachers, students, parents, and communities, among many others(Hongboontri & Keawkhong, 2014; Macneil, Prater, & Busch, 2009).Based on the school culture development, Thailand and Indonesia have similar activities. There was no significance difference on artifacts, values, and assumptions aspects. Various soft skill activities in both countries were implemented and appreciated by student similar. It can be said that this aspect gave relatively different effect on student performance. Soft skills in school activities of these two countries support the effective abilities of students as well. Cohesive school culture development is very important for student (Gün & Çağlayan, 2013; Hongboontri & Keawkhong, 2014). Nowadays, school can improve student performance if it should focus on improving the school's culture by getting the relationships right between themselves, their teachers, students and parents(Macneil, Prater, & Busch, 2009). As a result, reconstructing or reshaping school culture is also regarded as significant for transforming school administration and promoting education curriculum reform and educational innovation(Zhu, Devos, & Li, 2011).

5. Conclusion

This research studied on three variables of hidden curriculum that be analyzed i.e organizational, social, and culture. The indicators of those variable are measured from the implementation of team teaching, the policy for grade promotion, the students grouping, the curriculum focus, the school efforts for character development, and student affective. For some reason, every country has own policy on education. The decision will effect the result of its implementation. Hidden curriculum as unwritten curriculum give student performance differently between schools in Indonesia and Thailand. Each school of both countries has specific positive and negative benefit on the hidden curriculum implementation indicators. From the finding, the most factor which affect the student learning performance as the outcome of both formal and hidden curriculum is the teacher and student interaction. More intensive positive interaction will give better student learning performance on many aspects.

6. Discussion

As mentioned before, there are 3 variables of hidden curriculum that be analyzed i.e organizational, social, and culture. The indicators of those variable are measured from the implementation of team teaching, the policy for grade promotion, the students grouping, the curriculum focus, the school efforts for character development, and student affective. From the research finding, in general table 1 below shows the summary of hidden curriculum implementation comparing Indonesai and Thailand schools.

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