THE RELATIONSHIP BETWEEN TEACHERS / STUDENT IN CAMPUS CLIMATE

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ABSTRACT

Campus climate has been situated with a multitude of variables, methodologies, theories and models, resulting in a not easily defined body of research. This analysis of the campus climate literature, based on 50 references, uses an organization taxonomy to organize the diverse body of research and it review the influence of cross culture develop to study culture between the teachers/student's relationship, noting the influence of climate instruments developed to study cross- culture in detail by using reference of various review of literature. The study observes the student / teacher relationship by using the cross-culture in the campus climate. Some common conclusions and findings from various reviews and concludes the study with a summary of the methodological issues common to culture of the education climate and suggestions for dealing with the concomitant problems.

INTRODUCTION

There are different definitions of culture, but the most important one are follow:

Edward Brunet Taylor define, "complex whole which includes – Knowledge, beliefs, arts, morals, law, custom, capabilities and habits. Taylor founded Anthropology at Oxford University in Britain. Usually, our behavior is not genetically transmitted, unlike ants / bees. It is comes as our culture and custom behaves. Learning is not just conditioning like trained dogs. We learn the skills and values of our society and apply them to new situations. A group with common language and custom shares a culture.

Culture is so important because it makes different parts of human life. It is directly relate to the human experiences regardless of gender, age, language, customs and race. People prefer their own group for their comfort and cultural similarities. This group will have their own values, beliefs and behavioral patterns. They will create their own norms and values according to their comfort, belief and their own practices. Here practice talks about their family, family responsibility, political views, social, community, sexuality, disability and notions of family. From this the custom and culture starts.

BACKGROUND OF THE STUDY

Defining learning is natural and active process of constructing from one's own experience and information (Lambert & McCombs, 1998). A challenge for all educators grappling with culturally responsive instructional practice is to negotiate the tension between within-group variation and whole-group stereotypes. Since university of Malaya is an international University, may foreign students are accepted with different background culture and they have to be in contact to each other, they must do some assignments, give presentation, sending text message and so on, so this differences cause with an problem.(Mozhgan Azimi, 2013).

TEACHER AND A STUDENT

We all know the fact that after the parents, teachers are the next place of the person to take care and teach good and bad about his/her life. In that case, a teacher and student will also come from different customs, culture and race. Such as in the context, of economic development programs, many perplexities can arise and these can be due to different social positions of teachers and students in the two society.(Geert Hofstede, 1986). The family, the school, the job and the community are four fundamental institutions, present in some way in virtually all human societies. Each of the four has its pair of unequal but complementary roles.

The role talks on 4 different stages, like,

Table (1): Patterns

Institution	Relationship
Family	Parent-Child Man – Woman
College / Universities	Teacher – Student Students – Friends
Job	Boss – Subordinate Subordinate – Colleagues
Community	Authority – Member Government – People

In this pattern, they are device par excellence by which that culture itself is transferred from one person to other. As teacher/ student interaction is such an archetypal human phenomenon, and so deeply rooted in the culture of a society, cross- cultural learning situations are fundamentally problematic for both the parties. The problems can be like,

1. Social positions in the two societies between teachers and students
2. Curriculum for the two societies between teachers and students
3. Profiles of cognitive ability between the populations from which teacher and student are drawn
4. Expected patterns of teacher / Student and Student / Student interaction.

IMPLICATION

There is considerable evidence that campus climate has a great deal to do with the success or failure of students in higher education. Astin(1993) and Pascarella & Terenzini(1991) demonstrated the value of involvement on campus for students and the importance of programs to encourage that involvement. Sedlacek (1996) has shown the imprortance of community for what he calls nontraditional students, those from racial / Cultural groups other that White, Middle Class, young and Hetrosexual.William E. Sedlacek, Edward G. Helm, & Dario O. Prieto (1998), in his journal paper suggest for the implication about the Campus Climate which differentiate between students, Traditional and Non- Traditional. This Studies the Older may show some diversity in different ways lke Some similarities in the variables underlying their problems and in the ways, they cope with a traditional system that was not designed for them. It does appear that simply bringing students with different cultural backgrounds and experiences together and letting them work it out is unlikely to produce positive results (Sedlacek, 1988)

FINDINGS

Thus, in developing programs for students, faculty or staff one can assess where people are in the stages of each model and plan accordingly. It is particularly important that diversity programmers not to discourage if they encounter negativity. The negativity may be a sign of progress if the individual or organization is at a certain stage. Sedlacek(1995) Concluded that faculty issues were some of the most important but most difficult problem to address in diversity programming. Sedlacek (1995) concluded that most faculty did not see a role of themselves on diversity issues, even in their classrooms William Sedlacek, ed al (1998)

Students of all racial and ethnic backgrounds gain a better understanding of race , which teach them to respect cultural differences in a multicultural environment (Maureen T. Hillinan, 1998)studies through the conceptual Model and Empirical studies.

H. Richard Milner, Lamont A. Flowers et al(2003) finds the cross cultural communication subscale assessed preserve teachers' perceptions of their ability to communicate with persons from diverse backgrounds.

Ellen M. Broido (2004), finds the Millenial generation will bring many challenges to student affairs practitioners and faculty, particularly in the area of diversity issues. The objective by students having distinct demographic characteristics, views of people different from themselves, political and social values, and attitudes about social justice issues.

BRIDGING THE CROSS- CULTURAL TEACHING GAP
If one chooses to try to cope with, rather than ignore (as often Happens), the perplexities of cross-cultural learning situations, there are obviously two possible strategies;(Geert Hofstede, 1986),

1. Teach the teacher how to teach
2. Teach the learner how to learn.

Example, (S) He has to tell a person to speak up in class. A creative solution to this problem was presented by a Dutch Teacher with a mixed Asian adult student group. After each session, the students were expected to give an evaluation of what they had learned. The teacher at this time passed a pencil around, and whoever had the pencil was expected to speak. This was a nice symbolic way of institutionalizing the "speaking up" process.

This paper amounts to plea for an anthropological approach to teaching, based on insight into cultural variety across the world. Good intentions are not enough. (Moran and Harris,1981; Kraemer, 1978 et al)

CONCLUSION

Despite the often confusing, the search for climate and culture, the beginning to take on some distinct features. Generally, however, we are left with many gaps in our knowledge of campus climate. The exact mechanisms by which individual and group level variables interact to create a climate conducive to positive student outcomes is very clear. In addition to a few clear findings concerning important variables, the campus climate research effect to date has explored the value of many research methods. The need now is for conceptually based research aimed at improving models of campus climate effects rather than merely adding to the already long list of separate variables or reaffirming their association with climate or outcomes.

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