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# Conceptual Model of Managing Students' Learning Culture: Meta-Synthesis Approach

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**ABSTRACT:** This study aimed to identify the components of managing student learning culture with an emphasis on the elementary course and to provide a conceptual model using Meta-synthesis and Fuzzy Delphi method. In the first stage, the components of managing student learning culture were identified by the meta-synthesis method. The research community in this section included all valid qualitative researches related to managing learning culture, of which 10 of them were selected for final analysis based on regular searches in databases and based on the Critical Appraisal Skills Program. Data was coded at three levels: open, axial, and selective. The reliability of the coding was calculated using the Cohen Kappa formula of 0.81. According to the data analysis, the conceptual model of managing student learning culture was classified into 8 components of organizational policies, educational beliefs, academic skills, professional skills, learning supervision and control, social interactions, learning environment, and cultural barriers. In the next step, the conceptual model of managing students' learning culture was validated by the Fuzzy Delphi method. At this stage, the components and items of the conceptual model were set in the form of a 5-point Likert scale questionnaire and then provided to Delphi panel members to receive expert opinions. The research community in this section included professors and faculty members specialized in the field of learning culture, its management, and culture in education. Using the snowball sampling method, 13 people were selected as members of the Delphi panel. The results of fuzzy calculations showed that the de-fuzzy value for all questions is greater than the threshold (r = 3). As a result, the conceptual model of student learning culture management was approved. DP members agreed on the fact, that in general, the most crucial components for SLC management were learning environment and social interactions. These two components have the highest degree of importance and the components of organizational policies and learning supervision and control have the lowest degree of importance of all components. However, due to the complexity and multidimensionality of learning culture, it is necessary to pay attention to all components to manage SLC effectively.

**Keywords:** Learning culture, Managing learning culture, Meta-synthesis.

## Introduction

Today, the process of learning and teaching is considered a cultural system of theories, assumptions, and power relations (McWilliam, 2010). When a group of people participates in common school and classroom activities, they have almost the same understanding of their work and affirm certain values about knowledge, learning, and behavior. This indicates the existence of culture (Joseph, 2000). According to Bruner (1996) the set of interactions between teacher and students and students with each other, classroom management, comments on content, learning opportunities, and evaluation methods, form the classroom learning culture. Learning culture is a set of shared beliefs, values, and attitudes to learning (Heo et al., 2017) over time the teachers, administrators, parents, and students' together activities are created problem-solving and managing with challenges. Learning culture is a fundamental factor in the quality of students' learning and provides a different platform for thinking. As some cultures develop high processes of thinking and some of them cause the stagnation of thought at low levels of

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thinking (Marefvand et al., 2017). Due to the effective role of learning culture in the quality of students' learning, it is necessary to take measures to improve and enhance the current state of learning culture. In other words, manage the learning culture of students. In organizational literature, culture management is defined as a set of actions taken to identify and make optimal use of existing culture, change or weaken unwanted beliefs and norms, strengthen beliefs, values, and norms, and establish a desirable culture (Davis, 1985). According to this definition, the management of students' learning culture can be defined as recognizing and optimal use of the existing learning culture, changing or weakening unwanted beliefs and norms, strengthening the desired values and beliefs, and stabilizing the desired learning culture. There are conflicting views on management culture. As much as there is disagreement about the definition and importance of culture, there is also disagreement about the extent to which culture changes or manages. Some scholars argue that culture can be controlled and directed, especially by influential leaders. Other researchers argue that a top-down oriented shift is unlikely to be successful in the long run and management culture is either not possible or because of the complexity in understanding reality and progress, change is possible in a consistent manner over a long (O'Donnell & Boyle, 2008). The point made by these researchers is that managers, no matter how hard they try, cannot change or manage the subconscious assumptions and values that guide people's behavior. The extremist position of this group of researchers on the inability to manage culture seems irrational and empirically dubious. This is because culture is a social phenomenon that depends on human interaction (Ogbonna, 1992). Giddens (1991, quoting MirArabrazi , 2013) points out that culture is not a fixed and unchangeable thing, and with the social change that has occurred, it will change and adapt to dynamism and Kilmann (1982, quoted by Ogbonna , 1992) It is believed that if culture is not controlled, organizations will spend time and money to protect their outdated assumptions in the business environment. In any position on the issue of culture management, there is a consensus on the broad impact of culture on organizational outcomes. The irreplaceable power of culture can sometimes harm student achievement. Negative culture is associated with values and norms that hinder the mission of the school and the growth of students (Fitzgerald Kay, 2012). Researches are limited in the field of learning culture and management of student learning culture inside and outside the country. Research conducted in the field of learning culture has identified the dimensions of cultural differences (Hofstede, 1986), types of learning culture (Joseph, 2000; Patel & Patel, 2008), dimensions of learning culture (Euler, 2010), elements of strong school culture (Tichnor-Wanger et al., 2016), retrieving and promoting learning culture (Masitsa, 2005; Sagy, Kali, Tsaushu, & Tal, 2016) and components of learning culture (Osborn, Broadfoot, McNess, et al., 2003; Heo, Leppisaari & Lee, 2017). Some of them have described the state of the learning culture of the study population too (Lozano, 2017; Attaran & Abdoli, 2012; O'Brien, 1993). But about what should be done with this situation (stabilization, change, strengthening) and in general, the management of the current situation is not directly discussed. For example, Euler (2010) in a study to explain the learning culture and provide a conceptual framework of the main features of learning cultures has classified students' learning culture into three dimensions: institutional, individual, and interactive. He believes that the use of learning culture dimensions is used not only as a framework to describe the



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performance of learning in higher education institutions but also as a lever for potential interventions to change existing learning cultures. Masitsa (2005) examines the role of school principals in restoring the culture of learning in secondary schools and, using interviews with effective school principals, discusses management strategies and practices that lead to a return to positive school culture. Sagy, Kali, Tsaushu, & Tal (2016) also examined ways to promote a productive learning culture in higher education and to describe students' learning culture using the synthesis of theoretical contexts, a conceptual framework as a basis for analysis, and provided data analysis. Through the gradual introduction of tools and activity structures in the learning environment, scholars have shown that students can be supported to develop a culture of learning based on values. Due to the lack of research on the management of student learning culture inside and outside the country, the effective role of culture on student learning, the existence of less favorable conditions in the classroom, and the lack of change and innovation in schools, it is necessary to identify the components of learning culture management and provide a conceptual model to manage the current situation. This study aimed to identify the components of learning culture management by emphasizing elementary school students seeking answers to the following two questions.

1. What are the components of the conceptual model of management students' learning culture?
2. Is the proposed model of management learning culture valid?

## Material and Methods

In the present study to present a conceptual model of students' learning culture management were used two Meta-synthesis methods, the seven-stage model of Sandelowski and Barroso (2007), and the fuzzy Delphi method. The Meta-synthesis method aims to systematically review and combine the results of qualitative analysis and cultural studies (Sandelowski & Barroso, 2007) to discover new and fundamental themes and metaphors and to provide a comprehensive view of the subjects under study (Zimmer, 2006). In this stage, to identify the components of students' learning culture management to study reliable sources and qualitative studies related to the purpose of the research. Due to the limited number of studies available in this field, no time limit was considered for limiting research. Therefore, all articles and studies in the databases of Noormages, Magiran, SID, Irandoc, Iran, Google Scholar, the Comprehensive portal of humanities, Science Direct, Taylor and Francis, Springer, Scopus, and Emerald were studied. Then, according to the purpose of the research, relevant sources were preserved and unrelated sources were removed. To search for studies were used the keywords learning culture, school culture, student culture, classroom culture, organizational culture, and organizational learning culture. In addition, the keywords management, development, improvement, effectiveness, leadership, change, engineering, cultural intervention, and modernization were added to the previous keywords and new combinations (such as learning culture management, school culture management) were searched in the mentioned databases. To evaluate the quality of the identified studies the Critical Appraisal Skills Program (CASP) was used. Based on critical appraisal skills program index, research objectives,



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research logic, research design, sampling, data collection, reflectivity (including the relationship between researcher and participants), ethical studies, accuracy in analysis, expression of The findings, and value of the research (Nikbin et al., 2019) were examined and by giving points to each of the indicators from poor (1) to excellent (5) points of each Marked article and weak articles were excluded (Rayat Pisha et al., 2015). In general, the total number of articles and researches related to keywords were 1450 (150 Persian articles and 1750 English articles) that according to the purpose of the research, 105 studies were selected from 1450 studies to review the abstract. After reviewing the abstracts, out of 105 articles (15 Persian articles and 90 English articles), 26articles were selected to review the full text. Among this number of studies, according to the CASP index, 10 studies were excluded due to content and 6 studies due to methodology and 10 studies (English) were selected for final analysis. The findings of selected studies were openly coded using MAXQDA software. Then, the open codes obtained from the coding of the findings of the selected articles were put together and combined with re-coding, overlaps, and semantic similarity. In the next step, by combining axial codes with common concepts were extracted selective codes. Reliability was used In this part of the research, regular database searches and CASP tools to select studies, and to ensure the coding method was used an external evaluator (Ph.D. student and expert in using MAXQDA software) to re-encode the findings. Cohen's kappa coefficient was 0.81.

After identifying the components of management of students' learning culture, a conceptual management model was designed and validated using the fuzzy Delphi method. This method is done to achieve group consensus by conducting questionnaire rounds and maintaining the anonymity of respondents and feedback to panel members (Moloudian, 2015). The statistical population in this part of the study included professors and faculty members interested and specialized in the field of learning culture, its management, and in general educational culture. From those people, 30 people were chosen using the snowball sampling method. In Delphi studies, there is no explicit law on how to select and the number of specialists (Moloudian, 2015) and have been presented different views. In the present study, after selecting the panel members, an invitation to participate was sent to them, and explanations about the research topic, its importance, and objectives were provided by phone or by email. Participants were also assured of the protection of personal information and anonymity. Among the identified experts, 13 people accepted the invitation to cooperate and completed the questionnaire. The Delphi panel in the present study consisted of 7 associate professors, 3 assistant professors, and 3 instructors who were selected from Allameh Tabatabai University of Tehran, University of Birjand, University of Shiraz, University of Hormozgan, Ferdowsi University of Mashhad, and Farhangian University. Then, to collect the opinions of experts was set up a five-point Likert scale questionnaire (very high to very low). The content and face validity of the questionnaire were reviewed and confirmed by two professors of Birjand University. The questionnaire was sent to Delphi panel members and experts were asked to rate the importance of each question using verbal variables: high, high, medium, low, and very low. After collecting the opinions of experts the fuzzy value of each question was calculated. One of the common methods of calculating fuzzy values is the conversion of verbal variables into triangular fuzzy numbers,



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which has been introduced by Hsu and Yang (Pourezzat et al., 2019). In the next step, to judge each of the questions, the obtained fuzzy values were de-fuzzy (three numbers became one). In the last step, the importance of each question was examined using the threshold limit (r) method. Based on the threshold value, if the fuzzy value of the question is equal to or greater than the threshold, that question is of great importance, and if the fuzzy value is less than the threshold, it means that the question is less important and will be deleted. The value of the threshold is determined by the mental inference of the decision-maker. This value directly affects the number of screened factors (Sadabadi & Azimi, 2019). The threshold value in the present study is considered to be 3 based on the average score of the items. All fuzzy calculations of this part of the research were performed using Excel software.

## Results

To present the conceptual model of managing students' learning culture, the findings of selected researches were openly coded. Table 1 presents the characteristics of these researches based on the article code, authors' names, year of publication, and their research sample.

**Table1**. Characteristics of Selected Studies

| Article code | Writers | Year | Sample of study |
|---|---|---|---|
| 1 | Kumar | 2019 | Primary and Secondary Schools |
| 2 | Heo, Leppisaari & Lee | 2017 | primary and middle schools |
| 3 | Lozano | 2017 | 11 to 13 Years Old Students |
| 4 | Quatman-Yates, Paterno, Strenk & et al | 2016 | Hospital Therapists |
| 5 | Tichnor-Wanger, Harrison & Cohen-Vogel | 2016 | High Schools |
| 6 | Euler | 2010 | Students of University |
| 7 | Harris & Metallinos | 2002 | Food Retailing |
| 8 | Ogbonna & Harris | 2002 | Four Companies in the Hospitality Industry |
| 9 | Allard & Cooper | 2001 | Primary Schools |
| 10 | O'Brien | 1993 | Preschool |

Then, the open codes were categorized based on common concepts and formed the axial code. Finally, through the selective coding process, the components that had a common concept were placed in a category. The results of axial and selective coding, separately for each component, are presented in Tables 2 to 9. It should be noted that the code of the article from which each open source was extracted is mentioned in parentheses.

**Table 2**. Axial and Selective Coding of the Organizational Policies Component

| Open Code | Axial Code | Selective Code |
|---|---|---|
| Equipping Educational Support (6), School Culture Support Strategy (5), Government Support for Learning Culture (5), Allocating Time and Resources (4), Supporting Learning Culture (5), Supporting the Implementation of Plans and Programs (4), Increase and Improve Facilities (7), Encourage Learning Support Programs (5), Strong Vision with Clear Strategy (4), Curriculum Goal Setting (4), Standardization (4), Detailed Planning Operational (7), Modeling the Success of Change in other Organizations (7), Learning Objectives (6), Common Learning-Oriented Objectives (5), Supportive and Intimate Atmosphere for Teachers (5), | Training Support | |



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|---|---|---|
| encouraging innovative approaches to Teaching and Learning (4-6), Appreciation of Teaching and Learning (6), Strengthening the Positive Atmosphere (5), Opportunity to Participate in Leadership (5), Paying Attention to Members' Opinions (7), Supporting Teachers' Learning (5), the Organization's Trust in Teachers (2), Motivate Employees (8), Encouragement Employees (4) | | Organizational Policies |
| Guidance and supervision of teachers' work (1), Supervising Formal Collaborations (5), Vertical Counseling of Principals (7), Evaluating how Programs are Implemented (4), Good Teacher Index (10) | Organizational Supervision | |
| Professors' Development (6), Teaching How to Implement Programs (4), Access to Specialized Support Information (4-5), Increasing Awareness of the Mission of the Organization (7), Staff Training (5), Improving the Mindset and Perspective of people about Learning (4), Cultural Empowerment (4), Investing in Formal Forces (8), Inducing Values (5), Changing Attitudes Among Members (7), Teachers' Council Meetings (1) | Teachers' Professional Development | |
| Regular and Efficient Manager (5), Strong and Facilitative Leadership (5), Stable Leader (4), Expert Leader (4), Committed Leader (4), Interested in the Success of the Organization (7), Level of Cultural Intervention (7-8), Managing Procedures (7), Creating Sense of Duty in Individuals (4), Balance in Member Independence (4), Management Style (8), Managers' Approach in the Culture Management Process (8), Approved Logic Heads (7) | Management Style | |
| Emphasis on Complete Curriculum Coverage (1-2), Knowledge Structure (6), Teacher Independence in Decision Making Educational Issues (2-5-8), Curriculum Value Orientation (10), Hierarchical Thinking ( 5), Organization's Intellectual Systems (4), Regulations (6), Textbook (2), Fixed or Flexible Scheduling (2-6-10), Organization-Supported Logic (4), Extent Emphasis on Academic Goals (2), Encouraging Students to Prepare for the Real World (5), Quality Assurance in Teaching and Learning (6), Balance between Independence and Standardization (4), Retaining Key and Knowledgeable Staff (8), Attracting the Program Support Force (4-7-8), Empowering the Capable Force (5-6), Realizing the Values and Philosophy of the Organization Through Key Employees (8) | Organizational Structure | |

As can be seen in Table 2, about selective code of organizational policies has been identified the axial code of Training Support, Organizational Supervision, Teachers' Professional Development, Management Style, and Organizational Structure.

**Table3**. Axial and selective coding of Cultural Inhibitors Component

| Open Code | Axial Code | Selective Code |
|---|---|---|
| Differences in Views of Bosses and Members (7), Transfer Employees, Especially Leaders (4), Elimination of Financial or Personnel Resources (5), Competitive Priorities (4), Uncertainty and Transparency of Executive Policies (4), Informal Workforce (8), Working Conditions and Employment (8), Lack of Time for Cooperation and Consensus of Employees (5), Increase in Workload and Lack of Facilities (7), Time Constraints (1), Factors Reducing Change at a Deeper Level (8) Factors Affecting the Level of Cultural Intervention (8), Unintended Consequences (7), Lack of Teacher Independence in Leadership and Teaching Methods (5), Financial Problems (7-8), Lack of Value of School-Level Decisions from the Perspective of District Officials (5), Teachers' Non-Participation in Decision Making (5), Unstable Labor Force (8), Student Population Change (5) | Organizational Constraints | Cultural barriers |
| Inappropriate Activities (3), Non-Challenging Activities (3), Lack of Common Goal in School (5), Following a Fixed Educational Framework (2-3-10), Not Creating Conditions for Discussion (3), Lack of Attention and Importance to | | |



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|---|---|---|
| Students' Learning (1-3-5-10), Lack of Pursuit of Learning (3-10), Not Accepting Responsibility for Student Learning (1), Incomplete Feedback (1), Weakness of the Student Base (5), Lack/Weakness of Facilities (5), Cheating and Transcription (1-5), Use of Students in Extracurricular and Personal work (1), Difference between Teacher and Students' Perception of Academic Focus (5), Paying Attention to Strong Students (3), Discussing Unnecessary Topics in Teachers' Council Meetings (1), Low Expectations (5), High Expectations (5), Maintaining Class Culture Due to No Change of Teacher (9) | Educational Restrictions | |
| Behavioral Demonstration (7), Job Dissatisfaction (7-8), Disappointment Due to Obstacles (6), Opposition to Change (7), Feeling Compelled to Do Activities (9), Teachers' Dissatisfaction with School Conditions (5), Dissatisfaction Staff from Management (8), Teachers' Support of the Existing Learning Culture (1), Problems of New Member Entry into the Class (9), Reluctant Acceptance of the Need for Change (7), Lack of Motivation of Students to Learn (5), Willingness to do Individual Activities (3-9), Waste of Teaching Time by the Teacher (1), Test Anxiety (2), Non-Observance of Teacher Expectations and Rules (9), Feeling of Inability to Learn (1-4), Sensitivity to Grades (2), Dissatisfaction with Teacher Rules (9) | Individual Constraints | |
| Supportive Environment of Home (1), Environmental Conditions (7), Difference between Home and School Culture (9), Cultural Difference of Students in Class (9), Community Culture (2), Social Conditions of Teachers and Their Educational Performance (10), Organization History (7), Learning Support Culture (4), Teacher Personality (5-6-10), Social Status and Educational Priorities (10), Community Culture and Teachers' Independence (2) | Cultural Context | |

As can be seen in Table 3, about the selective code of Cultural Barriers have been identified the axial code of Organizational Constraints, Educational Constraints, Individual Constraints, and Cultural Context.

**Table4**. Axial and selective coding of the Learning Environment Component

| Open Code | Axial Code | Selective Code |
|---|---|---|
| Quality Learning Environment (6), Educational Decorations (2) | The Physical Environment | Learning Environment |
| Free and Flexible Atmosphere (2), Encouraging Atmosphere of Teamwork (2), Creating a Suitable Atmosphere for Growth and Feeling of Efficiency (5), Positive Atmosphere Towards Learning (2-5), Learning Atmosphere (6), Presence of Interest Learners (4), Presenting Success Stories (4), The Presence of Capable Heroes (4), Model Development (4), Presenting Successful Portfolios (4), Motivating Learning (4-6) | Class Atmosphere | |
| Using Different Learning Resources (2), Using Real Tools in Education (2), Using Real Content and Images (2), Using Media (2-6), Textbook (2), Expanding Learning Opportunities (4-5), Opportunity for Cooperation and Participation (1-2-3-4-5), Opportunity for Question Design for Classmates (3), Opportunity for Knowledge Sharing (3-4), Opportunity for Discussion and Exchange (2), Students' Independence in Choosing Activities (2), Opportunity to Choose the Type of Reward (9), Opportunity to Choose a Group (9), Freedom in Choosing a Problem-Solving Strategy (3), Delegating Responsibility for Learning to the Student (5), Knowledge Guidance Learner Independence in Learning (2), Learning Opportunities (4), Challenging Learning Tasks (1-2-3), Learning Tasks (6), Group Activities (2-4), Scientific Visiting (2), Inviting Specialized Speakers and Guests (4), Linking Learning Environment and Real Life (2), Playing with Educational Tools (3), Individual and Group Practice (1), Previous Learning (3) | Learning Experiences | |

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As can be seen in Table 4, about the selective code of the learning environment has been identified the axial code of the Physical Environment, Class Atmosphere, and Learning Experiences.

**Table5**. Axial and Selective Coding of Social Interaction Component

| Open Code | Axial Code | Selective Code |
|---|---|---|
| Educating Parents (10), Informing Parents about the Educational Status of Students (5-10) | Parental Participation | Social Interactions |
| Power Differences between Teacher and Students (9), Mutual Trust (2), Feedback to the Student about Dress and Appearance (10), Equal Attention to all Students (1), Respect for Students' Opinions ( 2), Treating a Weak Student as a Person without Learning Ability (1), Parent-Child Relationship (2), Frequent and Warm Interaction (10), Friendly and Intimate Relationship (2-4), Equal Cooperation (2-6-9), Paying Attention to Students' Voices (2-9), Positive Interaction (2), Hierarchical Relationship (2-6), Discrimination between Students (1), Spending Time to Solve Students' Behavioral Problems ( 5), Labeling Students (1), Observing Expectations and Rules (1-9), Balance of Power in the Class (9), Teacher Paying Attention to Students' Interests (9), Teacher Paying Attention to Friendship Groups ( 9) | Relationship between Teacher and Students | |
| Friendly Relationship between Students (9), Sense of Camaraderie and Group Pride (4), Peer Control (9), Request for Observance of Rules (9), Sharing Interest in Learning through Interactions (4), Forming Friendly Groups (4) | Relationship between Students | |
| Relationship between Teachers (5), Cooperation between Adults (5), Staff Satisfaction with Management Style (8), Members' Trust in Bosses (4-7), Knowledge Sharing to Adults (5-6), Willingness to Cooperate among Adults (5), Participation in Leadership (5) | Work Relations | |

As can be seen in Table 5, in relation to the selective code of Social Interactions have been identified the axial code of Parental Participation, The Relationship between Teacher and Students, The Relationship between Students, and Work Relations.

**Table6**. Axial and Selective Coding of Learning Supervision and Control Component

| Open Code | Axial Code | Selective Code |
|---|---|---|
| Exams (6), Attention to the Quality of Test Questions (2), Assessment Goal (2), Good Student Index (10), Group Assessment (2), Exam (2), Quality of Test Questions (3), Performance Evaluation Criteria (4), Type of Test Questions (2), Constructive Evaluation (2), Time and Type of Evaluation (2) | Learning Assessment | Learning Supervision and Control |
| Oral Feedback (1-4), Performance Report (1-4), Providing Feedback to All Students (1), Written Feedback (4), Learning Outcomes (6), Prompt and Helpful Feedback (3), Individual Feedback or Group (4), Peer Feedback (2) | Feedback | |
| Review of Classroom Exercises and Activities (1-2), Monitoring Students' Work and Progress (6), Knowledge of the Amount of Learning from Supervision (2), Maintenance of Sample Activities for Supervision (1) | Learning Monitoring | |
| Observance of Formal and Informal Laws (9), Acceptance of Each Other (9), Respect for Each Other (9) | Behavioral Expectations | |
| Participation in Activities (9), Activities with Different Groups (9), Emphasis on Achieving the Correct Answer (3-10), Memorization of Course Materials (3), Expectations for Learning (6), High Standards ( 5), Clear Expectations (4-7) | Educational Expectations | |
| Provide Rewards for Meeting Expectations (7-9), Provide Points and Rewards to Selected Groups (9), Encourage Learning (2-3-10), Encourage Academic Achievement (2), Praise and Encourage Desirable Behaviors and Speech (10), Encouraging Participation (10), Encouraging Successful Portfolios (4), Learning Motivation (2), Teamwork Motivation (4), Motivation to Participate in Activities (4) | Incentives | |



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|---|---|---|
| Determining the Position of Students in the Class (10), Grouping Students (3-4-9), Changing the Arrangement of Desks and Chairs (1), Pointing to Positive Behavior When Observing Non-Compliance with the Law (9), Inducing Rules into Knowledge Students (9), Determining the Consequences of Failure to Meet Expectations (5), Attendance (10), Strategies for Silencing Students (1), Determining Class Rules (9), Reviewing Rules (9) | Control Measures | |

As can be seen in Table 6, in relation to the selective code of learning supervision and control have been identified the axial code of Learning Assessment, Feedback, Learning Monitoring, Behavioral Expectations, Training Expectations, Incentives, Control Measures.

**Table7**. Axial and Selective Coding of the Professional Skills Component

| Open Code | Axial Code | Selective Code |
|---|---|---|
| Methods of Motivating Learning (2-5), Methods of Attracting Students' Attention (2), Teaching Method (1-2-10), Knowledge of Cultural Context (10), Coordination of Teacher Performance and Academic Model (10) Awareness of the Quality of Learning Processes (6), Expectations Management Design (4), Teaching Focus (2), Teacher Scientific Focus (5), Teacher Training Focus (5), Focus on Individual and Group Needs of Students (10), Considering the Possible Consequences of Change (7), Conscious Design (4) | Professional Knowledge | Teacher's Professional Skills |
| Creative and Attractive Teaching (1), Learning-Focused Actions (3), Accurate Implementation of Programs (4-10), Gradual Increase in the Level of Difficulty of Activities (3), Pursuit of Useful Plans (4-5), Application Curriculum (2), Effective Use of Facilities (5), Planning Activities According to the Age and Mental Readiness of Students (10), Management of Teaching and Assessment Methods (2), Management of Activities Educational (3-10), Using Classroom Management Methods to Encourage Participation (2), Fostering Norms (5), Creating a Sense of Group Competition (4), Changing the Method if the Desired Results are not Achieved (5), Comparing the Answer Of Different Groups (3), Specifying the Framework for the Implementation of Activities (3), Developing and Implementing Appropriate Cultural Change Programs (8), Managing Artifacts (7), Step-by-Step Guidance to the Concept of the Lesson (10), Homework Review Time (1), Activity Time Management (2-10) | Educational Strategies | |
| Identifying Problems and Reasons for not Understanding the Curriculum (5), Guiding How to do the Activities (3), Supporting and Supporting Learning (4-5), Supporting Students with Special Needs (2), Supporting Students Poor Performance (1-5), Identifying Students in Need of Extracurricular Activities (2), Extracurricular Activities (2-4-5-6), Encouraging Participation in Extracurricular Activities (5), Giving Importance to Student Learning (1) | Support Learning | |

As can be seen in Table 7, in relation to selective coding of the Professional skills has been identified the axial code of Professional Knowledge, Educational Strategies, and Learning Support.

**Table8**. Axial and Selective Coding of Academic Skills Component

| Open Code | Axial Code | Selective Code |
|---|---|---|
| Student Involvement in Classroom Activities (3), Expression of Opinions and Ideas (2), Participation in Problem Solving (3), Use of Prior Knowledge in Problem Solving (3), Problem-Solving Spirit (3), Participation In Learning (2), Participation in Setting Rules (9), Setting Goals Mutually (4), Teaching Peers (1), Learning Through Peers (2-4), Peer Evaluation (3-4), debugging Lesson with Peers (2), Willingness to Do Group Activities (4), Spirit of Collaboration and Cooperation (3), Spirit of Teamwork (2), Consensus for Problem Solving (3-4), Culture of Teamwork (9), Effort Group for Compensation of Poor Performance (4), Intergroup Competition (9) | Learning Participation | |



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|---|---|---|
| Self-Assessment (9), Self-Monitoring (4), Performance Improvement Through Assessment and Feedback (4), Accepting Responsibility for Self-Learning (5), Asking Questions (1-3), Learning Style (6), Non-Transcription (1) High Academic Focus (5), Tendency to Present the Best Activities (4), Perception of Their Academic Focus (5), Feeling of Efficiency (5), Student Independence in Learning (2-3), Self-Awareness Development (4), Desire to Learn (1-4), Desire and Interest in Learning (2), Interest in Academic Subjects (1), Desire to Progress (1-4) | Academic Focus | Academic Skills |

As can be seen in Table 8, in relation to the selective code of Academic Skills has been identified axial code of Learning Participation and Academic Focus.

**Table 9**. Axial and Selective Coding of Educational Beliefs Component

| Open Code | Axial Code | Selective Code |
|---|---|---|
| Members' Supportive Views of Programs (7-8), Staff Support of Culture Management Style (8), Members' Views on Change (7), Belief in the Need for Change Among Members (7), Individuals' Views on Executive Plans (4-7-8), Teacher's View on the Relationship between Teacher and Students (2-9), Teacher's View on the Curriculum (10), Teacher's Perception of the Student's Academic Focus (5), Teacher Value Orientation and Selection of Activities and Educational Facilities (2-10), Teacher's Perspective on Success (10), Non-Admiration of the First Grade Student in Total (2), Teacher's Understanding of the Meaning of Class (1), Teacher's Perspective on Learning ( 1), Teacher Focus on Product (10), Teacher-Approved Educational Priorities (10), Teacher Value Orientation and Use of Time (10), Teacher Role (2-10), Emphasis on the Need to Support Learning (9) , Teacher's Understanding of Educational Goals (1), Teacher's Understanding of Correct Teaching Methods (1), Teacher's Views on Learning Ability (1), Emphasis on Mutual Respect (9), Teacher Satisfaction with Participatory Decision Making (6) | Teacher's Educational Views | Educational Beliefs |
| The Student's Perception of the Rules and Expectations (9), The Student's Perception of the Test (2), The Student's Role in Learning from His Perspective (6), The Student's Opinion about the Main Person in Charge of Determining the Rules (9), Students' Perception of the Power of the Teacher (9) | Students' views | |

As can be seen in Table 9, in relation to the selective code of educational beliefs, have been identified axial code of Teacher's Educational Views, and Students' views.

Based on the data analysis, the conceptual model of students' learning culture management was classified into 8 selective codes, 30 axial codes, and 372 open codes. According to the research findings, the components of students' learning culture management include organizational policies, educational beliefs, academic skills, professional skills, learning supervision and control, social interactions, learning environment, and cultural barriers. The following, conceptual model of managing students' learning culture is presented in Figure 1.

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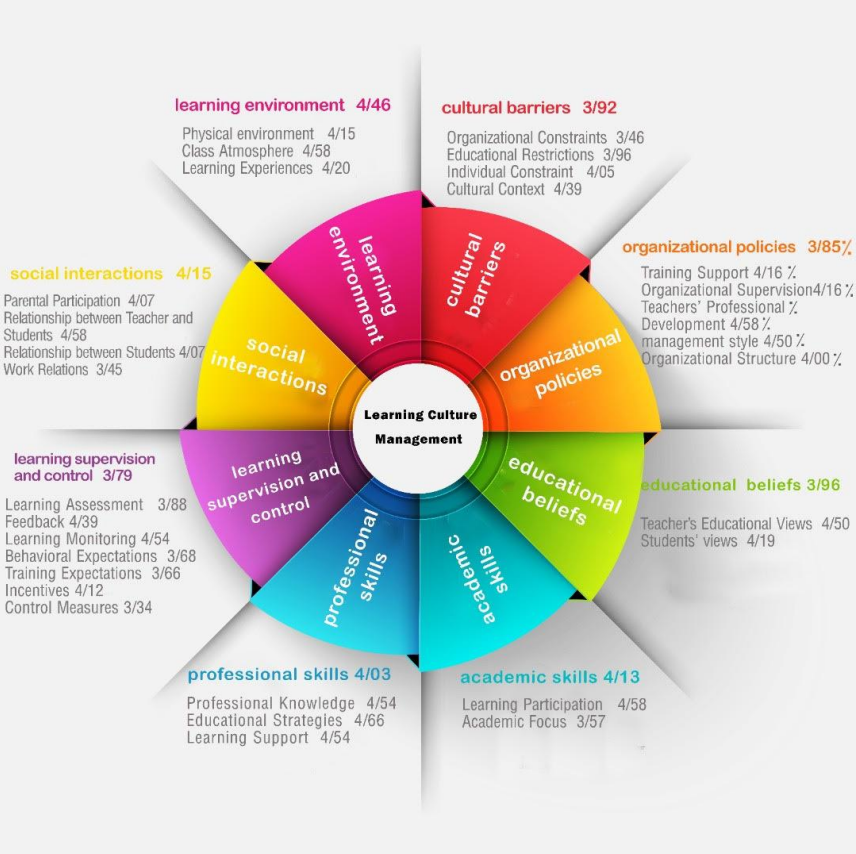


**Figure1**. Conceptual model of students' learning culture management

In the last step, the validity of the conceptual model of management students' learning culture was evaluated using the fuzzy Delphi method. The following results of fuzzy Delphi calculations are presented in Table 10.

**Table10**. Fuzzy value, De-Fuzzy value and percentage of consensus of each question

| Components and Items of the Conceptual model | Fuzzy Value of Each Question | | | De-fuzzy Value of Each Question | Percentage of Consensus |
|---|---|---|---|---|---|
| | U | M | L | | |
| Component of Organizational Policies | 5 | 3.70 | 3 | 3.58 | 46.15 |
| Training Support | 5 | 4.33 | 3 | 4.16 | 46.15 |
| Organizational Supervision | 5 | 4.33 | 3 | 4.16 | 46.15 |
| Teachers' Professional Development | 5 | 4.66 | 4 | 4.58 | 69.23 |
| management style | 5 | 4.51 | 4 | 4.50 | 53.48 |
| Organizational Structure | 5 | 4 | 3 | 4 | 46.15 |
| Component of Educational Beliefs | 5 | 3.92 | 3 | 3.96 | 38.46 |
| Teacher-Educational Views | 5 | 4.51 | 4 | 4.50 | 53.84 |
| Students' views | 5 | 3.39 | 3 | 4.19 | 61.53 |
| Component of Academic Skills | 5 | 4.26 | 3 | 4.13 | 53.84 |
| Learning Participation | 5 | 4.66 | 4 | 4.58 | 69.23 |
| Academic Focus | 5 | 3.65 | 2 | 3.57 | 38.46 |
| Component of Professional Skills | 5 | 4.07 | 3 | 4.03 | 38.46 |
| Professional Knowledge | 5 | 4.58 | 4 | 4.54 | 61.53 |



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| | | | | | |
|---|---|---|---|---|---|
| Educational Strategies | 5 | 4.83 | 4 | 4.66 | 84.61 |
| Learning Support | 5 | 4.58 | 4 | 4.54 | 61.53 |
| Component of learning supervision and control | 5 | 4.09 | 2 | 3.79 | 53.84 |
| Learning Assessment | 5 | 4.27 | 2 | 3.88 | 53.84 |
| Feedback | 5 | 4.28 | 4 | 4.39 | 69.23 |
| Learning Monitoring | 5 | 4.58 | 4 | 4.54 | 61.53 |
| Behavioral Expectations | 5 | 3.86 | 2 | 3.68 | 38.46 |
| Training Expectations | 5 | 3.83 | 2 | 3.66 | 38.46 |
| Incentives | 5 | 4.24 | 3 | 4.12 | 46.15 |
| Control Measures | 5 | 3.18 | 2 | 3.34 | 30.76 |
| Component of Social Interactions | 5 | 4.31 | 3 | 4.15 | 53.84 |
| Parental Participation | 5 | 4.14 | 3 | 4.07 | 46.15 |
| Relationship between Teacher and Students | 5 | 4.66 | 4 | 4.58 | 69.23 |
| Relationship between Students | 5 | 4.14 | 3 | 4.07 | 46.15 |
| Work Relations | 5 | 3.40 | 2 | 3.45 | 38.46 |
| Component of Learning Environment | 5 | 4.43 | 4 | 3.46 | 53.84 |
| Physical Environment | 5 | 4.31 | 3 | 4.15 | 53.84 |
| Class Atmosphere | 5 | 4.66 | 4 | 4.58 | 69.23 |
| Learning Experiences | 5 | 4.41 | 3 | 4.20 | 53.84 |
| Component of Cultural Barriers | 5 | 3.85 | 3 | 3.92 | 46.15 |
| Organizational Constraints | 5 | 3.43 | 2 | 3.46 | 46.15 |
| Educational Restrictions | 5 | 3.92 | 3 | 3.96 | 38.46 |
| Individual Constraint | 5 | 4.11 | 3 | 4.05 | 69.23 |
| Cultural Context | 5 | 4.28 | 4 | 4.39 | 69.23 |

According to table 10, the de-fuzzy value for all components and their items is higher than the threshold set (3). As a result, all components and their items were recognized as significant by Delphi panel members.

## Discussion and Conclusion

This study aimed to identify the components of students' learning culture management and present a conceptual model with emphasis on elementary school students. The components of learning culture management were identified by reviewing the research literature and using the meta-synthesis method. Then the initial conceptual model was validated using the fuzzy Delphi method. The results of the study showed that the management of students' learning culture includes 8 components of organizational policies, educational beliefs, academic skills, professional skills, learning supervision and control, social interactions, learning environment, and cultural barriers. Concerning the organizational policy component, five axial codes of training support, organizational supervision, teachers' professional development, management style, the organizational structure have been identified. The concept of organizational policies in recent decades has appeared in the literature on organizational behavior and several definitions have been provided for it (Robbins & Judge, 2007, quoted by Ebrahimi & Meshabaki,



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2012). Organizational policies can be defined as decisive influence processes for managing the multiple competing interests in organizations (Abaspour et al., 2013). Due to centralized Iran's education system; Teaching-learning decisions, programs, and objectives are determined by the Ministry of Education and communicated to schools, and schools are required to implement plans and programs accurately and completely. The policies of the education system are transmitted to schools through educational plans and programs and affect different levels of culture. To manage the learning culture of students, it is necessary to pay attention to the education organization as an effective factor in shaping the learning culture of students. Any change in schools in the event of conflict with the organization's value patterns or lack of support not only does not last but also leads to a weakening of the existing learning culture and confuses students, teachers and school members in general. About the component of educational beliefs have been identified two axial codes of teacher's educational views, students' views. Beliefs as one of the mental states are analyzed in action or talent to act (Yaghoobian & Pourhassan, 2019). People act on their beliefs about what they think is right. Each person's beliefs are a prelude to setting a goal and moving toward achieving them. Teachers' views on teaching, learning, students and the classroom influence the teaching process. Teachers implement their methods in the classroom based on their beliefs about the best teaching method, regardless of other explanations and logical reasons. For example, if a teacher believes that students are not able to learn on their own and learns only with the teacher's explanation, he or she may use other methods as directed by the organization's leaders, but place the greatest emphasis on Explains lessons (explanatory-lecture) to students. For this reason, it is necessary to pay attention to the beliefs of teachers and students in a management learning culture. Managing culture and fundamentally changing is possible by changing the levels of values and assumptions. If we can manage the views and beliefs of school members about learning and teaching, we can hope to change the students' learning culture.

About the component of academic skills have been identified two axial codes of learning participation and academic focus. Academic skills are a set of techniques and skills that help learners in the process of studying, learning, achieving higher success, and managing academic problems (Riahi Nasab, 2012). Awareness of academic skills and their application in the process of teaching and learning affects the students' academic performance. Teachers in the classroom, depending on the situation, emphasize certain academic skills and learning methods, and in a way, teach these skills directly and indirectly. Repetition and emphasis on these skills make them valuable and after a while become a part of students' learning culture. In addition, due to the teacher's influence on students, especially in elementary school, students may consider these methods as the only method or the most effective method. For this reason, it is necessary to pay attention to this issue in a management learning culture. In relation to the component of professional skills have been identified three axial codes of professional knowledge, educational strategies, learning support. The success of any educational system depends to large extent on the teachers' knowledge and professional skills. They can turn the process of education into a process of pleasure and success or a fruitless process. Since teachers are the most important element of the educational system in the teaching-learning process (Danesh pazhouh & Farzad, 2006). The role of their



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perspective, attitude, and ability are undeniable in how and quality of educational goals and the formation of learning culture. In the event, that teacher's values and beliefs are in line with the positive culture and intended organizational aims and teachers tend to create a positive learning culture in the classroom, in the event that they do not have sufficient professional skills and knowledge, not only will not succeed but will also have adverse effects. For this reason, it is necessary to pay attention to teachers 'skills in managing students' learning culture. The learning supervision and control component has been identified seven axial codes of learning assessment, feedback, learning monitoring, behavioral expectations, training expectations, incentives, control measures. In scientific terms, supervision is defined as monitoring activities to ensure their realization in accordance with the plans made and correcting significant and important deviations (Mahmoudian et al., 2015). According to this definition, teachers direct through supervision and control, the teaching-learning process in the desired direction. Supervision and control over the teaching-learning process are the most important and necessary the teacher's tasks in the classroom. How the teacher deals with the students 'performance, his educational and behavioral expectations, and how he evaluates and provides feedback to the students determine the teacher's values and the school and shape the students' learning culture. Considering the effectiveness of supervision and control in students' learning culture, it is necessary to pay attention to this component in learning culture management.

The social interactions component has been identified four axial codes of parental participation, the relationship between teacher and students, the relationship between students, work relations. Social relations are used to describe situations in which two or more people participate in behavior and its framework; they interpret each other's behaviors (Weber, 1995, quoting Vasefian & Mirshakar, 2018). In these relationships, school members are influenced by each other and transfer their views, values, and beliefs to each other, and through these relations learning culture is formed in students. For this reason, to manage the students' learning culture, it is necessary to pay attention to the relationships and interactions between school members.

The learning environment component has been identified three axial codes of the physical environment, class atmosphere, learning experiences. In the educational system, all teaching-learning processes take place in the learning environment. The learning environment is widely considered as the physical, social, and psychological context in which learners learn and socialize and affects learners' progress, satisfaction, and attitude (Bagherian Far et al., 2020). Educational values and beliefs are transmitted to students through the environment. In other words, the environment is understood by students and this understanding provides a basis for the formation of learning culture and its consolidation. Due to the effective role of the learning environment, it is necessary to pay attention to this component in a management learning culture.

The cultural barriers component has been identified four axial codes of organizational constraints, educational restrictions, individual constraints, cultural context. Constraints are factors that prevent the organization from moving in the right direction or slow down the achievement of goals. In any management program, it is necessary to pay attention to obstacles and barriers. Paying attention to these



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cases makes the regulation program think about how to deal with the obstacles of forecasts and the necessary measures so that in case of an encounter, the whole management process will not have problems.

In general, the set of 8 components and 30 items above form the conceptual model of management. To manage the students' learning culture, in addition to paying attention to students, it is necessary to pay attention to factors such as teachers, parents, and the learning environment. Any action in the field of each component has a direct or indirect effect on the other components, and attention to one automatically makes it necessary to pay attention to the other. In fact, due to multifaceted the subject of culture, it is necessary to pay attention to all the effective aspects in its management. The issue of learning culture and its management is complex and multidimensional and has been neglected in the research background inside and outside the country, especially in the case of students. Therefore, the lack of valid and relevant research resources was one of the limitations of the present study. Realizing the management of students' learning culture at the school level may seem impossible at first due to the centralized educational system of the country, but it should be noted that in recent years the Ministry of Education has implemented projects such as efficient school (In-service by school members and according to the needs and existing conditions) in several primary schools in the second period on a trial basis, which act to delegate authority to schools. In addition, according to the researcher's experience at the level of primary schools and the district education department, it seems that the educational organization is trying to create a participatory culture and active learning, but given the breadth and dispersion of projects, differences of views and beliefs between staff and executives and lack of awareness of school members about the goals of the organization, it is not completely successful that with proper planning can manage the learning culture of students and strengthen the existing learning culture or bring it closer to the desired learning culture. Therefore, it is suggested that the learning culture of elementary students be managed according to the management culture process (identifying the current and desired situation) and based on a conceptual model.

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