A Comparative Study of School Climates of Professionally Qualified and Non-Qualified Teachers in District Jhelum

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ABSTRACT

Professional education plays a vital role in preparing the prospective teachers to perform well in the future whenever and wherever they are appointed. The main objective of this study was to compare professionally qualified and non-qualified teachers about their school climates. This study was descriptive in nature in which causal comparative design was employed. The study was delimited to the male teachers recruited on contract basis in school education department, government of the Punjab. The study was further delimited to the male teachers of Jhelum district. The sample was consisting of 200 teachers (100 professionally qualified and 100 professionally non-qualified) and 200 relevant students respectively. The researcher developed a questionnaire on likert scale. The constructs were framed on four domains given by Wang and Degol (2016) including academic, safety, community relation and institutional environment. The tool was validated through CVI calculation and reliability was calculated as 0.94. Data was analyzed and its t-test was used to find the difference in the groups. Results revealed school climate of professionally qualified teachers better than professionally non-qualified teachers’ schools. During in depth study however it was found no difference in safety domain of school climate.

KEY WORDS: school climate, academic climate, safety, community relations, institutional environment

INTRODUCTION

School climate reflects norms, goals, values, interpersonal connections, teaching and learning techniques, and organizational structures and is based on patterns of people's experiences of school life (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Some schools are hospitable, inviting, and supporting, while others are closed off, unwelcoming, and even
dangerous. The school climate refers to the feelings and attitudes evoked by a school's surroundings.

The two different variables, i.e., the actual construction of a school building and the cooperation among students and educators, are actually the one of the major qualities of schools and both of these accumulatively effect to conceptualize the idea of school environment or school climate. School environment has been investigated for a long time and keeps on being inspected and reclassified because of its critical impacts on instructive results. The components that include a school's environment are broad and complex. Subsequently, specialists have recognized the accompanying factors that impact school environment:

- number and nature of associations among grown-ups and students (Kuperminc, Leadbeater, and Blatt, 2001)
- students' and educators' view of their school climate, or the school's character (Johnson, Johnson, and Zimmerman, 1996)
- ecological elements (like the actual structures and study halls, and materials utilized for guidance)
- scholarly execution (Johnson and Johnson, 1993)
- sensations of safeness and school size (Freiberg, 1998)
- sensations of trust and regard for students and instructors (Manning and Saddlemire, 1996)

Individual attitudes, behaviours, and group norms are influenced by how students, instructors, and staff feel about their school atmosphere. Schools where kids and instructors feel safe, for example, develop high-quality relationships while reducing the likelihood of violence. Individual opinions of a school's climate vary, and experts believe it is this subjective sense of the environment that determines individual student outcomes (Loukas, 2007). As a result, if a student believes that her teacher does not care about her, her behaviour in the classroom will be affected. Furthermore, individual qualities may influence these perceptions, such that aggressive pupils may have a bad perception of their school atmosphere compared to those who do not. As per Freiberg (1998), ‘Maybe there are schools that have made the change to a proficient learning local area without struggle or nervousness, however know nothing about any. Conflicts and strain are normal. The research recommends that positive relational connections and ideal learning open doors in all segment conditions can increment school accomplishment levels and decrease maladaptive ways of behaving (McEvoy and Welker, 2000).

A core human need is to feel safe—socially, emotionally, cognitively, and physically. Students are more likely to encounter violence, peer victimization, and harsh disciplinary actions in schools with supportive norms, structures, and relationships, which are generally associated by high absenteeism and worse academic achievement (Astor, Guerra, & Van Acker, 2010). After adjusting for SES, Hoy and Hannum (1997) and Tschannen-Moran et al. (2006) discovered that favourable school climate was connected with students' academic achievement. Bergren (2014) conducted a study and he results showed that selected school climate factors such as socioeconomic status, attendance and school size had an overall impact on students' academic performance and teachers' job satisfaction. Some previous researchers
also claimed that the way a person perceives their environment influences a person's actual behavior.

Positive school environment can be created through appraisal, investigation, authority and expert learning networks, and cautiously checking progress. The overview ought to address school environment and, in light of that, executives can decide the present condition and conclude whether the instructors' workplace or in general school environment should be checked or kept up with, or whether it needs serious consideration (Keefe and Kelley, 1990).

Numerous specialists have created proportions of school environment. Analyzing these measures and the characteristics explicitly evaluated gives further detail into the idea of school environment. These appraisals consider numerous variables and people inside the educational system utilizing direct measures, like studies and meetings, and circuitous measures, for example, disciplinary and participation records (Freiberg, 1998). The School Environment Survey contains seven components of school environment and explicitly evaluates students' insights in the accompanying regions:

- accomplishment inspiration
- decency
- request and discipline
- parent contribution
- sharing of assets
- students relational connections
- students instructor connections (Haynes, Emmons, and Comer, 1993).

The objectives of this study were:

1. To measure the difference in school climate of professionally qualified and non-qualified teachers.
2. To investigate level of difference in four domains of school climate of professionally qualified and non-qualified teachers.

**METHODS**

This study was descriptive in nature in which causal comparative design was employed. The study was delimited to the teachers recruited on contract basis in school education department, government of the Punjab. The study was further delimited to the male teachers recruited during 2016-2018 in Jhelum district. The sample was consisting of 200 teachers (100 professionally qualified and 100 professionally non-qualified) and 200 relevant students respectively. The researcher visited schools personally and get questionnaire filled by the teachers and students. The students who participated in this research were students of 8th, 9th and 10th classes. The response details are as under

<table>
<thead>
<tr>
<th>Category</th>
<th>Professionally qualified group</th>
<th>Professionally non-qualified group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>94</td>
<td>95</td>
<td>189</td>
</tr>
<tr>
<td>Students</td>
<td>90</td>
<td>87</td>
<td>177</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>182</td>
<td>366</td>
</tr>
</tbody>
</table>

http://www.webology.org
The researcher developed a questionnaire on likert scale. The constructs were framed on four domains given by Wang and Degol (2016) including academic, safety, community relation and institutional environment. The questionnaire was consisting of 48 items. The tool was validated through CVI calculation and reliability was calculated as 0.94. Data was analyzed and its t-test was used to find the difference in the groups.

RESULTS

Before analysis of data, descriptive measures were checked to see the characteristics and normality of data. Following figure 1 and figure 2 shows box-whisker plot and histogram respectively.

According to figure 1 and figure 2, it can be explained that the data is negatively skewed as the media is shifted to maximum number. Mean is 190.20 overall.
Figure 3: Q-Q plot of school climate

Here figure 3 shows majority of the data set combine to fall on 45-degreeline, but it is not so aligned with it. Its deviation from the line tells that our data on school climate normal in nature but is a bit skewed also. As its skewness = -.78 reveal that it is moderately skewed and the value of kurtosis= -.38 indicates that data more peaked than normal. It reveals some of the cases have more scores overall.

The results of t-tests are described as under:

Table 1: Comparison of Academic climate between PQT and PNQT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Status</th>
<th>N</th>
<th>Mean</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic climate</td>
<td>PQT</td>
<td>184</td>
<td>43.47</td>
<td>6.726</td>
<td>364</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>PNQT</td>
<td>182</td>
<td>39.36</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PQT= Professionally qualified teachers, PNQT= Professionally non-qualified teachers

According to table 1, using t-test, the academic climate of professionally qualified teachers’ schools (N = 184) was compared with academic climate of professionally non-qualified teachers’ schools (N = 182). An independent samples t-test revealed that academic climate of professionally qualified teachers’ schools (M = 43.47, SD = 4.38) was better than the academic climate of professionally non-qualified teachers’ schools (M = 39.37, SD= 7.00), conditions; t(364) = 6.726, p < .001. More over a greater value of SD of PNQTs reveals that there is more variation in academic climates in the schools of professionally non-qualified teachers.
Table 2: Comparison of Community Relations between PQT and PNQT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Status</th>
<th>N</th>
<th>Mean</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Relations</td>
<td>PQT</td>
<td>184</td>
<td>74.33</td>
<td>4.562</td>
<td>364</td>
<td>.002</td>
</tr>
<tr>
<td></td>
<td>PNQT</td>
<td>182</td>
<td>69.58</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 2, using t-test, the community relations of professionally qualified teachers’ schools (N = 184) was compared with community relations of professionally non-qualified teachers’ schools (N = 182). An independent samples t-test revealed that community relations of professionally qualified teachers’ schools (M = 74.33, SD = 8.37) was better than the community relations of professionally non-qualified teachers’ schools (M = 69.58, SD = 11.31), conditions; t(364) = 4.562, p < .001. Moreover a greater value of SD of PNQTs reveals that there is more variation in community relations in the schools of professionally non-qualified teachers.

Table 3: Comparison of Safety between PQT and PNQT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Status</th>
<th>N</th>
<th>Mean</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>PQT</td>
<td>184</td>
<td>44.97</td>
<td>1.115</td>
<td>364</td>
<td>.266</td>
</tr>
<tr>
<td></td>
<td>PNQT</td>
<td>182</td>
<td>44.24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 3, using t-test, the safety in professionally qualified teachers’ schools (N = 184) was compared with the safety in professionally non-qualified teachers’ schools (N = 182). An independent samples t-test revealed that safety in professionally qualified teachers’ schools (M = 44.97, SD = 5.92) was slightly better than the safety in professionally non-qualified teachers’ schools (M = 44.24, SD = 6.52), conditions; t(364) = 1.115, p > .001. The greater p-value indicates that this difference is non-significant. It means level of safety in schools of both types of teachers are at same level. Moreover a greater value of SD of PNQTs reveals that there is more variation in safety in the schools of professionally non-qualified teachers.
According to Table 4, using a t-test, the institutional environment of professionally qualified teachers’ schools (N = 184) was compared with the Institutional environment of professionally non-qualified teachers’ schools (N = 182). An independent samples t-test revealed that Institutional environment of professionally qualified teachers’ schools (M = 32.82, SD = 4.04) was slightly better than the Institutional environment of professionally non-qualified teachers’ schools (M = 31.76, SD = 5.24), conditions; t(364) = 2.159, p < .001. The lower p-value indicates that this difference is significant. It means level of Institutional environment in schools of professionally qualified teachers is better than Institutional environment in schools of professionally non-qualified teachers. Moreover, a greater value of SD of PNQTs reveals that there is more variation in institutional environment of the schools of professionally non-qualified teachers.

According to Table 5, using a t-test, the school climates of professionally qualified teachers (N = 184) was compared with the school climates of professionally non-qualified teachers (N = 182). An independent samples t-test revealed that school climates of professionally qualified teachers (M = 195.58, SD = 19.50) was slightly better than the school climates of professionally non-qualified teachers’ schools (M = 184.85, SD = 28.15), conditions; t(364) = 4.202, p < .001. The lower p-value indicates that this difference is significant. It means level of school climates of professionally qualified teachers is better than school climates of professionally non-qualified teachers. Moreover, a greater value of SD of
PNQTs reveals that there is more variation in school climates of the schools of professionally non-qualified teachers.

**CONCLUSIONS & RECOMMENDATIONS**

From the study we saw that the academic climate of professionally qualified teachers’ schools was better than the academic climate of professionally non-qualified teachers’ schools (table 1). This academic climate was composition of teaching learning process, classroom interactions and the teachers’ behavior during interaction with students and teachers. The students reported qualified teachers more capable. This shows the effectiveness of pre-service teacher education degrees they have. From the study we saw that the community relations of professionally qualified teachers’ schools was better than the community relations of professionally non-qualified teachers’ schools (table 2). This community relation was composition of parent teachers meeting, inviting social elders in the schools, making connection with the parents of students, feedback from parents on students’ studies etc. The students reported qualified teachers more energetic in developing social relations. This shows the effectiveness of pre-service teacher education degrees they have. From the study we saw that the safety aspect in professionally qualified teachers’ schools was slightly better than the safety in professionally non-qualified teachers’ schools but that difference is non-significant. It means level of safety in schools of both types of teachers are at same level (table-3). This safety aspect was comprising of actions to make safe environment, taking care of students, providing socially, morally and physically safe environment. Institutional environment of professionally qualified teachers’ schools was slightly better than the Institutional environment of professionally non-qualified teachers’ schools; also that difference was significant (table 4).

It can be concluded that overall school climates of professionally qualified teachers were better than the school climates of professionally non-qualified teachers’ schools and that difference is significant (table 5). So the teachers appointed with pre-service professional teacher education degree have been proven themselves better than those who have been inducted without professional qualification at the time of recruitment. On the basis of findings of the study it is recommended to revise induction policy to make it mandatory for a teacher to have professional qualification with him/her before starting the job.

**REFERENCES**


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