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RESEARCH PAPER

Association of School Climate with Teacher's Motivation and Self Esteem in Division Gujranwala

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PAPER INFO	ABSTRACT
	The ambition of this articulation was to investigate the association of school climate with teacher's motivation and self esteem. The study was descriptive and survey technique was followed and was delimited to division Gujranwala of the Punjab province of Pakistan. Sample size comprised of 360 secondary school teachers and 90 head teachers selected randomly. The researchers framed three rating scales and their reliability value was assured as 0.73, 0.68 and 0.71 by test and retest approach respectively. A structured interview schedule for heads teachers was also administered. Data analysis was done through SPSS version 22. The finding of the study was that school climate positively and significantly associates with teachers' motivation as well as teachers self esteem. The study recommends that better school climate provision by the heads may enhance teachers' motivation and self esteem which facilitate positively teaching and learning process

Introduction

School climate is defined as a "collection of beliefs, attitudes, values, thoughts and behaviours of students teaching staff, leaders and parents, level of independence, leadership style and job commitment and satisfaction. This is mainly commented by the higher authorities and effects the way students and teachers perceive it do affect their values and attitude toward school and work (Karaj & Rapti, 2013).

School climate is also understood as "the norms, values and expectations that assists individuals in feeling practically, socially, emotionally and physically

safe environment (National School Climate council, 2012). The school climate has been found to identify five elements of school climate. These may be briefed under the following heads as safety life, teaching and learning process, interpersonal relationship and skills, and organizational environment and staff positive relationships**.** Along many factors student's teacher relationship effectively works as a positive heading for school climate including academic performance (Maxwell, Reynolds, Lee, Subasic & Bromhead, 2017).

Positive and safe learning environment is very important for every student. In the absence of safe and learning positive environment a student may feel disconnected, uncomfortable and engage in bullying, act of violence, criminality or other destructive behaviors (Yogeeswaran, Afzal, Andrew, Chivers, Wang, Devos, & Sibley, 2019). There are four contrasting types of schools namely open, closed, engaged and unengaged. Human beings always love to work with others one and their performance and action in a social organizational environment is called engagement. The institutional engagement is a manifold object which consists of three basic components like behaviors, emotion and cognition. (Fredrick, Blumenfeld, & Paris, 2004).

Behavioural engagement relates to the action and practice that the pupils link toward the learning and schooling. The emotional engagement refers a learners positive reaction and sense of connectedness to the institution while cognitive refers to strategic and meta cognitive approach. The above mentioned three components do not function separately but rather they are operating as combined or joined form. Further Fredrick, et al (2004) suggested that channels of engagement lead long term effects on student's academic performance whereas emotional engagement interaction with behavioural engagement and cognitive inclusion in institutional learning activities. Low level of engagement leads to the unsuccessful school outcomes (Kothen, 2011).

School climate can be developed by administrators by developing strong relationship, teaching essentials and becoming role models. Clarifying classrooms and school rules and regulations, student's learning problem and their solution, which leads the students to be the good achievers.

Amelia Harper (2019) describes following strategies to improve the school climate.

- Effective leaders connect and collaborate with stakeholders across the community.
- Committed and trusted academicians are compulsory for learners' academic achievement.
- Dealing properly with conflict can help build trust.
- Project-based learning and service learning and service learning build student leadership skills and community engagement.

- Skill integration in daily practice enrich school climate.
- Including all student voice improves climate equity.
- Peer to peer support structures build leadership skills in students and strengthen student bonds.

Report of national institute of justice (NIJ 2018) proposed the following research recommendations that every state and institution should create positive climate and trustworthy team (Muhlhausen & Hurwitz, 2018), (Cohen and Geier 2010; Payne et al 2013 N1J 2018). The positive and best learned school climate enhances teacher experience and gives a higher level of commitment, efficiency, morale and internal satisfaction (Kohen, 2011).

National school climate centre (2012) define academic climate as "the quality of school life". The quality here is consisted of school strategies, timetable, management teacher's knowledge base, teacher's attitude. Academic climate is co-related with academic performance; academic performance based on classroom teaching learning practices. Caring and respected environment create the feeling of attachment. School climate is affected by how much students and teachers trust, support, respect and care for each other encouragement. Appreciation, good communication with parents and with other community members built a positive climate. The lacks in obtaining education is due to non professional educators and unethical attitude and behaviour of head teachers (Arain, Arshad & Ahmed, 2019).

The relationship build on trust which is established by teachers and internal school authority and administration can provide a greater engagement in doing job and create a positive school learning climate. The teachers positively engaged with their jobs may be empowered in moulding schools into fruitful and effective schools. Gulbahar (2017) pointed out that there is a significant, high level of positive relationship between participants' perceptive view of teachers' to work engagement and their views of institutional trust. Sabri, Ilyas and Amjad (2013) find out that career decision making promoted and affected from self esteem but motivational level affects career. Gender difference indicates that boys' students are more confident as compared to girls' students about their future (Javed and Tariq, 2016).

The importance of school climate on to learners and teachers cannot be overemphasized. School climate has tremendous effects in the quality of teaching and learning activities in which the students receives and pay the extent of attention to lesson in the school. The school climate, academic supporting facilities and discipline have significant influence on academic performance of learners (Odeh, Angelina, Dondo, 2015). School culture has been reflected by the actions and behaviours of the administration, teachers, support staff, and the student's administration and the teacher perception of school culture (Rasheed, 2016). School culture contains the aspects such as knowledge, beliefs, arts, material, laws, customers and other skills. Effective communication with the higher management and teaching staff is the panacea for establishing and enhanced productivity of the

employees and organizational achievements. So there is a significant relationship between effective communication and workforce achievements.

Kendra Cherry (2018) defines "self esteem is a person's overall sense of self worth or personal value". (Abhinash Jena 2011) defined simply, "self esteem favorable or unfavorable attitude towards self". Mohamamd Aryana 2010) conducted a research; he concluded that there was significant positive relationship was found between self esteem and academic performance. Shukla (2014) defined self esteem as "a subjective feeling of self worth built from the respect and sense of worth reflected back on the person from significant others and can be altered by labelling and social interactions".

Shah (2011) attributed that it is important to aware that our self perceptions and self esteem is influenced by the culture. Different cultures may encourage different values for instance, personal control, harmonious, independent relationship are important in eastern culture. These culture values are dominant in Eastern people's self esteem.

Environment include family, friends, school, working place rules, security measurements, provision of necessary and luxuries, economic status etc. Parents, peers, home as well as working place has been very crucial throughout the life. Family, friends have a great impact on individual's self esteem (Andrew, 2009). Self esteem might be updated with the assistance of parents, peers and teachers support (Miller & Friedrick, 2010), (Bass, 2009). The individuals perceive family support and good relation with peers have high self esteem. (Lindop, 2009) Positive communication and caring relationship promote the self esteem. Parents have been crucial throughout the life span. Parents have been responsible to set rules, regulations and grating the psychological autonomy and support. They have their own thoughts, ideas, opinions, feelings and economic status by expressing their affection. They have to force to kids to obey family rules and respect their thoughts and opinions (Okpara, 2009, Leftin, 2009, Ahmad et al, 2016).

Considerable research of (Perkin, 2009, Kelker, 2009) has investigated the effect of family, peer and religion on the development of high school students, young men and women's self esteem. Self esteem has been promoted through many sources like parents, peers, teachers, friends and religious leaders including the experiences from the house hold activities, play games, institutions and church. Research results have shown that religion, family, friends and school origin components affected self worth (Bartol, 2011).

Bateman (2010) define motivation is an act through which individual strive to attain their aims and accomplish a need or uphold a value or worth. Need, values and goals are the most important words which are the main pillars of motivation that tends to action.

Arne Duncan (2018) portrayed that first principal of school improvement should be for schools to "take deliberate steps to create the positive school climate that can help prevent and change inappropriate behaviors" (U.S.ED, 2014, P.11) school climate can improved by the students learning and school safety (Perna, 2011).

Current studies explores that two sets relations first relations are the links between students perceived school climate (safety, teaching and learning activities, interpersonal relationship, institutional environment, staff relationship) while the second set focuses on teacher's beliefs and motivation.

Teacher motivation: Teachers are ready and willing to perform his/her duties. It is a process of stimulating people to action to accomplish the goods Willingness to perform their abilities in the best way. Motivation is a "psychological force that enforces an individual into action to obtain predetermined objectives or the satisfaction of the required needs. (Norfin, 2011).

Generally school environment have positive effect on academic achievement of the learners. Some research shows there is no relationship was found between school environment and students academic achievement in the subject of secondary level English (Arshad, Qamar, Gulzar & Ahmed, 2019), (Pajares, 2010).

Eboka (2017) investigated that the school climate influences and promoting high level morale of the teachers. After that Hassan, Tayyab and Awan (2018) conducted a research on secondary schools of Multan and computed the motivation and self esteem level of public school teachers. The findings indicated that majority head teachers and teaching staff opinion support open environment than closed environment. The more motivational level was found in female teaching staff as compared to male teaching staff of public schools.

Null Hypotheses

To achieve the above stated objectives, following hypotheses were framed.

Ho1: There is no association between school climate and teachers motivation.

Ho2: There is no association between school climate and teachers self esteem.

Material and Methods

It was a descriptive research and survey method was approached. The information collecting from a sample of research participants via their comments of the questions is known as survey research (Gay, Mills & Airasian, 2009). The study was delimited to division Gujranwala of the Punjab province. Researcher picked up Gujranwala division being diversified as regards the local, gender and qualification of respondents. There were male female 1,149 high schools where in there were 23,830 school teachers both male and females the toll 74, 4447 students enrolled in

these districts according to the data available at the website of the Govt. of the Punjab. Researcher collected the list of schools out of the six districts of Gujranwala, Hafizabad, Sialkot, Mandibahaudin, Narowal and Gujrat on the basis of number of teachers, students and other facilities at the school. Researcher picked up three districts like Gujranwala, Hafizabad and Sialkot as the clusters for data collection. These three districts were picked up on the basis of relative homogeneity of the population. Researcher made an attempt to collect the names of schools both male and female being run in the public sector there after the head teacher were approached after getting the permission from the administrative authorities belonging to Punjab in general and Gujranwala in particular and enabling to interact with the SST's and collect the data.

A great number of school teachers showed their disinclination to be the participants of the study. Those who gave their informed consent were included as the participants of research. A schedule of visit to schools with dates and venues was prepared and communicated to the participants well ahead of the stipulated date those who made themselves available within five visits of the researcher were picked up as participants and those who skipped away were dropped. The picture that developed about the participants in respect of schools and teachers is given as under 90 schools and from each school one head and four SSTs were selected randomly. So, the total sample of the present study was 90 head teachers and 360 SST teachers to respond to the rating scales.

The researchers developed three rating scales. The instruments were got validated through concurrent consultation with the supervisor and five experts in the field. The instruments were modified in terms of item wording, their placement and length of the instruments. For pilot testing, twenty SSTs teaching grade nine and ten were selected from Gujranwala district as participants to pilot study. Those who were selected for participation in pilot study was not the part of the sample taken for the study. Those participants were given rating scales and requested to fill in with full attention. Cron bach alpha was calculated to check the reliability value of rating scales which was 0.73, 0.68 and 0.71. A structured interview schedule for heads teachers was also developed and administered.

Data Analysis and Presentation of Data

The data was analyzed by using Chi Square test.

Table 1
Association between School Climate and Teachers Motivation.

Gender	Teachers Motivation					Total
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Male	2	8	8	69	47	134
Female	3	3	7	140	67	220

Total	5	11	15	209	114	354

The table 1 shows that 209 participants agree and 114 research participants strongly agreed that teacher gender affects on school climate. Majority female teachers agreed that school climate directly affects on teachers motivation.

Table 2
Association between School Climate and Teachers Motivation

Chi-Square Tests			
	Value	**df**	**Asymptotic Significance (2-sided)**
Pearson Chi-Square	9.857[a]	4	.043
Likelihood Ratio	9.657	4	.047
Linear-by-Linear Association	.856	1	.355
N of Valid Cases	354		

The above chi-square test showed that there is positive and significant association was found between school climate and teachers motivation. As asymptotic significance value for Chi-Square (0.043) is less than 0.05. It means that school climate effects on teachers' motivation.

Null Hypotheses Ho2: There is no association between school climate and teachers self esteem.

Table 3
School Climate and Teachers Self Esteem

Gender	Teachers Self Esteem					Total
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Male	12	10	12	59	41	134
Female	8	6	10	130	66	220
Total	20	16	22	189	107	354

The table 3 shows that 189 participants agreed and 107 research participants strongly agreed with the statement that school climate affects on teachers self esteem. It indicated that majority of the participants show positive response that school climate directly affects on teachers self esteem.

Table 4
Association between School Climate and Teachers Self Esteem

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.455[a]	4	.006
Likelihood Ratio	14.128	4	.007

Linear-by-Linear Association	6.741	1	.009
N of Valid Cases	354		

The above chi-square test portrayed that there is positive significant association was present between school climate and teachers self esteem. As asymptotic significance value for Chi-Square (0.006) is less than 0.05.

Analysis of Interview Schedule of Head Teachers

Table 5
Opinions of Head Teachers

Sr. No.	Opinions	F	%
1	• School climate effects on teachers motivation	32	35.55
	• School climate effects on teachers motivation very much	45	50
	• School climate does not effects on teachers motivation	9	10
	• No comments about school climate and teachers motivation	4	4.44
2	• School climate effects on teachers self esteem	57	63.33
	• School climate effects on teachers self esteem very much	22	24.44
	• School climate does not effects on teachers self esteem	5	5.55
	• No comments	6	6.66
3	• School climate positively relates teachers motivation	79	87.77
	• School climate does not associate with teachers motivation	8	8.88
	• No comments about school climate and teachers motivation	3	3.33
4	• School climate positively relates teachers self esteem	72	80
	• School climate does not associate with teachers self esteem	10	11.11
	• No comments about school climate and teachers self esteem	9	10

The majority (85.5%) of head teacher responded that school climate effects on teachers motivation whereas 10% responded that school climate does not effects on teachers motivation, 4.44% research participants give no comments about school climate and teachers motivation. Majority 87.7% research object responded that the school climate effects on teachers self esteem while 5.55% respond that the school

climate does not affects on teachers self esteem, 6.66% give no respond about school climate and teachers self esteem. The majority (87.77%) participants responded that school climate effects on teachers motivation while 8.8% were not agree with the statement, 3.33% give no comment. School climate positively relates with teachers self esteem agreed by 91.11% and 10% give no comments.

Conclusion

It was concluded that school climate effects on teachers' motivation. The better provision of school climate enhances the teachers' motivational level for teaching process. The findings of the study also portrayed that school climate effects on teachers' self esteem. It was found that school climate positively relates with teachers motivation as well as self esteem.

Recommendations

The study recommends that better school climate provision by the heads of the institution may enhance both factors like teachers' motivation and self esteem which facilitate positively teaching and learning process.

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