

PERCEPTION OF PRIVATE AND GOVERNMENT IN SERVICE SCHOOL TEACHERS TOWARDS THEIR SCHOOL CLIMATE

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Abstract:

The result of school climate on student action and learning academic performance has been the topic of many educations on learning effectual. Students, teachers, administrators, and parents are considered major in school environment, the perceive school climate commit greatly to student happiness and school productivity. The present study attempted to study the attitude of school teachers towards their perceived school climate. The sample consisted of 59 teachers. The results revealed that no significant differences were found in the attitude of the school teachers teaching in private and government schools towards their perceived school climate. Teachers who grasp the school and the students sympathetic have a compiling positive holding on their students and school.

Keywords: *School Climate, Government School, Private School*

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Introduction:

School climate is a broad multifaceted concept that involve many aspect of the students educational experience from the last decades (for a comprehensive review, see Wang & Degol, 2016). It has received good interest from the scholars. The reason for developing interest is mostly because school climate research provide important information regarding implementation of interventions (Voight & Nation, 2016). This will lead in developing the learning environment (Cohen et al., 2009; Thapa et al., 2013). The school climate research observation result depicted that a positive school climate is critically related to school success (Berkowitz et al., 2017) and it mostly eliminate many negative outcomes such as violence in school (Reaves et al., 2018; Steffgen et al., 2013).

The distinctive culture of a school affects the lifestyle learning of its students which was recognized in early century ago educating reformer (Perry, 1908; Dewey, 1916). Since then research in school climate has been increasing tremendously in many countries. The study of school climate grew out industrial organizational research has been processed that to a great deal in students' success (Anderson, 1982; Kreft, 1993). Since then school climate research has been organized systematically and spread in many countries due to great interest in this field. "School climate refer to the quality and character of school life" (Cohen et al., 2009, p. 182). Basically school is built by two important aspect i.e., daily teacher student interaction which is more concrete classroom life and the other is relational and belongingness feelings (Reyes et al., 2012). Research on school climate is organized conceptual approach (Rudasill et al., 2018), which provides a wide range of understanding and interpreting the interdependent transactions and relationships between and among individuals and groups that occur in the proximal classroom system as well as in the more general school system. School climate research has been conducted on variable center approach for better interpretation of school climate are



connected with academic achievement (Kutsyuruba et al., 2015; Maxwell et al., 2017; Reynolds et al., 2017) and behavior problems and violence have been decreased (Johnson, 2009; Reaves et al., 2018; Steffgen et al., 2013). Moreover, school climate was found to relate to students' mental health (Aldridge & McChenney, 2018; Jamal et al., 2013) and teachers' psychological wellbeing (Gray et al., 2017). School climate help a child develop overall personality like behavioral and emotional aspect. It also influence students adaptive psychosocial adjustment (Brand et al., 2008), mental health outcomes (Roeser et al., 2000; Brand et al., 2003) and self-esteem (Way et al., 2007). School climate also affect students' behavior, such as aggression and bullying (Espelage et al., 2014; Turner et al., 2014), student wrongdoing (Gottfredson et al., 2005), like alcohol and drug use (Brand et al., 2003). Mostly from the research point of view it has been observed that it control student academic success (Brookover et al., 1978; Brand et al., 2008). Research of school climate increase the field demand and it done with great attention and it mainly centre on specific aspects and activities of interventions to change in specific components of school climate. Evidence requires for research techniques shows both climate and intervention study influence specific socio-moral, emotional, civic and cognitive development and the teaching and learning of both students and teachers. Understanding the interactions of these processes in the contexts of interventions will help schools to successfully accept interventions that have been shown to demands one or more of these positive outcomes.

Each and everyone play the important part in improving the school climate (OECD, 2016). Students can improve by attending school regularly, avoid engaging in risky behaviors, treat other students respectfully and not disrupt the flow of instruction. Teachers can co-operate by exchanging ideas and sharing best practices. They can support students by showing an interest in every student, providing extra help or giving students opportunities to express their ideas. School leaders can design consistent disciplinary policies, react swiftly when problems arise, build trusting relationships with teachers, and ensure that a range of enriching extracurricular activities are offered at school. Parents can participate in school activities, interact with the school staff and provide emotional and moral support to their children. Governments should ensure e that all schools are well-equipped and -staffed (with, for example, sound buildings, safe and adequate facilities, educational resources and school psychologists) and provide special assistance and funds to schools struggling with bad condition behaviour.

Review of Literature:

Educational firms have a climate that distinguishes it from other schools and effect behaviour and affection of teachers and students for that school. The link between firm structure and teachers' attitude and behaviour is important in the school (Sergiovanni and Starratt, 1988) climate. It began that official characteristics of school had an important effect on the way in which teachers perceived climate. (George & Bishop, 1971). Many studies have been done on school climate organisation such as help in 1963 find that it is deportment easy school principal which in a large measure set a climate tone for school (Halpin & Croft, 1963). Multiple studies have came across the connection between positive school climate and reduction in substance abuse mental health problems (LaRusso, Bates, & Selman, 2008), peer bullying, and violent behaviors in schools (Gregory, 2010). Researchers have also shown that a positive school climate Uplift cooperative learning. A positive climate amplify group unity and help to create a positive environment for learning for respect and mutual trust among students (Finnan, Schnepel, & Anderson, 2003; Ghaith, 2003).

Pashiardis (2000) AIIMS to survey and present the fate of primary and secondary school principals and teachers regarding there school climate after investigation four parameters related to school climate, namely: communication, collaboration, organizational structure, and students on gender base it is found that men feel was about school climate

then women and the other parameter of the question as let's let's experience teacher had different view as compared to experience teacher in school climate. Periasamy and Prabhu (2022) The present study of school teacher in pudul kotai district of Tamil Nadu working in various types and categories of school are studied the researcher collected 703 school teacher response . The present study found that there is a significant difference in the mean scores of organizational climate between the groups of school teachers with regard to marital status. The present study found that there is a significant difference in the mean scores of organizational climate among the groups of school teachers with regard to cadre and educational qualification. One of the significant findings of the study is the school climate is correlated with teacher effectiveness. So, all the schools. Headmasters / principals and teachers must try to improve their school climate with positive approach, it will lead to higher achievement of the students and also the schools.

Methodology and Sample of the Study:

A Descriptive survey was carried out in order to study the attitude of Private and Government School teachers towards their perceived school climate . Convenient sampling technique was used for data collection. For the purpose of this study data was collected from 59 teachers. A School climate questionnaire designed by Freiberg (1987) was used to collect data which was scored on a 5 point rating scale from Strongly Agree, Agree, Neutral, Disagree, to Strongly Disagree. The following table 1.1 depicts the sample size for the present study based on the type of school that the teachers are teaching in.

Table 1.1: Sample Size based on Government and Private School Teachers

Sample	N	Percentage
Government School Teachers	24	41.18%
Private School Teachers	35	58.81%
Total	59	100

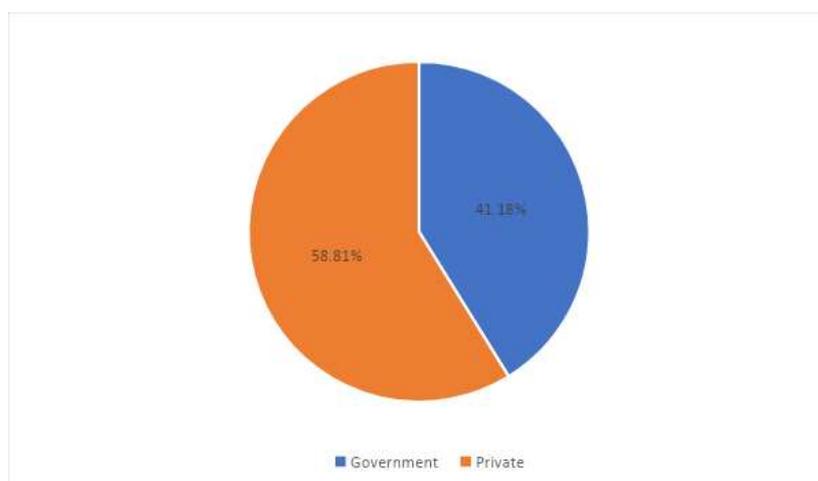


Figure 1.1: Sample Size for present Study Based on Inservice Teachers from Government and Private Schools
Out of 59 teachers, 41.18% teachers belong Government School whereas 58.81% teachers belong private school towards School Climate.

Scope and Delimitations of the Study:

The proposed study was conducted and the data was collected from in-service teachers from Government school and Private Schools. Only Inservice School teachers were considered. Those teaching in Colleges and other Educational Institutions were not included. The data obtained was among teachers residing in urban and rural areas. The present study shows the school teachers perception towards their perceived school climate. School climate perception among parents, students, principals, management, etc were not taken into consideration. The data obtained was limited to only State board schools, other school boards such as ICSE, CBSE, IB and IGCSE boards were not taken into consideration. The data obtained was from teachers teaching in English Medium Schools, other vernacular medium Institutes were not considered. The present study focus on only school climate other variables like School culture, Environment, leadership style etc was not considered.

Hypothesis Testing and Interpretation of Data:

1. There is no significant difference in the attitude of school teachers towards their perceived school climate.
2. There is no significant difference in the attitude of government and private school teachers towards their perceived school climate.

Table 1.2: Relevant Descriptive Statistics

Groups	N	Mean	Median	Mode	SD	Skewness	Kurtosis
School Teachers	59	185.62	185	175	17.76	-1.980	9.91

The above table shows relevant descriptive statistical measures that were used to test Hypothesis 1.

Hypothesis 1: The Mean for In-Service School Teachers was found to be is 185.62, Median was found to be 185, Mode was found to be 175 and Standard Deviation was found to be 17.76. The skewness is found to be -1.98. The kurtosis is found to be 9.91 which is positive and thus the distribution is Leptokurtic.

Table 1.3: Inferential Data Analysis

	N	Mean	t value	p value	Los
Government School Teachers	24	187.95	0.83	0.41	NS
Private School Teachers	35	184.02			

The above table shows relevant descriptive statistics for government and private school used to test Hypothesis 2.

Hypothesis 2: The t value for teachers teaching in private and government school was found to be 0.83 and the p value was found to be 0.41 which is greater than 0.01 and 0.05, thus it is not significant. Therefore, null hypothesis is accepted. There is no significant difference in the attitude of school teachers teaching in government and private schools towards their perceived school climate. The type of institution does not affect the perception of inservice teachers towards their school climate.

Discussion and Conclusion:

School climate research is mostly found on student's perceptions and neglects teachers' viewpoint. Although researchers agree that it is required to appraise teacher's perceptions of the school climate. Teachers are the foundation of the school. Accordingly, all teachers should be aware of the importance of the school climate during education. They should learn to deal with the problems they face during the school climate. The aim of the study was to know the glitch in the literature



regarding Teachers prescriptive by considering/inspecting school climate- perceptions of private and government school teachers.

The convincingness of a school climate is likely to be clout by social/communal relationships within institutions i.e. among teachers, Headmasters – management broadly known as departmental climate. After the study it will begin that some institutions are leading to success and while the others seem to be leading towards demonianism. The educational environment of any institution is the indirect/ensuing condition from collective interactions among and between the teachers, the student and the principal. Institutions environment may influence the role applicants in plentiful ways:- Their viewpoint, encouragement, principled, demeanor, adjustments work compelling, learning and academic achievement.

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