

ROLE OF SCHOOL CLIMATE IN STUDENTS' SOCIAL DEVELOPMENT AT SECONDARY LEVEL

By

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By

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ABSTRACT

Title: Role of School Climate in Students' Social Development at Secondary Level.

This study was conducted with the objectives to examine the elements of school climate at secondary level, to assess the level of social development in students at secondary level and furthermore the purpose of the study was to investigate the role of school climate in students' social development at secondary level. The Conceptual framework of this study was based on school climate model presented by National school center (2012) and Social skills development and behavior model presented by Janols, Korkman, Mickelsson, Strand, Trillingaard, Bredesen... Gillberg (2017). The model of school climate was based on five dimensions i.e. school safety, teaching and learning, interpersonal relationships, institutional environment and staff only while social skills development and behavior model was based on seven traits i.e. empathy, team work, emotions, communication, physical appearance, relationships and confidence. Researcher used quantitative research approach. Furthermore, descriptive research design and survey method was used for the purpose of data collection. For the current study population was male (439) and female (480) teachers of Punjab government schools N=919 (session 2020-2021). Stratified random sampling technique was used in this research. Researcher selected 20% sample from each stratum. The sample size of this study was n= 184, male (88) and female (96). For data collection, researcher adapted two types of tools School Climate Inventory (SCI) and Social Skills Development and Behavior Checklist (SSDBC). The rate of return was 78% of total sample. The data was analyzed with the help of SPSS 20th edition. This study was delimited to the Punjab Government Secondary Schools. Findings revealed the most practicing element of school climate was interpersonal relationships (70.94). It was found that social development of majority students was on highest level. Furthermore, it also revealed that school climate had significant role in students' social development. On the basis of findings, it was recommended that in order to maintain physical safety in class, teachers may make discipline incharge from every section. Schools may arrange co-curricular activities for students once in a month or in a week for the enhancement of social skills. Government may construct small schools as it will help to maintain discipline and ultimately it will lead towards the positive school climate.

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LIST OF ABBREVIATIONS

Abbreviation	Terms
NSCC	National School Climate Center
SC	School Climate
Fig	Figure
SCI	School Climate Inventory
SSDBC	Social Skills Development and Behavior Checklist
Sig	Significance (p)
BA	Bachelor of Arts (degree)
MS	Master of Science (degree)
MPhil	Master of Philosophy (degree)
MKO	More Knowledgeable Others
ZPD	Zone of Proximal Development
SPSS	Statistical Package for Social Science
SD	Strongly Disagree
D	Disagree
N	Neutral
A	Agree
SA	Strongly Agree
DNA	Does not Apply
AS	Applies Sometimes
A	Applies
Numl	National University of Modern Languages

B. Sc	Bachelor of Science (degree)
MA	Master of Arts (degree)
MSc	Master of Science (degree)
PhD	Doctor of Philosophy
SCS	School Climate Scale
BSCS	Boarding School Climate Scale

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DEDICATION

Dedicated to My Beloved Supervisor & Parents

Dr. Quratul A'in Hina

Muhammad Munir Awan

Nusrat Ara

Without whom I would have been nothing

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Man cannot live in isolation. He always needs a company of people to share his feelings and ideas. He communicates with each other to solve his problems. When one person interacts with another person he learns the norms, beliefs, attitudes, values and social skills and this process is known as socialization. Man's development is dependent on the process of interaction. Erickson (1950) cited by Maria (2019) argues that every stage of human development is based on different types of socialization. Socialization is the process in which individuals learn norms, customs, values and behaviors of a social group (Folkner, 2013).

There are multiple agents and sources of socialization from where child learn many things. One of these agents of child socialization is family from where he learns to interact with other norms, values and language skills. When a child starts going to school, his social circle expands and he starts learning new skills in the school. School is another important agent of child socialization.

School climate means the atmosphere of the school where students feel physically and mentally safe and secure. In the school, teacher performs the vital role. Students spend a lot of time under the supervision of a teacher so students think, a teacher is like a mother and role model so a teacher must be a role model because students try to imitate their teachers as according to Social learning theory children's learn by observation and imitation. They are also influenced by the behavior and actions of a teacher. Paschal (2020) explained that academic success of students and school is

based on the strong relationship of teacher-student. Teacher is the person who creates such kind of environment which is based on different activities like team work, class discussion, and debates so the students can interact with each other, can learn the social skills and can socially develop. Social skills are the base to create the good relationship with others (Gunindi, 2011).

School climate depends on the observation of the people about school safety, its environment, teaching and learning, interpersonal relationships and about its staff members. Positive and negative atmosphere of the school put great impact on students' learning and teachers' behavior. In past schools only emphasized the students' academic achievement. School must be the place where students can show their knowledge, skills, resolve the conflicts, develop cooperation and interaction with each other and it can only possible when students mentally and physically feel safe in the school. Feeling physically and mentally safe is the need of every individual. Clear code of conduct of school regarding behavioral problems can bring the positive change in students' behavior, enhances their involvement, participation in the class, and reduces their' absenteeism and dropout rate.

Teacher student relationship is also important because learning only take place through interaction of teacher and student. Teacher is the person who guides and supports the students. If teacher shows respect and feeling of trust to the students, it leads towards the betterment in behavioral problem and high learning of the students. By motivating the students, teacher can enhance students' participation. Through participation in different activities of students, teachers develop different social skills like cooperation, team work, conflict resolution etc.

Institutional environment is important factor of school climate. Students and parents' engagement put great effect on school environment. Parents' involvement in the school activities i.e. parents' teacher meeting can enhance school climate. Adequate resources like water, cleanliness, adequate

space, infrastructure, lights of the class all these things influence student' academic achievement and social development as Suleman (2017) cited that classroom temperature and ventilation is vital element for students' success. Feeling hot and cold in the classroom can divert student attention. Teacher collaboration with other staff members and leadership team is very important to sustain positive school climate. When teachers collaborate with other teacher, they discuss the problem which they face in the class on daily basis. Teachers can get the suggestion regarding topic that how they can make the lesson interesting through activities to enhance students' participation and learning in the class. School plays very important role in child social development because it is known as the second family of the child.

It is the duty of the school to prepare the good person to the society. In school child spend seven to eight hours per day and school transmit the knowledge to the students and creates opportunities to learn the skills as well which help them to live in the society, child interact with the teachers and students, develops good relationships with each other and broader the circle of peers. Through this socialization process child socially developed and learn social skills like cooperation, communication, team work, helpfulness, respect the diversity, tolerance, decision making, conflict resolution, truth and sharing. Social development means the process through which we bring change in our behavior and values for living in the society.

According to Midgley (2013) cited that Social development is the planned change that make the people able to achieve great happiness, satisfaction and peaceful life. So improvement can only occur when person learn the social skills and through applying those skills they can change their living standard. Allen et al., (2004) cited by Isawumi, David, and Olusegun (2016) that "Social skills" are the appropriate behavior that people use when they interact with other person to achieve

a specific goal. Social skills are very important for one's success because these skills help persons that how to behave in diverse situations (Dhingra & Rani, 2019).

Role of school climate in child social development at secondary level has been very heated topic because this is the stage where child select the field and learn the social skills which are necessary to move in the society. In school climate students' face the diversity So teacher is the person which plays vital role in students' life because it is the one who plan the classes which are based on different activities through which he/she polish the Childs skills so the child can come to know his capabilities and collaborate with other students to make his future better. So the society can only make progress when every person will perform his role nicely in the society and it is the school responsibility to produce such human beings who possess the good social skills.

1.2 Rationale of the Study

School is the community which transfers norms, values to the students. School climate refers the interaction between students and teachers through which they share norms, beliefs, values and set the parameters of acceptable behavior for the school (Bradshaw, Waasdorp, Debnam, & Johnson, 2014). Positive or negative school climate put great impact on students' feeling of safety and their risk for delinquency. Cohen, McCabe, Michelli and Pickeral (2009) cited that positive school climate enhances youth development, decrease behavior issues, increase teachers' retention and students' graduations rates. Kutsyuruba, Hussain, and Klinger (2015) found that positive school climates, safe school environment can meet with students' academic, emotional and social needs. Koegel, Kim, and Koegel (2013) Study that students of high schools highly socialize with adults and other peers, when activities are created according to their own interest. According to Goddard, Salloum, and Berebitsky (2009) that schools are basically social systems which emphasis on the

quality of relationships among all the learners through interaction and make effort to improve the academic outcomes for all children.

Development is the continuous process which starts from birth and end till death, it means growth and development of child so for that reason child should be socially develop and he can only be socially developed if he/she will interact with others and through interaction child learn many skills and these skills help the child for happy life. Social skills are become highly important for the successful life and employment (Gibb, 2014).

School plays very important role in child social development and it is the objective of education to provide the good members to the society. According to National school climate center (2015) School climate is based on the experiences of the people, it reflects norms, values, interpersonal relationships, social interaction and school structure. When child enter in the school he spends more time in school between the teachers and peers so child socialize in the school. There are many evidences that students have better social, emotional and behavioral adjustment in a school with a positive school climate (Thapa, Cohen, Guffey, & Higgins, 2013).

Teacher is the person who spends more time in the class with the students and promote social development, arrange the classes which are based on team work, debates, storytelling through which child interact with other peers in the class and learn the different skills and these skills help the child to maintain the positive relationship with others. Good social competence can help children adapt better to the school environment, gain higher status among their peers and consequently achieve more in school. This greater school achievement translates later on into better occupational status, health and general well-being (Kankaras, 2017). Rashid (2010) concluded in his study that the teachers did not teach the children social skills directly or indirectly. The schools did not feel their responsibility to give importance to the social skills so the researcher

recommended that future researchers needed to evaluate the development of social skills among children at other levels of education except elementary level.

Schools are responsible to shaping the behavior and providing the quality education to the students so the researcher chosen this topic to know that what role school is playing in students' social development.

1.3 Statement of the Problem

School climate is important in order to provide safe, healthy, supportive and caring atmosphere that lead towards the increase in academic achievement, healthy life and social development. Social skills are very important for students to survive in the society. Positive school climate promotes healthy relationships among students and prevent students from delinquency. School is being an organization for the social development of the student is a need for any society. It is common practice that teachers seldom focus on social skills and only focus on academic achievement. So keeping in view the importance of schools and social skills the researcher selected this area for study. The research was designed to examine the elements of school climate, to assess the level of social development of students' and to investigate the role of school climate in students' social development at secondary level.

1.4 Objectives of the Study

To keep this study on right track, the following research objectives were developed:

1. To examine the elements of school climate at secondary level.
2. To assess the level of social development in students at secondary level.
3. To investigate the role of school climate in students' social development at secondary level.

3a. To investigate the role of **school safety** in students' social development at secondary level.

3b. To investigate the role of **Teaching and learning** in students' social development at secondary level.

3c. To investigate the role of **interpersonal relationships** in students' social development at secondary level.

3d. To investigate the role of **institutional environment** in students' social development at secondary level.

3e. To investigate the role of **staff only** in students' social development at secondary level.

1.5 Null Hypotheses

Keeping in view the objective, the null hypotheses were drawn as follow:

H₀1: There is statistically no significant role of school climate in students' social development at secondary level.

H₀1(a): There is statistically no significant role of **school safety** in students' social development at secondary level.

H₀1(b): There is statistically no significant role of **teaching and learning** in students' social development at secondary level.

H₀1(c): There is statistically no significant role of **interpersonal relationships** in students' social development at secondary level.

H₀(d): There is statistically no significant role of **institutional environment** in student's social development at secondary level.

H₀(e): There is statistically no significant role of **staff only** in student's social development at secondary level.

Table No 1.1

Alignment Table

Sr. No	Objectives	Hypotheses
1.	To examine the elements of school climate at secondary level.	
2.	To assess the level of social development in students' at secondary level.	
3.	To investigate the role of school climate in students social development at secondary level.	H₀₁: There is statistically no significant role of school climate in students' social development at secondary level.
3a.	To investigate the role of school safety in students' social development at secondary level.	H_{01(a)}: There is statistically no significant role of school safety in students' social development at secondary level.
3b.	To investigate the role of Teaching and learning in students' social development at secondary level.	H_{01(b)}: There is statistically no significant role of teaching and learning in students' social development at secondary level.

<p>3c. To investigate the role of interpersonal relationships in students' social development at secondary level.</p>	<p>H₀(c): There is statistically no significant role of interpersonal relationships in students' social development at secondary level.</p>
<p>3d. To investigate the role of institutional environment in students' social development at secondary level</p>	<p>H₀(d): There is statistically no significant role of institutional environment in student's social development at secondary level.</p>
<p>3e. To investigate the role of staff only in students' social development at secondary level.</p>	<p>H₀(e): There is statistically no significant role of staff only in student's social development at secondary level.</p>

1.6 Conceptual Framework

For developing conceptual framework of this study school climate Model by National school climate center (NSCC) (2012) and social skills development and behavior by Janols, Korkman, Mickelsson, Strand, Trillingaard, Bredesen...Gillberg (2017) was selected. The following diagram explained the direction of the research.

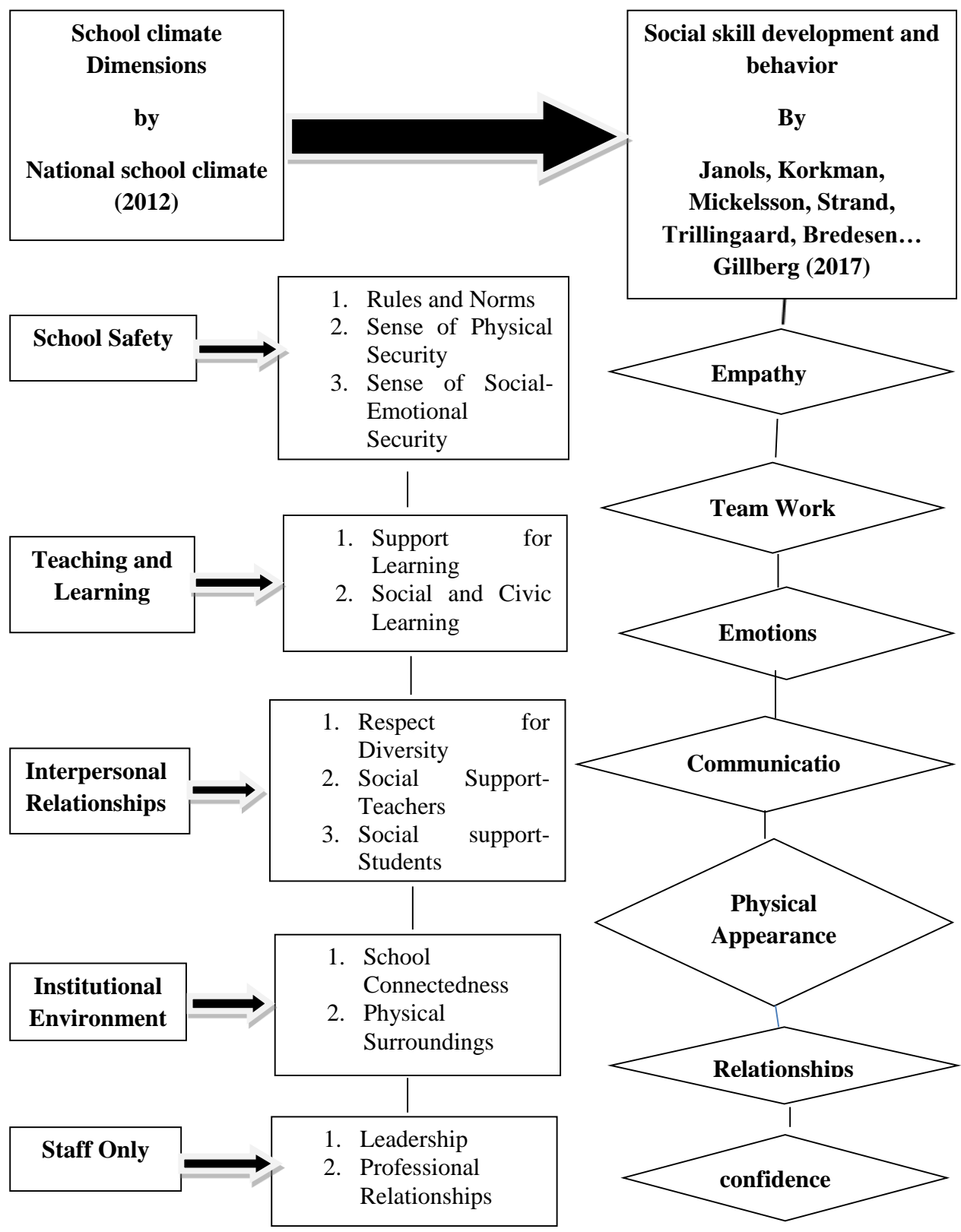


Fig 1.1 Conceptual Framework of the Study

1.6.1 School Climate Model by National school climate center (NSCC) (2012)

School climate model was given by National school climate center in (2012). The model was based on five dimensions and each dimension had sub-dimensions. Explanation was as follow:

1.6.1.1 School Safety

School safety means the place where there are clear rules for the safety of students about violence, bullying, harassment, abusing and teasing. Students feel physically and emotionally secure. The sub-dimensions of school safety were as follow:

1.6.1.1.1 Rules and Norms

It refers that in the school clear rules are made for students about physical and socio-emotional bullying.

1.6.1.1.2 Sense of Physical Security

It refers that in the school teachers and students feel safe from physical bullying.

1.6.1.1.3 Sense of Social-Emotional Security

It refers that in the school students' experience safe from socio-emotional bullying.

1.6.1.2 Teaching and Learning

Teaching and Learning means the place where teachers support and encourage the students for questioning in the class and participation in different activities. Teacher

arrange the activities through which children can learn the social skills. The sub-dimensions of teaching and learning were as follow:

1.6.1.2.1 Support for Learning

It refers that teachers support and encouragement for the students about asking the questions and teachers create the opportunities for the students to enhance their skills.

1.6.1.2.2 Social and Civic Learning

It refers that teachers support for students to take part in different activities to enhance their knowledge and social skills.

1.6.1.3 Interpersonal Relationships

Interpersonal relationships mean that in the school students have friendly atmosphere with peers and teachers, give respect and tolerate each other on the basis of diversity and try to resolve the problems. The sub-dimensions of Interpersonal relationships are as follow:

1.6.1.3.1 Respect for Diversity

It refers that teachers and students give respect to everyone in the school and do not make discrimination among them on the basis of culture, gender, Cast etc.

1.6.1.3.2 Social Support-Teachers

It refers that teachers care about their students and provide support and help to the students when they face any problem.

1.6.1.3.3 Social Support-Students

It refers that students support and help their peers in academics or in other matters as well.

1.6.1.4 Institutional Environment

Institutional environment means that students' belief that teachers and peers care about them. School building is clean, adequate material, facilities and resources are available in the school. The sub-dimensions of institutional environment are as follow:

1.6.1.4.1 School Connectedness/Engagement

It refers that students' belief that teachers and peers care about them. All staff members, students' and parents feel welcome in school participation.

1.6.1.4.2 Physical Environment

It refers that school building is clean and adequate resources and facilities are available in the school.

1.6.1.5 Staff Only

Staff only means that administration of school communicates clear vision to the staff members and staff members have healthy and supportive relationship with each other. The sub-dimensions of staff only are as follow:

1.6.1.5.1 Leadership

It refers that principal of the school creates opportunities for teachers to enhance their professional development and communicates clear vision with them.

1.6.1.5.2 Professional Relationships

It refers that collaboration and support among staff members for work and learning.

1.6.2 Social skills development and behavior dimensions by Janolse, Korkman, Mickelsson, strand, Trillingsgaard, Bredesen... Gillberg (2017)

To measure the social development of the students', the researcher considered social skills development and behaviour dimensions given by Janolse, Korkman, Mickelsson, strand, Trillingsgaard, Bredesen... Gillberg (2017) in which they were enlisted the following traits:

1.6.2.1. Empathy

Empathy refers to put ownself in the place of others and try to understand their emotions and thoughts by looking the events through their eyes (Arslan, 2016).

It refers the intention to understand feelings and experience what another individual feels.

It helps to better understand behavior in certain circumstances.

1.6.2.2. Team work

According to Greenberg and Baron (1995) cited by Nizah, Sulaiman, Hjmat and Husain (2016) refers team work is a group of people who work together, cooperate, depends on each other, uphold accountability and commitment to the team in attaining the same goal in an institute

Teamwork refers that being able to work with others in groups and teams, both formal and informal way.

1.6.2.3. Emotions

Brody (1999) cited by Bericat (2012) that Emotions refers as motivational state with behavioral and cognitive components that make us feel good or bad in different interpersonal situations and they vary in intensity.

Emotions refers the ability to understand your and other's emotions, and their effect on behavior and attitude.

1.6.2.4. Communication

Communication refers the process to exchange the information by speaking, writing and using other mode but information must be understandable to the receiver (Tutorials point, 2016).

It refers the ability to send messages that are properly received and understood by the receiver.

1.6.2.5. *Physical Appearance*

Physical appearance refers the different traits those are visually apparent i.e. clothes, nose, height etc (Campos, 2021).

Physical appearance refers dressing smartly, being clean and having good physical hygiene and carrying yourself well.

1.6.2.6. *Relationships*

Relationship skills refer the ability to build and maintain relationship, listen to others, work cooperatively and to solve the conflicts in a positive way (CASEL, 2012).

It refers the ability to establish and maintain healthy and rewarding relationships with diverse individual and groups.

1.6.2.7. *Confidence*

According to the Dictionary of terms Thantaway Guidance and Counselling (2005) cited by Ratnasri & Andriansyah (2014) that Confidence means a mental and psychological condition of a person who gives a strong faith in himself to do or accomplish some action or a thing. It refers that person accept and trust own self and has a sense of control in own life.

1.7 Significance of the Study

This study would be worth full for policy makers, curriculum developers, principals, teachers and students. The results of this study would be beneficial for policy makers that in which areas they need to work more to enhance the school climate. This study would be helpful for policy makers that how they can assess the school climate which will contribute to foster the school climate. Policy makers may arrange the educational programs for young people to teach them that how they

can cope up in different situations. They can develop checklist according to the given model to evaluate the school climate. Schools can arrange different activities like sports, drama clubs, debates which help the child to build good relationships, problem solving, reasoning, communication and collaborative abilities to enhance mental and physical health.

This study would be beneficial for curriculum developers that what kind of different social skills they can incorporate in curriculum to promote socialization and social skills in students.

This study would be beneficial for principals to know the importance of social skills and how that they can bring improvement in school climate and make it better by assessing them weekly according to the given model.

This study would be fruitful for teachers in this way that they can plan activity base lecture through which they can increase the social development of learners. This study would be helpful for the development of positive relationship between students and teachers. Teacher is the person who can motivate the students for participation in different activities so that students can learn the social skills which help them in later life.

This study would also be helpful for students to know the importance of social skills in 21st century. It would be helpful for students to analyze and evaluate their social skills and how they can deal better in different situations by learning social skills.

The results of this study would be generalizable on Punjab secondary schools of Rawalpindi district because culture, rules and Government is same in all tehsils of Rawalpindi district.

1.8 Methodology

1.8.1 Research Approach

In this research Quantitative research approach used by the researcher. In Quantitative research data is generated in numbers and suitable statistical techniques are applied to analyze the data. As study was quantitative in nature, so the researcher gathered the data in numbers by using Questionnaire and checklist.

1.8.2 Research Design

In this research, descriptive research design used by the researcher. Descriptive research examines the present situation, problem encounter and issues that remain unresolved, as seen in the light of public opinion.

1.8.3 Research Method

In this study survey research method used by the researcher. Survey method is used to gather data through the form of questionnaires, which can be paper based or web-based.

1.8.4 Population

The population for this study was based on secondary school teachers. There were 919 male and female teachers serving at Punjab secondary schools of Rawalpindi Tehsil, among which males were 439 and female teachers were 480. According to the website of government of Punjab (see Appendix: G) there were total 196 schools in Rawalpindi Tehsil, among which males were 91 and females were 105.

Table No 1.2

Population of the study

	Teachers	
	Male	Female
Population	439	480
Total	919	

Table No 1.2 explained number of teachers. 919 teachers were serving in Punjab secondary schools, among which male teachers were 439 and female teachers were 480.

1.8.5 Sampling Technique

The Proportionate stratified sampling technique was used for selection the sample of the teachers because teacher's population involved in the research has two major groups (Male and Female) teachers so the researcher picked the equal percentage from each stratum depending on the size of the stratum.

1.8.6 Sample Size

Population of the current research was based on Teachers. Population was divided in two major groups i.e. male and female teachers. To give appropriate share to both groups, 20 percent of each group was selected as a sample.

Table No 1.3

Sample Description of population

	Teachers		Total
	Male	Female	
Population	439	480	919
Sample	88	96	184
Percentage	20%	20%	

Table No 1.3 explained the sample size of Teachers. The sample of this study was consisted of 20% of the total population of each stratum.

1.8.7 Data Collection Tool

In this research work two data collection tools were used. The researcher collected data from Secondary Teachers of Government schools by personal visit and through google form.

1.8.7.2 School Climate Inventory (SCI)

Inventory on school climate titled as comprehensive school climate inventory given by National school climate center (2015) was adapted to use for collection data. (See Appendix H: section1).

School climate Inventory was based on mainly five dimensions. These dimensions were school safety, Teaching and learning, Interpersonal relationships, institutional environment and staff only. Following is the detail.

Table No 1.4

List of Items in “School climate Inventory (SCI)”

Variable	Sr.No	Dimensions	Sub dimensions	Total No	Total
				of items	
				in each	
				section	
School					65
Climate					
	1.	School Safety	a. Rules and Norms	4	12
			b. Sense of physical security	4	
			c. Social emotional security	4	
	2.	Teaching and learning	a. Support for learning	6	14
			b. Social and civic learning	8	
	3.	Interpersonal Relationships	a. Respect for diversity	6	17
			b. Social-support teachers	6	
			c. Social support-students	5	
	4.	Institutional Environment	a. School connectedness	6	10
			b. Physical surrounding	4	
	5.	Staff only	a. Leadership	6	12
			b. Professional relationships	6	

Table No 1.4 explained the scale which was based on five major dimension of school climate and these five dimensions were further divided into 12 sub dimensions. These five dimensions were: school safety, teaching and learning, interpersonal relationships, institutional environment and staff only. School safety dimension was consisted on 12, teaching and learning dimension was consisted on 14, interpersonal relationships was based on 17, institutional environment dimension was based on 10 and staff only dimension was based on 12 items.

1.8.7.3 Social skills development and behavior checklist (SSDBC)

To measure the social development: Bjorn kadesjo, Goteborg, Lars-Olof Janols, Uppsala, Marit Korkman, Helsingfors...Gillberg (2017) social skills checklist development and behavior was adapted (See in Appendix H: section 2), in which they enlisted the following dimensions:

- i. Empathy
- ii.** Team work
- iii.** Emotions
- iv.** Communication
- v.** Appearance
- vi.** Relationships
- vii.** Confidence

Table No 1.5

Social skills development and behavior checklist (SSDBC)

Variable	Sr. No	Traits	Total No of items in each section
Social Development			24
	1.	Empathy	3
	2.	Team work	3
	3.	Emotions	3
	4.	Communication	3
	5.	Appearance	3
	6.	Relationships	7
	7.	Confidence	2

Table No 1.5 explained the social skills development and behavior checklist (SSDBC). It was based on seven traits of social skills. The name of these traits were empathy, team work, emotions, communication, appearance, relationships and confidence. Social skills development and behavior checklist was based on 24 items.

1.8.7.4 Tool Validity

The tool was hand over to the experts to examine the face and content validity. Two experts from the field of education were accessed for the validity of the tools (See Appendix F). The experts validate the tools in the presence of objectives, title of the topic and frameworks of the study.

1.8.7.5 Reliability of the Scale

Moreover, the tool was provided to thirty-five secondary school teachers for pilot trial and obtained data for pilot trial was examined by using the test of reliability, item-total correlation and intersection-correlation. Weak statements modified from the tool.

1.8.8 Data Analysis

The data was examined on the basis of objectives and hypotheses so suitable statistical methods were used.

Table No 1.6

Tests use in Analysis

Sr.No	Objectives	Hypotheses	Statistical Tests
1	To examine the elements of School climate in students at secondary level.		Mean
2	To assess the level of social development in students at secondary level.		Individual Score
3	To investigate the role of School climate in students' social development at secondary level.	H01	Linear Regression
3a.	To investigate the role of school safety in students' social development at secondary level.	H01a.....H01e	
3b.	To investigate the role of teaching and learning in students' social development at secondary level.		
3c.	To investigate the role of interpersonal relationships in students' social development at secondary level.		
3d.	To investigate the role of institutional environment in students' social development at secondary level.		
3e.	To investigate the role of staff only in students' social development at secondary level.		

Table No 1.6 explained the tests which were applied to test the objectives and hypothesis. To test the first objective practices of school climate, mean score was explored that which practice is most in school climate. To meet the second objective i.e. to assess the level of social development of students, individual score was considered. To meet the 3rd objective and its sub objectives, linear regression was applied to accept or reject the hypotheses.

1.9 Delimitations

The study was delimited to the following things:

1. Punjab Government secondary schools of Rawalpindi Tehsil.
2. One-way role was assessed in this research work.

1.10 Operational Definitions

The researcher explained the operational definition of this study in the following lines:

1.10.1 School Climate

School climate refers the place where clear rules are made for students about bullying. Friendly atmosphere between students and teachers. students respect to their teachers and peers and caring about each other. Positive relationships between principal and staff members as well.

1.10.2 School Safety

It refers that student feel physically, socially and emotionally secure from bullying in the school.

1.10.3 Norms and Rules

It refers that there are clear rules for students about bullying.

1.10.4 Sense of Physical Security

It refers that student feel safe in the school from physical bullying.

1.10.5 Sense of Emotional Security

It refers that student feel safe in the school from socio-emotional bullying.

1.10.6 Teaching and Learning

It refers that teachers encourage the student' to ask the questions in the class freely and to take part in different activities to enhance their skills.

1.10.7 Support for Learning

It refers that teachers encourage the students for questioning, give them opportunities to demonstrate their skills and knowledge in different ways and appreciate them when they do something good.

1.10.8 Social and Civic Learning

It refers that teachers support the students for their social skills development like how to resolve the conflicts, to listen effectively others, self-analysis, how to control emotions, ability to share and understand the feelings of others and how to make decisions.

1.10.9 Interpersonal Relationships

It refers that there is supportive, cooperative atmosphere among students and teachers. Students give respect each other and support the new students.

1.10.10 Respect for Diversity

It refers that all students give respect to each other without making any kind of discrimination.

1.10.11 Social Support-Teachers

It refers that teachers in school are very supportive and caring about students and interested to listen and solve their problems and to know them individually.

1.10.12 Social support-students

It refers that students in the school having friendly relationship with each other, try to solve other students' problems and help them in academics as well.

1.10.13 Institutional Environment

It refers that students and their families feel good and welcome at school. Students are encouraged to participate in activities and make parents involve in events. School building is clean, adequate resources and materials are available for students.

1.10.14 School connectedness/engagement

It refers that students' belief that students and teachers in school care about their learning.

1.10.15 Physical Surroundings

It refers that school building is clean, everything is well organized, and adequate resources are available in the school.

1.10.16 Staff Only

It refers that leaders communicated clear vision of school with school teachers. Collaboration and support among staff members and principal for learning and working.

1.10.17 Leadership

It refers that administration communicates the clear vision of the school to the staff.

1.10.18 Professional Relationships

It refers that school teachers are having collaboration and support among them.

1.10.19 Social Development

It refers the process of acquisition of social skills to build and maintain the positive relationships with others.

1.10.20 Empathy

It refers to put own self in others shoes.

1.10.21 Team Work

It refers the ability to do work with collaboration in groups to achieve a targeted goal.

1.10.22 Emotions

It refers the ability to understand others emotions like happy, sad, excited, angry, fear etc.

1.10.23 Communication

It refers the ability to interact and share ideas with others.

1.10.24 Physical Appearance

It refers the ability to carry oneself in a sense to look smart.

1.10.25 Relationships

It refers the ability to build the positive relationships with diverse individuals.

1.10.26 Confidence

It refers that person trust and believe owns abilities regardless of any imperfection.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This study was designed to assess the role of School Climate in students' Social Development at Secondary Level. This chapter based on the review of the related literature. The researcher has split chapter 2 into 3 sections. The section 1 based on the general introduction of the research area, section 2 deals with the dimensions and models on the selected research variables, and the section 3 discussed the review of related literature done in the field of study. The researcher effort to maintain the order between the variables being presented in the literature review. As school climate as an organization is important component for the social development of the child and it is also the fact that school climate alone cannot do anything for social development of the students until and unless students are not ready to socialize. So, it can be said that it is the collective effort of school and individual to develop social skills through socialization.

Section 1 General Introduction of Research Area

2.1 History of School Climate

The management of the city school Arther C. Perry was considered the first work that has been done on school climate. Same time in the start of the twentieth century the researchers start doing the work on the climate and did comparison of the organization climate with motivation, productivity and satisfaction of the employee. In 1920, the researcher conducts the experiment on employees in an electric company and known as Hawthorne study. In which the researcher

revealed that interaction or praises towards the manager increase the productivity of the employees. This research increases the interest of the researchers towards the school researches and they considered the school as an organization.

In 1940 the researchers not only did work on school organization meanwhile they start doing the comparison of school organization with the management styles and behavior of the employee in an organization. The first study on school climate was conducted in the 2nd half of twentieth century, in which researchers taken a school as an organization and the tool was adapted to measure the school climate from the study of school (Halpin & Croft,1963). Thus, the concept of school climate studies from so long time and researchers are failed to agree on the one definition of school climate (Khavenson, 2018).

2.2 Concept of School Climate

Schools are known as the second home for child where he/she gets the basic knowledge. As Greek philosopher Aristotle and Plato also emphasized on basic skills that these skills must be taught to everyone and these basic skills are Reading, writing and arithmetic and these skills are known as 3RS.

In the research, the term climate, culture and environment are all used synonymously. Practitioners and researchers are not agreed-upon only one definition of school climate. Practitioners and researched used different terms for climate such as atmosphere, feelings, setting or milieu. School climate plays very important role in student's life because it is important for quality of education. School climate based on observation of people about school and based on norms, values, relationships, teaching and learning process and institutional structure (Cohen et al, 2009). According to Hoy and Miskel (1996) cited by Anwar and Haque (2014) that school climate is depend on the internal attributes or factors that differentiate one institute from another and effect

the behaviors of each school member. As Volk (2020) said that school climate is the learning surrounding created through the interpersonal relationships, physical settings and psychological climate of the institution. 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 et al, 2019). School climate is defined as a consciousness of members in a school about the work agreement, uniqueness of each person in the school supports dependability, equality, eradication of danger, and harmony of people in the school. Keiser and Schulte (2009) refers school climate is based on the nature of social interactions within the institution that put great effect on the children's cognitive, social and psychological growth.

So many factors of school climate effect on students as so many researches shown that those students who do not feel safe in the school from bullying, they breakdown the relationships. If students do not find supportive and good relationships, they experience violence, absenteeism and do not get good grades (Astor, Guerra, & Van Acker, 2010). Studies also indicated that those schools who are larger in the size, students feel less secure and face bullying in it (Lieras, 2008). Bullying among the students can decrease the achievement of the students and can lead the students towards mental illness and psychological problems (Jan & Husain, 2015) mean while Marsh (2018) indicated that to spread the rumors about learner in the school, teasing and name calling is also the major form of verbal bullying. Teachers also play great role in shaping the school climate by setting the goals and expectations for students and teacher-student interaction (Barile, Donohue, Anthony & Baker, 2011). Great teachers always use management techniques to make the positive classroom and it reduce the students' behavior problems and give inner motivation to the students towards academics, social and emotional development (Jennings & Greenberg, 2009).

School environment also put great impact on students learning. resources and materials help students' achievement as Harinarayanan and Pazhanivelu (2018) cited that adequate resources and environment is very important for productive learning of the learner. A school environment should be attractive so that students can learn and play by using those resources. Positive relationships in the school between students, teachers, parents and peers developed the environment where students feel safe and good quality of relationship between students and teachers reduce the amount of violence. Physical and social factors of school environment both put great impact on human's behavior (Cantero, Mira, & Chao, 2016). Parent's involvement in the school and encouragement to their children in the study can enhance their achievement (Grace, Jethro, & Aina, 2012). Many researches revealed that to create the safe school climate and working condition comes under the responsibility of head teacher (Loukas, 2007). As according to Yvonne (2010) cited by Rozak, Komariah, Sumarto and Ampry (2020) cited that principal of the school do not direct influence the students' achievement but it depends on the teachers so if the principal collaborate with teachers, the greater the opportunity for increased student achievement.

2.3 Classifications of School Climate

According to Helpin (1966) cited by Rapti (2012) that there are different types of climates exists in school. He classified school climate into six categories as follow:

2.3.1 Open Climate

Open school climate refers that where all school members i.e. teachers, students and parents are well come and their ideas are considered as well. Principal attitude towards all the members are positive and all members are devoted and freely they work over there. Teachers are tolerant towards the students and always there for the help of their students and work hard.

2.3.2 Controlled Climate

Controlled climate refers where principal is not close to their staff members, students and parents. Social interaction is not preferring and teachers and students are engaged with their heavy tasks. Students got little time for co-curricular activities. As according to Halpin (1966) that in controlled climate parents are not encouraged to visit the schools and teachers are also indulge with students problems by all the time.

2.3.3 Autonomous Climate

Autonomous climate refers where teachers are highly motivated to teach and students are also motivated to learn. Where no threat from the outside to the school and friendly relationships among principal, teachers and students.

2.3.4 Paternal Climate

Paternal climate refers that where principal of the school is hard working and devoted towards their work but could not influence the teachers. The principal of the school is full of life but his leadership style is reflected autocratic style. Where parents only think that it is necessary to go to school but not welcome and students face difficulty to express their problems.

2.3.5 Family Climate

According to Silver (1983) cited by Rapti (2012) that Family climate refers where principal of the school is enthusiastic to create the social atmosphere to complete the particular task but the teachers are not agreed upon with the opinion of the principal and do not take interest in social atmosphere and due to the lake of interest of the teachers, students also not take interest and make accuses as by taking off from the

school and fulfill the task without taking it serious. Parents participation is also not make mandatory and parents are unaware from the schools that what's going in the school in familiar atmosphere.

2.3.6 Closed Climate

Closed climate refers that it is the opposite of open climate. In closed climate lack of interest, enthusiasm and productivity found. School leader is not supportive so due to that reason teachers are not giving good output and teachers feel frustration. As according to Sabo (1988) cited by Rapti (2012) that lack of respect from teachers' side to the management due to the lack of respect towards the principal. Parents are not welcome to the school as well in closed climate.

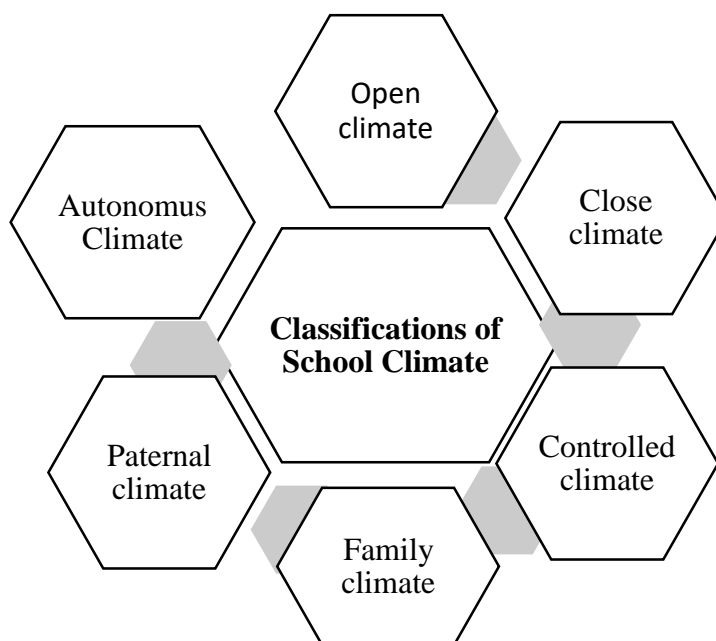


Fig 2.1 Classifications of School Climate

2.4 Measuring School Climate

Sugai, Freeman & Simonsen (2016) had given three approaches to measure the school climate which are as follow:

2.4.1 Social Validation

Social validation refers that stakeholders' perception i.e teachers, students, parents should be measured by using different tool of survey and techniques.

2.4.2 Archival Data

Archival data refers that students and teachers' behavior related to school i.e attendance, punctuality, transfer etc must be collect.

2.4.3 Observation

Observation refers that data is collected by observing the students and teachers' behavior in the school.

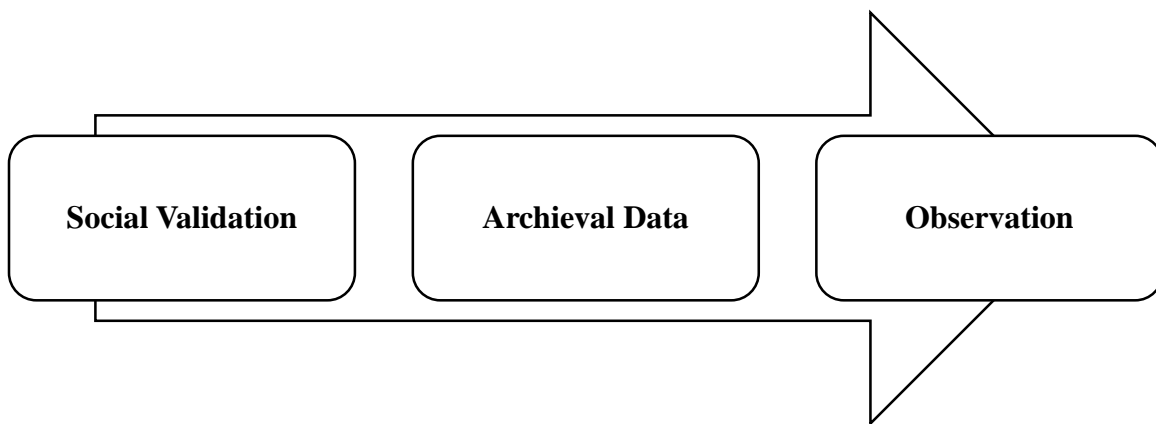


Fig 2.2 Measuring School Climate

2.5 Social Skills and Development

Social development means acquisition of social skills to maintain the positive and healthy relationships with others. Good social skills are very important for proper functioning in life. They help us to know that how to make good decisions, what to say others, how to ask for the help from others and how to maintain good relationships with others in the society (Sharma, Goswami, & Gupta, 2016). Those children who involved more in play they acquire different social skills, language and collaboration with friends and also they learn to regulate their emotions so it is important for children to play (Copples & Bredekamp, 2009). If young people do not play in free time, they fail to develop social and emotional development (Gray, 2011) so play is important for overall child development. As Brajsa-Zganec (2003) said noted by Blazevic (2016) Social development indicated the growth of capabilities of understanding social relations and suitable psychosocial functioning, includes behavior, attitudes and put impact into children interaction with others. According to Walker (1983) cited by Dhingra et al, (2019) that social skills as “a set of competencies that allow an individual to initiate and maintain positive social relationships, contribute to peer acceptance and to a satisfactory school adjustment, and allow an individual to cope effectively with the larger social environment”.

Man is social being influencing the behavior of people. Every community has norms, values concerning social development. a child who accepts and follow the norms and values of their society are known as sociable. Thus, one of the aim of the education is the growth of social skills among children because social skills are as important as academics (Rashid, 2010). Social skills are very important to survive in the society or to build the positive relationships with others. Thus, social skills are those actions and behaviors which are allowable by the community and helpful for the person and for the others. According to Green (2011) that social skills allow a person to

communicate with other effectively and avoid unacceptable behavior. According to Sharma et al (2016) cited by Salimi, Dardiri and Sujarwo (2021) that social skills consist of communication skills, relationship skills, self-control and control of emotions.

It is very hard to guess that what type of skills are important to survive in this world but social skills are basic skills which are necessary to learn to get along with other people and for healthy relationships. Some of the social skills are tolerance, cooperation, helpfulness, support, guidance and respect. These are known as the basic human behaviors because these behaviors are beneficial or helpful for the person or other people of the society, that is why these behaviors are known as social skills. So we can say that social skills are the manners, reading and reacting appropriate in social environment. Adolescents who possessed powerful social skills, specifically in the area of conflict resolution, emotional attachment, and the use of pro-social behaviors, are considered to be allowed by peers, make friendships, maintain strong relationships with parents and peers, they are successful problem solvers, show high interest in institution, and perform greater educationally (Hair, Jager, & Garrett, 2002).

According to James (2002) cited by Rashid (2010) that social skills are the base to stay with others. Deficiency of these skills can take towards behavioral problems like towards bullying, making friends, aggressiveness, peer rejection, delinquency, problems in interpersonal relationships, poor self-concept, failure in academics, isolation and depression. As cited by Cooper, Masi, and Vick (2009) that figures from the national center for children in poverty showed that young children's growth and school willingness are affected by social-emotional problems. Children's should possess sufficient social-emotional skills to be outstanding in the classroom and to become successful adults' citizens. If children's social and emotional requirements are not met, including the encouragement of social-emotional skills, they are more likely to face crime and mental health

problems. Social skills we learn through socialization. According to Lynch and Simpson (2010) that empathy, team work, helping and communicating with others and problem solving are the social skills which increase and maintain good relationships of person with other. Social skills are associated with the quality and quantity of friendships and that is associated with happiness and quality of life. School is a social ground where peer likeability is positively associated with motivation, satisfaction, interest and good performance (Leifler, Coco, Fridell, Borg & Bolti, 2022).

2.6 Techniques and activities for Social Skills Development

Ioannis & Maria (2017) suggested different methods and exercises for growth of social skills in students. Those techniques are as follow:

2.6.1 Role-Play

As Stefanoudakis (1991) and Avdi and Hadjigeorgious (2017) cited by Ioannis and Maria (2017) that role-play is based in the psychodrama theory which was given by Moreno in (1923). In role play people invented the roles and situations as a reality and individual represent the role and act on it in better way. In role-play student ask to imitate or perform the role according to the situation which is explained to them In role-play people learnt the different skills that how to solve the problems of daily life especially dramatization which are based on reality they learnt the students about the reality that what kind of issues we are facing in our daily life and how to resolve those daily life problems. The purpose of role play is also to learn the empathy to the students so that they can understand their own feeling and as well others feelings.

2.6.2 The Game without words

In this game teacher can play drama of film in front of learners without voice or silent drama and can ask from the learners that explain about that drama or theme of the drama. The purpose of this game is to realize or learn the students that how we can interact without saying any word.

2.6.3 Matching Emotions and Faces

Teacher can paint faces from the students and ask them to present the emotions of those paintings.

2.6.4 Respecting my Peers

Teachers can explain the word respect to their students and can show them by actions that how to respect others so in this way teacher can develop this skill in students.

2.6.5 The value of people

According Georgiadou (2015) cited by Ioannis et al (2017) that students are given small bags with a total value of 1000 by using different coins. Teacher will explain to them that although they have different coins in weight, color and amount in each bag, but all bags have they total of the same value. Then the children will be motivated to think about what they can buy with that money and explain their choice. Then makes clear to the students that the one who sells the things does not care about the color or the size but for its value. This thought connected to people with each other: They may differ in their external characteristics but they have the same needs and the same value. Thus, the students realize that the diversity between people does not mean to create conflicts in their relationships.

2.7 Concept of Socialization

The Person is a central component of socialization process. Socialization starts from the birth and end till the death. The human being needs communication since birth. Its existence is only possible in social environment, in living together with other peers. New born babies start their learning procedure right after the birth. The babies start acknowledging their mother, father and other family members and slowly they start grown up, they understand the way of proceeding with other members of their family and society so this process is known as the socialization. Human infants when born they are totally unaware with their customs, values and norms so their family members teach them the values, norms and culture so that they can survive in the society. The first source of socialization is family. Parents make some rules for their children and impose on them and children's learn those rules and responsibilities. Parents are the role model and the first socialization from where child acquire the language, knowledge and skills as well. Children's who live with their parents in friendly atmosphere they positively developed as socially point of view (Maria, 2019). Schneider (1988) defines socialization as cited by Yeh and Hunter (2004) that it is the procedure of learning how to act Productively in groups and adjust to specific cultures.

Socialization means to make an individual into a social being by transferring the different ways of think, acting and feeling (Maria, 2019). Socialization is the method through which the skills and knowledge needed to live and be a social being is transmitted. Without socialization society cannot exist so we can say as well that the other name of the socialization is acculturation because in this process human beings learns and share the culture. The purpose of socialization process is producing such individuals who can participate effectively in the society. Socialization is a procedure by which culture and customs of a specific society are transferred from one generation to another to keep it alive or preserve.

2.8 Agents of Socialization

As Kumari (n.d) discussed the different source of socialization which influence the children socialization process. The summary of these agents were given below:

2.8.1 Family

Family is the first, primary and most important source of socialization. Family plays very important role in child socialization because when child born, he/she unaware about norms, values, traditions, language and customs of their family and community so Parents shape the personality of the child, learn the language, customs, values, traditions and norms of their family and society to the children. Child learn in the family the concept of bond, togetherness, protection, cooperation and love etc. Parents represent as a role model in front of their children. Ill-mannered parents and family take the children towards the violence, bullying, ignorance etc (Chandio & Ali, 2019).

2.8.2 Schools

Schools are the second agent of child socialization. After family child moves in school and learn there not only speaking, reading and writing but also learn norms, values, and skills as well. Schools are responsible for students' social, emotional, moral and cognitive development. Schools provide the opportunities to the students for socialization so they can enhance their social development by learning different social skills.

2.8.3 Neighborhood

Neighborhood is known as local social unit where all the members of surrounding interact with each other. People from diverse culture live in neighborhood like they

are different in cast, religion and on the basis of culture so the child when move into the society he, she learn different cultures, norms, values and skills. if the people of neighborhood will be cooperative and helpful so it is dead sure that thing will transmit in children automatically but if the child is live in the society where people are aggressive and not good behavior wise so there is possibility that child can learn the anti-social behavior.

2.8.4 Peer Group

Beside the family group, school members, peer group influence the child process of socialization. Peer group means the group of people belonging with same age and that can be friends, colleges, and age fellows. The influence of peer group specially at the stage of adolescence because adolescence decrease dependence on parents and tried to be independent, and it high feeling of self-sufficiency and connecting with a larger social network (Serapio, 2015). In groups child learn the different skills that how to cooperative with others, do work in groups and rules (Kumari, n.d).

2.8.5 Mass Media

Mass media is the great influencer and agent of socialization nowadays as Anckle (2011) indicated and cited by W. Mwangi, W. Gachichi, and W. Ndung'u (2019) that researchers and statistical points revealed that mostly young people spend two hours and twenty minutes daily on mass media. Television, radio and print come under the category of mass media. Esteve (2018) indicated that mass media put great impact on children development, on communication and social skills of the youth people due to the diverse population.

2.8.6 Work place

Work place is the other source of socialization. People learn how to behave in a work place and learn to follow the rules and regulations of work place. People mostly learn the occupational roles by observing the people in work place, from parents and media as well (Kumari, n.d).

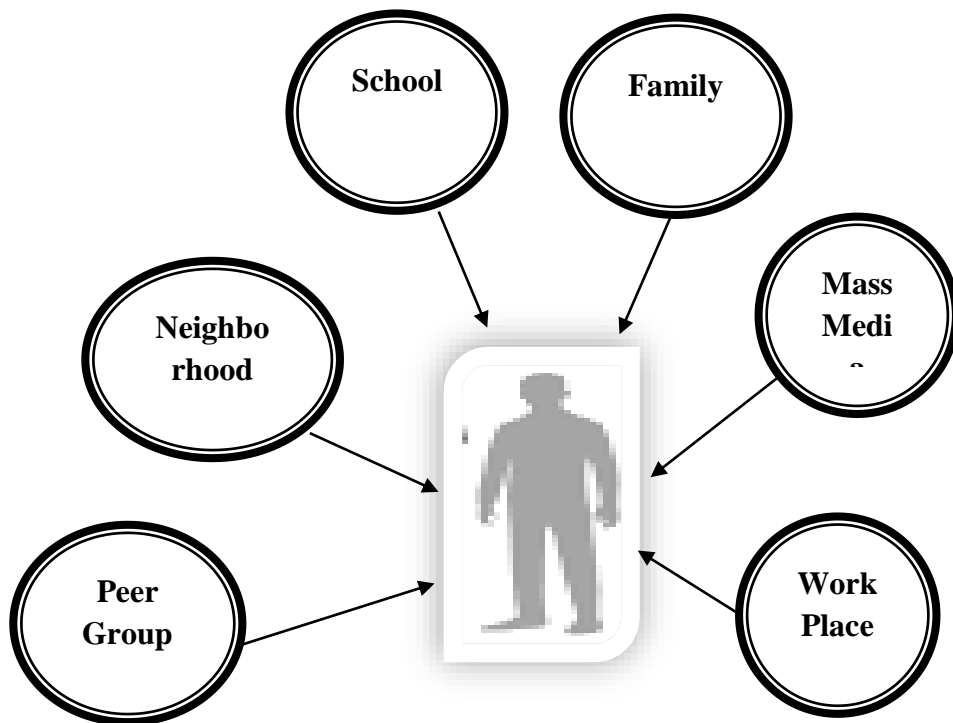


Fig 2.3 Agents of Socialization

Section 2 Related Theories and Models of School climate and Social Development

Models on School Climate

2.9 Dimensions of School Climate by Tagiuri (1968)

According to Tagiuri, there are four dimensions of school climate, which are given as follow:

2.9.1 Ecology

Ecology dimension is based on physical environment of school climate i.e. school building, facilities in school, size and number of classrooms.

2.9.2 Milieu

Milieu dimension incorporated the students, teachers, staff members and administrations experience and satisfaction with their career or work.

2.9.3 Social System

Social system based on the interpersonal relationships between students, teachers, staff members and administration etc.

2.9.4 Culture

Culture dimension is based on that how much parents, teachers, principal have expectations with the learner and norms and values of the school are included in this dimension as well.

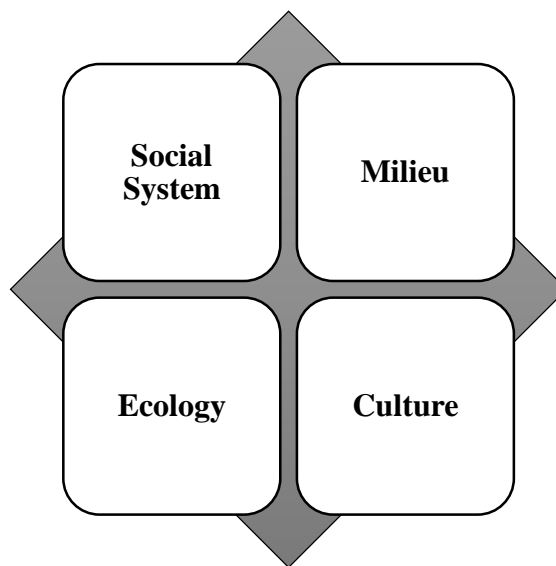


Fig 2.4 Dimensions of School Climate by Tagiuri (1968)

2.10 Domains of Learning Environment by Pielstick's (1988)

Pielstick (1988) recommended four important domains of learning environment. These domains are as follow:

2.10.1 Physical Domain

Physical environment refers the facilities, building and material of school i.e. lightening, quality of air and arrangement etc.

2.10.2 Social Domain

Social domain of school climate refers the interpersonal relationships in school climate like teacher-student relationship and student- student relationship.

2.10.3 Instructional Domain

Instructional domain refers the teacher student learning that how teachers are conveying the lecture and instructions to their students.

2.10.4 Psychological Domain

Psychological domain refers the behaviors of the pupils in the school towards others.

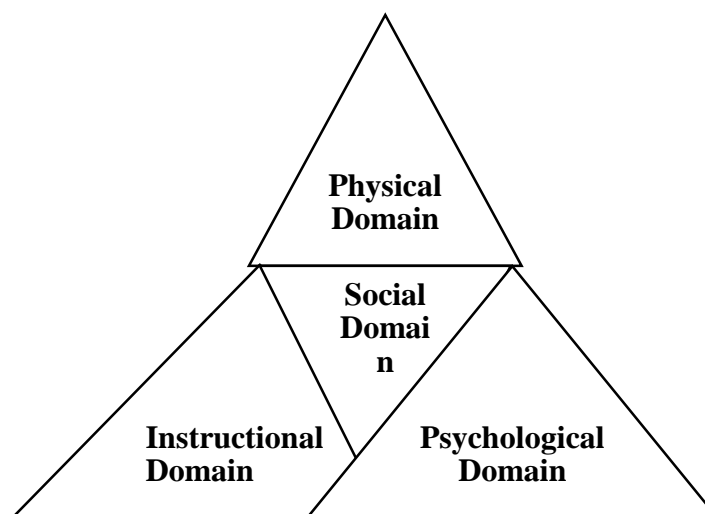


Fig 2.5 Domains of learning environment by Pielstick's (1988)

2.11 School Climate Factors by Pashiardi (2008)

According to Pashiardi (2008) school climate is based on three dimensions named as: Physical environment, social environment and Learning environment. Detail of each environment is given below:

2.11.1 Physical Environment

According to Pashiardi (2008) that physical environment is based on classrooms, facilities, safety measures for students, halls, auditoriums, and well decorated building. All these things are important for learner good grades and learning as well.

2.11.2 Social Environment

Social environment includes the discipline, communication and relationships. Discipline deals with the rules of the school and relationships incorporated interaction of learner between teacher, peers, staff, head teacher and communication deals with to convey the message in the school.

2.11.3 Learning Environment

Learning environment is based on group procedures, curriculum and teacher behavior. The better learning environment brings improvement in school performance and develops the coordination with stakeholders



Fig 2.6 School Climate Factors by Pashiardi (2008)

2.12 Model of School Climate by Cohen, Michelli, and Pickeral (2009)

Cohen, Michelli and Pickeral (2009) found four components of school climate. These four components of school climate are as follow:

2.12.1 Safety

Safety in school means that students feel safe themselves from physical and socio-emotional bullying.

2.12.2 Teaching and Learning

Teaching and learning include that teacher's support to the students for learning skills and knowledge.

2.12.3 Relationships

Relationships incorporated that in the school every one care of each other and collaboration between the students.

2.12.4 Physical Environment

Physical environment based on physical building and school size, facilities and resources.

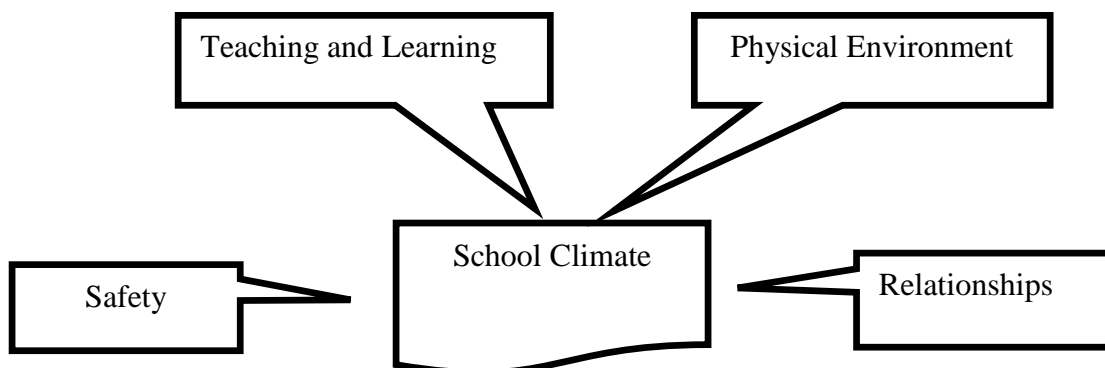


Fig 2.7 Model of School Climate by Cohen, Michelli, and Pickeral (2009)

2.13 Model of School Climate by Osher and Boccanfuso (2012)

Osher and Boccanfuso (2012) found three components of school climate, which are as follow:

2.13.1 School Engagement

School engagement included participation and healthy relationships and respect between teachers-students and students-students.

2.13.2 School Environment

School environment is based on physical and academic environment and it is also related to the mental health of the members of school.

2.13.3 School safety

School safety is based on that everyone in the school is safe from physical and emotional bullying.

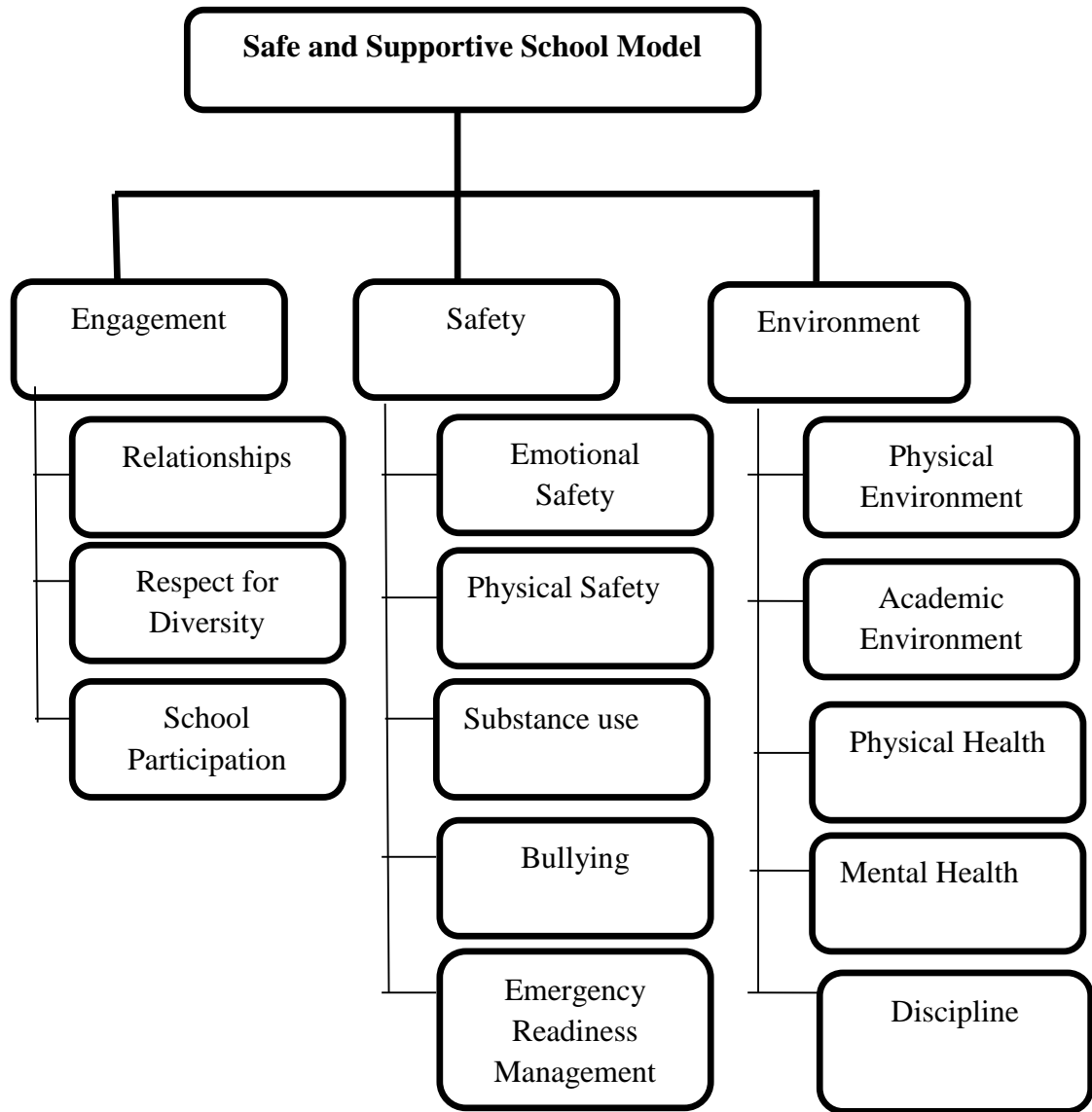


Fig 2.8 US Department of Education Model of School Climate by Osher and Boccanfuso (2012)

2.14 Model of school climate by Thapa, Cohen, Guffey, and Alessandro (2013)

Thapa, Cohen, Guffey, and Alessandro (2013) found five dimensions of school climate, which are as follow:

2.14.1 Safety

School safety is related to the rules in the school for students about bullying so everyone in the school feels safety.

2.14.2 Relationships

Relationships is related to the diversity of the students that everyone in the school is giving respect to each other and do not make discrimination among them on the basis of gender, sex etc.

2.14.3 Teaching and Learning

Teaching and Learning dimension is related to the learning the civics, values and social skills in the school. It is also based on the support of the teacher to their learners in academics, learning the skills and values as well.

2.14.4 Institutional Environment

Institutional environment is based on the concept that students feel everyone in the school care about them and it also included the physical environment, facilities and supplies in the school.

2.14.5 School Improvement Process

School improvement process is a continuous process of evaluations regarding rules and regulations of school safety, parents' teacher feedback and physical surroundings of organization for improvement of school climate.

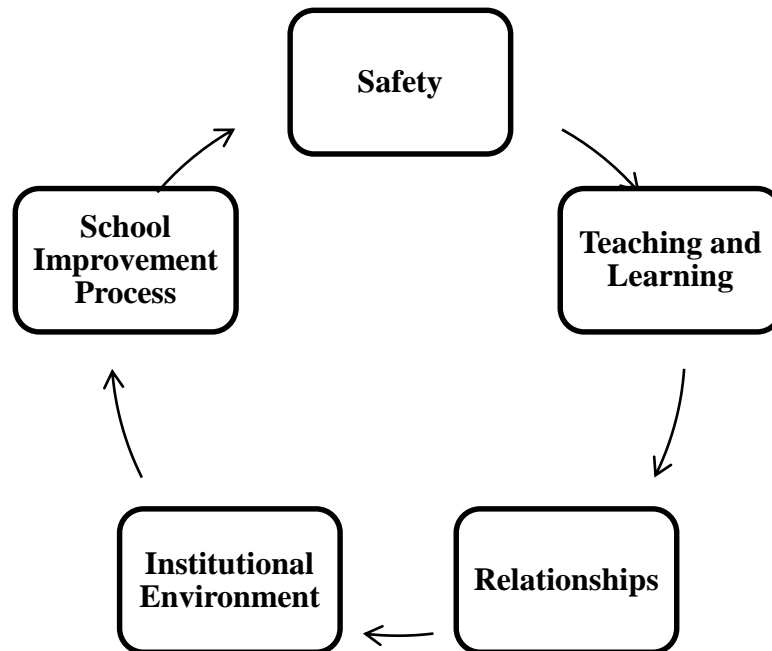


Fig 2.9 Model of school climate by Thapa, Cohen, Guffey, and Alessandro (2013)

Models on Social Development

2.15 Psychosocial Development Theory by Erik Erikson's (1950)

Erik Erikson was born in 1902 in Germany and he was the well know scholar of behavioral sciences. In 1933 Erikson and his wife left the Germany for US. Erikson began to teach Harvard school first then in 1936 he moved in California where he start doing job in Yale university and in Yale university he was attached with medical school and the institute of human relation. In 1950 when the most popular his book was selling, he resigned from the university of California by saying this that conscience did not allow me to work with hunters. He returned back to Harvard university in 1960 and did job as professor of human development till 1970.

Erikson theory of psychological development is based on a wide analysis that recognized eight stages of human development. In these stages individual pass different stages from infancy to childhood. Eight stages are as follow:

2.15.1 Hopes: Trust vs. Mistrust (birth-2 years)

In this stage the task is to develop the sense of trust in infants that their parents and care givers care them. In the others words if the child is feeling hungry or distress due to dirty diaper so it will create mistrust in the infants instead of trust.

2.15.2 Autonomy vs. Shame and Doubt (Early childhood, 2-4 Years)

In this stage child start interaction with the surroundings. On this stage child gain control on their motor abilities meanwhile parents are also important for child because still they provide the strong base to their children. Encouragement towards the parents for the child enhance their autonomy.

2.15.3 Initiative vs. Guilt (Preschool, 4-5 Years)

In this stage child take initiative and move one step further from autonomy. In this stage child engage in task without parents and caregiver support and try to take risk and learn different skills. If the child does not get the good results in initiative so the child feels guilt.

2.15.4 Industry vs. Inferiority (School Age, 5-12 Years)

On this stage child learn different skills and become more aware about themselves. They work hard on this stage to become cooperative and responsible. On this stage if the child work appreciated by the parents or their teachers, they start demonstrating

industry but if the parents or teachers do not appreciate the children for their effort then children feel inferiority on their capabilities (Crain, 2011).

2.15.5 Identity vs. Role Confusion (Adolescence, 13-19 Years)

In this stage the adolescence has a confusion regarding their role which they have to play in later life because they pass from the stage of infancy and faces many identities and in this stage, they want identity that what they want to be and what the society accepted role from them.

2.15.6 Intimacy vs. Isolation (Early Adulthood, 20-39 Years)

In this stage, adults get stuck with their identity, if the identity is not clear, it lead towards the isolation and further Erickson explained that adults are feel that we will be isolated due to intimacy because we will far away from our parents and other relationships and it will not bear our ego. But if the adults get the identity, they ready to make long term commitments to others.

2.15.7 Generativity vs. Stagnation (Adulthood, 40-64 Years)

In generativity person enters in adulthood stage he thought about the past that what he wants to leave behind and what now he wants to pass to the new generation. In generativity adults pass the values, discipline to the next generation.

2.15.8 Ego Integrity vs. Despair (Maturity,65-Death)

In this stage people grow up and become a responsible citizen and look back in their life that what they accomplish in it. If the person achieves their goals in their life so they feel satisfaction but if they feel that they did not achieve goals in their life then they feel despair (Zhou & Brown, 2015).

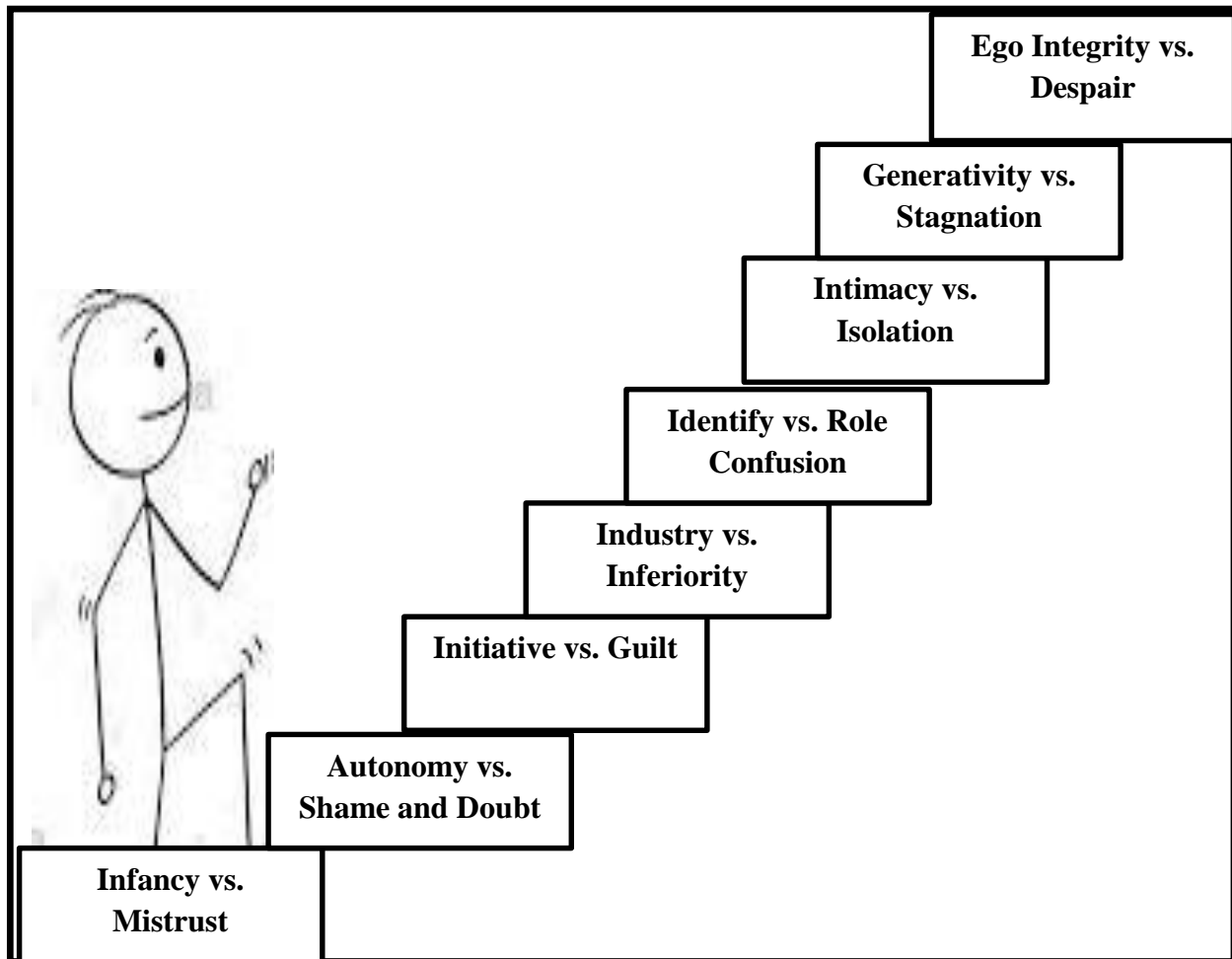


Fig 2.10 Psychosocial Development Theory by Erik Erikson's (1959)

2.16 Social Learning Theory by Albert Bandura (1977)

Albert Bandura was born in Canada in 4th December 1925. He got early education from little primary and high school with extremely less assets and got remarkable marks. He did bachelor from British University of Columbia in psychology. He got his Ph.D. degree from Iowa University in 1952. It was there that he introduces the social learning theory (Boeree, 1925). Social learning theory (SLT) is depend on the idea that humans learn by observing others and this concept is known as **observational learning**. Second the mental state is important for **intrinsic reinforcement** and the last concept is based on **modeling**.

2.16.1 Observational Learning

In 1961 Bandura conducted his experiment on bobo doll. He made this film on one of his female students who continuously beat the bobo doll and he showed this film to the kindergarten children. Kindergarten children enjoyed this film and after some time Bandura observed that these children are playing with bobo doll and beating her and shouting on her.

Kids were imitating this behavior after observing that film and no reward and punishment were given to those kids. So Bandura has given the name of this phenomena as an **Observational learning**.

2.16.2 Intrinsic Reinforcement

The other point Bandura discussed that learning is based on internal motivation such as pride and sense of accomplishment (Nabavi, 2012). Bandura (1986) criticized that learning not only based on external environment but intrinsic reinforcement is also important for learning.

2.16.3 Modeling Process

In modeling process Bandura has given four categories. In modeling process, the person can successfully develop the behavior model of someone else. Categories of modeling are as follow:

2.16.3.1 Attention

In this process the person must pay attention to learn the new things because every new thing asks about attention to learn.

2.16.3.2 Retention

In this process the observer must be able to remember the observed behavior or observer must rehearsal that behavior.

2.16.3.3 Reproduction

In this process, the observer must have the ability to adopt the new behavior.

2.16.3.4 Motivation

In this final process, the observer wants to perform the behavior which he has learnt. Positive and negative reinforcement plays an important role in motivation (Nabavi, 2012).

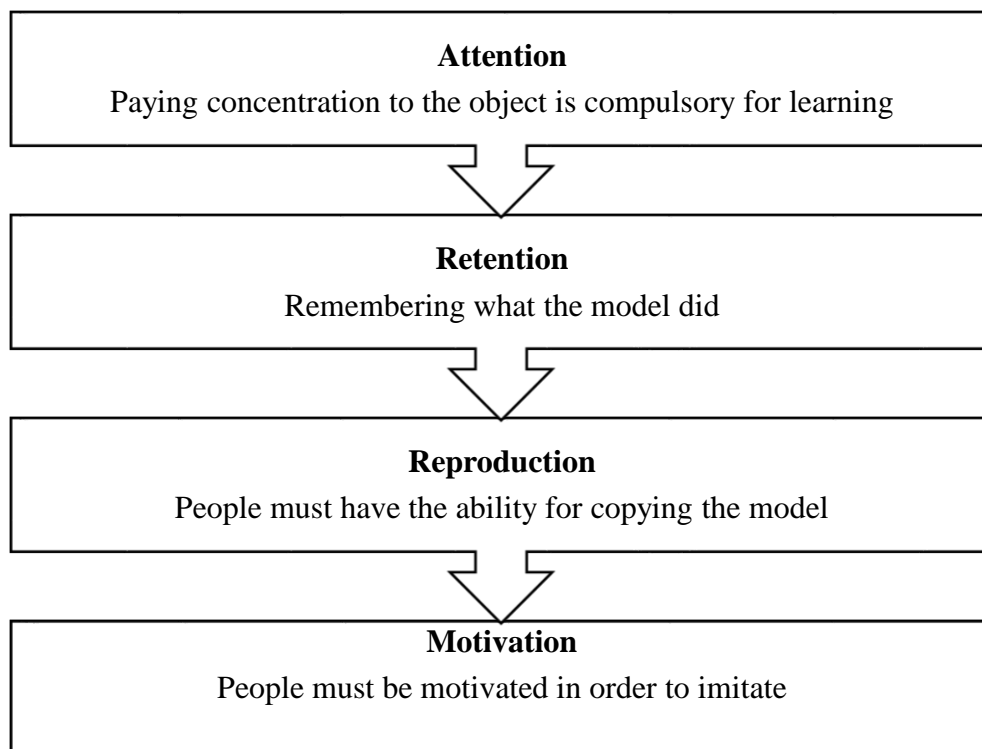


Fig 2.11 Social Learning Theory by Albert Bandura (1977)

2.17 Socio Cultural Theory by Lev Semionovich Vygotsky (1978)

Lev Semionovich Vygotsky was born in Belarus in Nov 17, 1896. After attending the gymnasium, he got admission in university in Law, philosophy and history and got proficiency in humanities, philosophy, linguistic and history. At the age of 20, he wrote many volumes on Hamlet. He also showed interest in poetry, dramas, and philosophy and mean while he showed interest in psychology. After university Vygotsky went back to his village Gomel and started teaching the psychology. After the first success in psychology, he started working in the institute of psychology and where he was always surrounded with passionate workers and during in that period he created historical-cultural theory of psychological phenomena (Ivic, 2000). The theory has three major concepts; the act of social interaction in cognitive development, more knowledgeable others and the zone of proximal development.

2.17.1 Role of Social Interaction in Cognitive Development

In this first concept it is defined that with the interaction of teachers and students learning take place (Topicu & Myfit, 2015). So teachers must know the impact of interaction is contributing on student development. Social interaction can be developed by using collaborative or cooperative dialogue (Chiona, 2020).

2.17.2 More Knowledgeable Others (MKO)

In this concept learners always need a person who can guide and help them. More knowledgeable person can be an adult or a child who has a greater ability or a knowledgeable than pupil (Abtahi, 2017).

2.17.3 Zone of Proximal Development (ZPD)

The concept of more knowledgeable person of Vygotsky theory is related to the other concept of Vygotsky is zone of proximal development (McLeod, 2018). This concept means that what the learner already know and what he knows after the guidance of the skilled person. Vygotsky zone of proximal development is the field in which learn the skills (Sarker, 2019).

Zone of Proximal Development

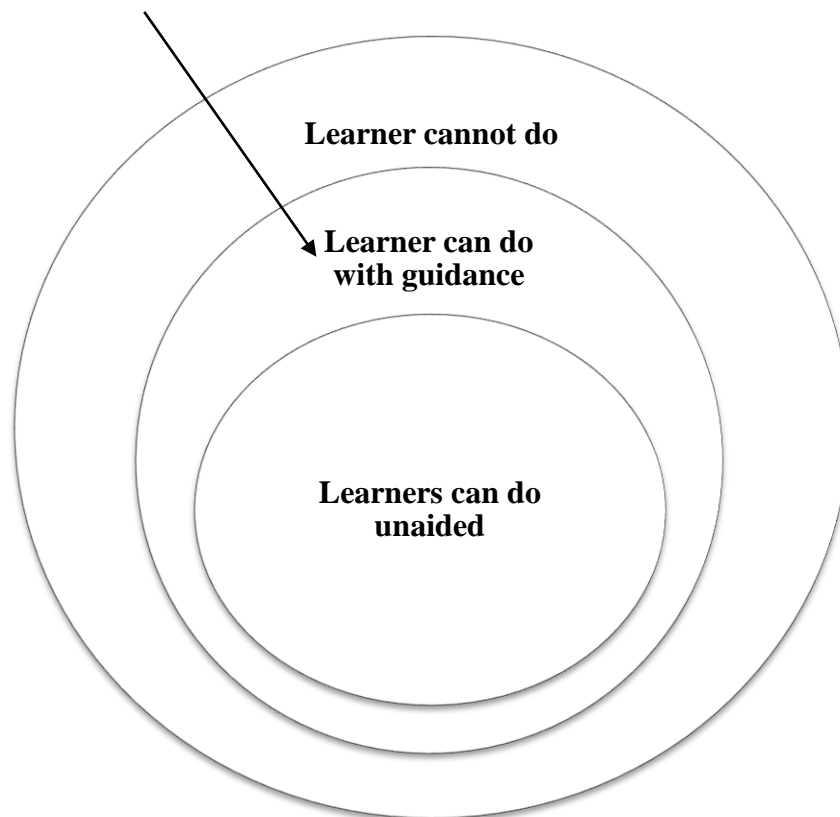


Fig 2.12 The zone of Proximal Development

2.18 Ecological System Theory by Uri Bronfenbrenner (1979)

Urie Bronfenbrenner was born in April 29, 1917 and he was an American psychologist. At the age of 6 years the family of Bronfenbrenner shifted in United States. After graduation, Bronfenbrenner

took admission in Cornell university. After that he completed his M.A from Harvard university. He got his Ph.D degree from Michigan university. In 1948 he hired as a professor of psychology and human development in Cornell university. He served over there till 1970's as a faculty member of board of trustees. Bronfenbrenner said that child development theory is applicable in appropriate when when institutions let the child study in natural environment (Zhou & Brown, 2015).

Urie Bronfenbrenner (1979) developed ecological system theory, in which he told that how environment effect the child development. He has given the different levels or aspects of environment that influence the child development. These levels of environment are as follow:

2.18.1 Microsystem

This level includes the first interaction of the child with family, school, and neighborhood. The interaction of these sources child influence.

2.18.2 Mesosystem

On this level child environment is expanded from only one setting. Child interacting with teachers and friends in the school and learn different things.

2.18.3 Exosystem

In this level child does not function directly. The child development influence through interaction of his microsystem. For example, Parent workplace can influence the child development.

2.18.4 Macrosystem

In this level child influence by the culture values, customs and laws of the people which are included in his micro, meso and exosystem.

2.18.5 Chronosystem

This level includes the dimension of time. For example, physiological changes occur with the passage of time i.e. parental death etc, all these things influence by the child development (Paquette & Ryan, 2001).

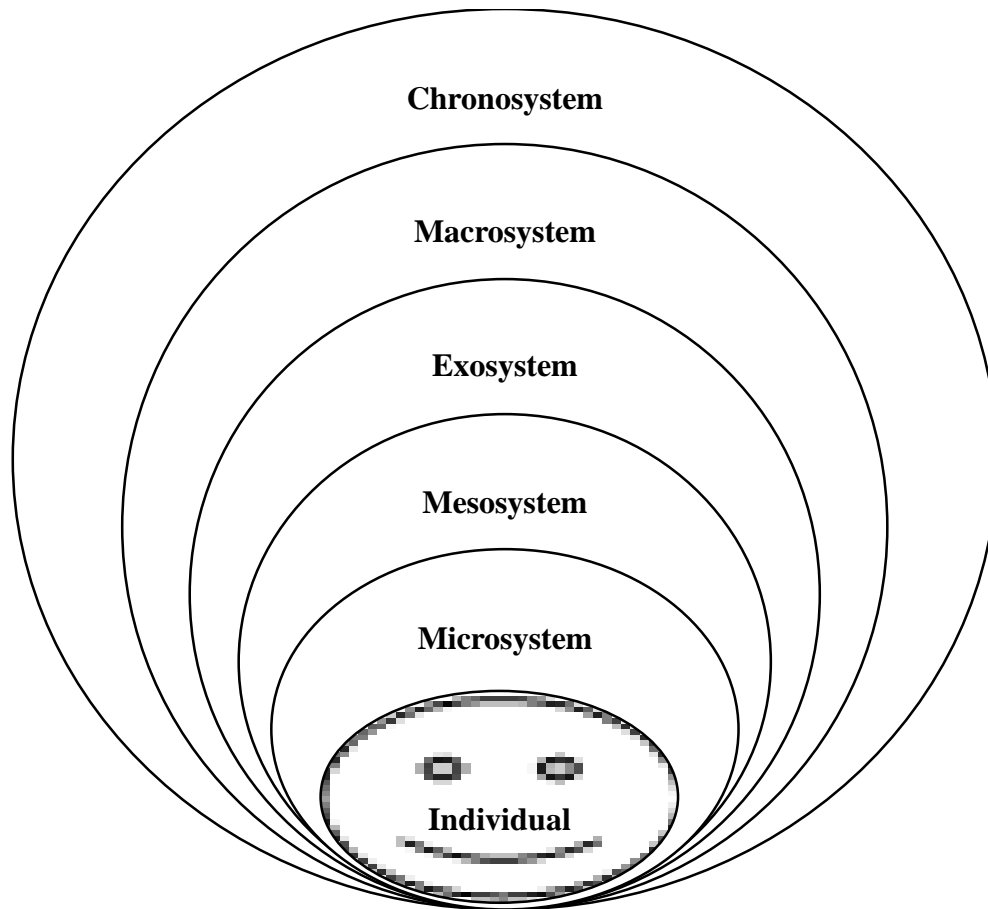


Fig 2.13 Ecological System Theory by Urie Bronfenbrenner's (1979)

Section 3 Researches Related School Climate and Social Development

2.19 Researches Related to School Climate and Social Development

Muhajir (2017) conducted study to evaluate the components influencing the school climate (interaction, provision of school, and feeling of trust) at Indonesia school of Kuala Lumpur (SIK),

Malaysia. Sample of 212 students were used in this study. Confirmatory factor analysis (CFA) was used to examine the correlation among components. The results found the correlation among the factors of school climate.

Lawrence and Vimala (2012) conducted study on the school environment and academic achievement of standard ninth students. In this study they found the relationship between school environment and students' achievement. Population was consisted on ninth standard students. They used stratified random sampling technique. For data analysis t test and correlation coefficient were used. Findings revealed that there is statistically no significant relationship between school environment and achievement of standard ninth students.

Hamid, Ahmed, and Rashid (2020) explored the association of school climate with Teacher's motivation and self-esteem in division Gujranwala. The research was delimited to Gujranwala. Descriptive and survey technique was used in this research. 360 secondary school teachers and 90 principals were selected as a sample. Results of this research revealed significant relationship of school climate with teachers' motivation and self-esteem.

Alnasseri (2014) investigate the impact of students-teacher relationship on student's learning: A review of literature. The results in this study showed that teacher-student relationships influence student's learning. It was concluded that positive teacher-student relationship increases students' confidence, self-trust and motivation towards learning.

Daraee, Salehi, and Fakhr (2016) conducted study on comparison of social skills between students in ordinary and talented schools. In this research cluster sampling was used to select the sample. 200 female students belong from high school were chosen from eight ordinary and eight exceptional schools in the province of Alborz. The results showed that students of talented schools were much confident and remarkably outstanding in social skills as compare to ordinary schools.

Another research has been done by Gokel and Dagli (2017). They examine the effects of social skill training program on social skills of young people. Experimental method was used in this research and sample of this study was based on 68 young people who participate in military service in 2015. Findings of this research work revealed that social skills training program put a outstanding impact on social skill level of members.

Njue, Nyage, and Jagero (2017) investigate the effect of physical environment on academic achievement between pupils in public and private schools in Kiambu county, Kenya. 260459 head teachers, teachers and pupils were involved in population. Causal-comparative research design, survey method and t-test was used by the researcher. The findings of this research revealed that private school are performing better than public schools.

Another study on social skills among secondary school student's in relation to gender and locale has been done by Shimsiya and Issac (2016). 500 secondary school students were selected as a sample by using stratified sampling technique. Findings of this research indicated a remarkable variation found in mean score of social skills among secondary school students on the basis of gender and locale.

The study conducted by Jia, Ling, Chen, ke, Way, Yoshikawa, Hughes, and Lu (2009) on the influence of student perception of school climate on socio-emotional and academic adjustment: A comparison of Chinese and American Adolescents. Findings in this research revealed that Chinese students' perception is higher in teacher-support, student-student support, and opportunities for autonomy in the classroom than students of United states. Further study revealed student's perception about teacher support and student-student support were outstanding associated with adolescents' self-esteem.

Hussain, Nawaz, Nasir, Kiani, and Hussain (2013) conduct study on teacher-student relationship and teachers experience- A teacher's perspective. In this research qualitative research approach and random sample technique was used. 60 university teachers of Rawalpindi/ Islamabad Pakistan were taken as a sample. Researcher collected data by taking interview. Findings revealed that constructing outstanding teacher-student relationship is a time taking procedure and it develops with the observation of the teacher and with the passage of time.

Ferrara, franceschini, Villani, and Corsello (2019) explored the physical, psychological and Social impact of School violence on children. Findings indicated that children who face any kind of violence in the school they can face the issues like diabetes, smoking habit, poor health, heart disease, obesity and other negative outcomes. Evidence from international studies clearly shows that non-violent behaviors, positive discipline in the school develops better results.

Rafiq, Khan, and Aajiz (2019) conducted study on the role of school climate on students' achievement at secondary level. Population for this study was based on principals of Abbottabad, Charsada, kohat, Mardan, Nowshera, and Peshawar districts. Random sample technique was used for the section of sample. Impact of three components of school climate i.e. physical, academic and social has been checked on students' achievement. The study indicated that school climate has a direct effect on students' learning and teaching and it plays important role in students' achievement in academics.

Turhan and Akgul (2017) investigated the connection between perceived school climate and the adolescents, adherence to humanitarian values. 1094 students were selected as a sample from 21 secondary schools of Elazig province of Turkey. Findings of this research showed that female students have high level of adherence to humanitarian values as compared male students. It was concluded that teacher support, safe learning environment, positive interaction with peers are

crucial elements for positive school climate and positively affect adolescents' adherence to humanitarian values.

Shala (2013) conducted research on the topic of the impact of pre-school socio-emotional development on academic success of elementary school students. Social emotional development is an important component in child development. In this study 96 children taken as a sample from pristine, among 96 children, 28 were from grade one, 32 were taken from grade second, 15 children were from third grade and 21 were from grade fourth. For data analysis regression was applied to examine the connection between children' social emotional development during their preschool years and their academic success. Finding in this research revealed a significant relationship between social emotional development and academic achievement of grade one, second and third while no significant predictive value found in grade fourth children.

Villarino (2018) conducted study on school atmosphere and teachers' performance in primary institution in a resettlement area. Descriptive- correlational research design was used. The figures were examined by using percentages, mean, Pearson correlation and t-test. Findings showed that caring behavior of principal and collegial teacher behavior dimension of school climate has significant impact on teachers' performance.

Rashid (2010) investigated the development of social skills among children at primary schools. 1127 students were selected as a sample from 22 elementary schools of grade 6th and 8th. Researcher selected social skills from Pak studies curriculum i.e to accept criticism, respect, problem solving, to accept rights and tolerance of individual differences. The findings showed that social skills are not grow to the expected level. However, learners have received to show respect towards others.

Lacks (2016) investigated the association between school climate, teacher self-efficacy and teacher beliefs. Middle school teachers participated in this study. Two middle schools of rural southern Virginia were part of this research. Findings of this study found no significant connection between school climate and teacher self-efficacy but findings revealed positive relationship in teacher self-efficacy and community engagement.

Greenway (2017) conducted study on relationship in institutional climate and student attainment. Results of this study revealed that statistically significant relationship in institutional climate and student attainment.

A study conducted by Salahudeen, A and Gebereyohanne (2018) on the topic of effect of school safety on students' academic performance case study: Public secondary school students of Lagos State, Nigeria. Sample was randomly selected of 100 teachers from Public schools. Data was analyzed by using percentage and chai-square. Findings of this study revealed that safety and discipline rules were not strictly follow in public schools of Lago state.

A study conducted by Kilic and Aytar (2017) on the topic of the effect of social skills training on social skills in early childhood, the connection between social skills and temperament. The population of the study were based on the children who were study in preschools. Experimental research was conducted. The age of the children was between 57 and 66 months. The results indicated the mean of post- test was high in the students who participate in training of social skill programs while the kids who were in pre-test i.e. controlled group, their mean score was low.

Baber (2016) investigated the suitable starting age of school: A focus on the cognitive and social growth of a child. He explores the appropriate starting age of the children for social and cognitive development by reading or using different work of the authors and the results indicated that in the early age children require to pass time in free play instead of strict environment of school. Further

results also revealed that children should not start the schooling before age seven because it is not beneficial for academics and their social development.

Hamid, Jabeen and Mahmood (2019) developed social skills scale for adolescents. The researchers were generated 32 items for tool in the start after taking interview from 20 people and after that researchers reduced the amount of item and keep 25 items and again taken response from 20 respondents by developing 4 point Likert scale. Researchers taken data from government school students and used stratified random sampling technique Researchers used exploratory factor analysis and it revealed the three dimensions of social skills like along skills, friendship skills and social attributes. The tool can be used to assess the social skills of adolescence.

Suleman, Aslam and Hussain (2014) explored the classroom physical environment effect on the academic achievement of secondary school students in Kohat Division. The population in this research was based on government secondary students of 9th grade. Experimental method was used in this test so researcher selected forty students from grade 9th. By using experimental method, the researcher gathered data. It was concluded that favorable environment of classroom influences the students' achievement. The students who were involved in experimental group showed better performance as compare to those who were in control group. It was suggested that physical environment may be attractive or well classified.

Ali, Khan, Tatlah, Amin, Dogar and Saleem (2014) found the school climate: a predictor for students' academic achievement. This study was correlational in nature. The researchers gathered data from 1473 public secondary schools of Punjab province. The effect found positive in school climate and student attainment. Findings also revealed that in positive school climate students achieve high scores.

Anwar et al, (2014) did work on development of school climate scale (SCS): measuring primary school teachers' perceptions in Islamabad, Pakistan. In this research, researchers developed 110 items from literature review, by taking interview from head teachers and staff members as well. Pilot trial was done by the researchers on primary school teachers of Islamabad. By using Exploratory factor analysis indicated three components i.e relationships, support and obstacles in teaching. The instrument was explored satisfactory and can be used in future.

Ali (2017) conducted study in Kuwait on the influence of the physical environment on learning behaviour. In this study the researcher evaluated the effect of physical environment of the school on teachers and students. The researcher used mix method approach and used case study technique. Findings revealed that quality of the school building put great impact on teaching and learning behaviour while the study also revealed the negative influence on school design quality due to the lack of involvement by ministry of education of Kuwait.

Malik and Shujja (2013) conducted study on social competence and school systems as predictors of academic attainment in high and low attaining Pakistani school children. 204 children were taken as a sample in this research. 107 children were belonging from high achievers and 97 children were belonging from low achievers. Results indicated that children who were belong from government schools, they were possessed high social competence as compare to the children of private schools meanwhile results also indicated that children of government schools were low in academic achievement as compare to the children of private schools.

Gigantiello (2015) did research on the effects of teaching social skills on students' behavior: a qualitative study. Social skills instruction was implemented through morning meetings at the beginning of the school day for about half an hour, 3 days in a week. It was qualitative study therefore, data was gathered on the learners included field notes, learners' self-evaluations and a

final survey. Overall, the data showed that most learners improved their behavior and felt that morning meeting is very helpful for positive and conducive class environment.

Masood, Rubab and Ahmed (2019) investigate the impact of school environment on performance of private and public sector schools at secondary level in Punjab. The objective of this study was to compare the environment of private and public schools for girls. The population of the research study was female secondary school teachers of Multan. After data analysis, it was found that private schools learning environment has more effects on students' performance as compared to the public schools.

Obama, Eunice, and Orodho (2016) conducted study on principals' leadership style and students' academic performance in public secondary schools in Homabay county, Kenya. The objective of this study was to examine the principals' leadership styles influences students' academic performance in national examinations in Hombay county, Kenya. investigators used stratified random sampling and purposive sampling techniques. Findings revealed that statistically there was no significant relationship between principals' leadership styles and students' academic performance in public secondary schools in Homabay county, Kenya.

Krishnamoorthi (2020) conducted study on school environment and academic achievement of secondary school students. Researchers found relationship between school environment and academic achievement of standard ix and x students. Investigator used stratified random sampling technique. For analyses of data t test and pearson product moment co-efficient were used. Findings revealed that there is statistically no significant difference between school environment and academic achievement on the bases of gender, class, type of institutions, locality and medium of instructions. There is statistically significant difference found between school environment and academic achievement of standard ix and x students.

Rahid, Shehzadi, and Yousaf, (2020) conducted study on development of social skills: a study comparing male and female students' social skills in public schools of Lahore. Researchers used multi-stage cluster sampling technique. A scale consisted on sixty-nine items was developed by the researchers and standardized through factor analysis. Five factors were explored through exploratory factor analysis. Results indicated that statistically significant difference was found between male and female students' social skills.

Kalkan and Dagh (2021) investigated relationship between school climate, school belonging, and school burnout in secondary school students. They conducted this study on Dortyol district of Hatay. Researchers used stratified random sampling technique. Descriptive statistics, regression analysis, path analysis, and sobel test were used to analyze the data. Findings showed that secondary school students' perception of school climate and belonging are high, and their school burnout levels are medium. Moreover, findings showed that there is a significant relationship between school climate, school belonging and school burnout.

Mareta, Arif and Susanto (2021) has done study on the social skills of students in the pandemic period (The case study in SMAN 1 Kedunggalar, Ngawi District, East Java, Indonesia). The purpose of this study was to determine the extent to which students' social skills during the pandemic period. Sample of this study was based on the students of senior high school (SMA Negeri 1 Kedunggalar). the researcher concluded that due to the COVID-19 pandemic the class learning to be transferred to online learning. However, the formation of social skills can still run because social interaction can still be established through social media applications. Therefore, there is no reason for students not to learn or improve social skills.

Mehmood, Iqbal, and Khalily (2021) conducted study on development and validation of the boarding school climate scale (BSCS). The boarding school climate school was consisted on 68

items, it was developed by using the open ended questionnaire, followed by focus group discussions with boarding school students and literature review. Purposive sampling technique was used. Exploratory factor analysis was applied to know the factors, so it showed a total eight factors. Researchers concluded that boarding school climate scale (BSCS) is a significant contribution to measuring the boarding school climate in Pakistan.

The literature review of the study was focused on two variables school climate and social development. The literature review highlighted on role of school climate in students' social development at secondary level. School climate plays very important role in students' life because positive school climate contributes in students' academic achievement and positively develop them morally, cognitively and socially. Mostly researches have been done at international level on school climate. A lot of theoretical frameworks have been developed to calculate the school climate and improvement process of school climate also has given. In Pakistan the work done by the researchers on school climate as (Hamid et al, 2020, Hussain et al,2013, Rafiq et al, 2019, Suleman et al,2014, Anwar & Haque, 2014 & Ali et al, 2014)

The second variable was social development. A lot of work has done on social skills at international level but there were only few researches have been found on social development which were given by (Hamid et al, 2019 & Rashid, 2010).

It is concluded from above discussion that satisfactory research work has been done in Pakistan on school climate and its factors and very few work has been done on social development of secondary students in Pakistan. Finally, the researcher could not found research on role of school climate in students' social development at secondary level and that was the gap which the researcher wanted to fill.

School climate plays very important role in students' social development. Social skills are the requirement of the 21st century because in Pakistan after secondary schools some students turns towards the jobs to fulfill the responsibilities of their homes and social skills are considered the first priority for the job so it is the responsibility of the schools to provide the conducive and positive climate to the students to enhance their social development.

CHAPTER 3

METHODS AND PROCEDURES

This chapter is consisting on research design, research approach, population, sample, and research tools. It also holds the measure taken to judge the reliability and validity of the tools, data collection, and delimitations of the study.

3.1 Research Approach

There are three types of approaches used in research and those are: Qualitative, Quantitative and Mixed Method. Applying right research approach assist the researcher to fulfill the objectives of the research. It paves the path; it supports the researcher to achieve the objectives of the study successfully. Keeping in view the objectives of the research, researcher considered quantitative approach because quantitative research mainly involved numbers. Quantitative approach assists the researcher to collect the data from appropriate sample in order to know the results. Quantitative research depends on hypothesis in which hypothesis are tested.

The major objective of the research was the role of school climate in students' social development at secondary level. In this way, objective required quantitative approach to collect the data and statistical interpretation. In this current study, the researcher collected data through using inventory and checklist. The inventory adapt by the researcher was based on five dimensions these were: school safety, Teaching and Learning, Interpersonal relationships, Institutional environment and staff only and each dimension has sub dimensions. Total items were 65 and these Items were rated on 5-point Likert Scale. On the other hand, checklist was based on seven dimensions i.e. Empathy,

Team work, Emotions, Communication, Appearance, Relationships and Confidence. Total items were 24 and these statements were rated on 3-point Likert Scale. The responses gathered by these tools set out as a basis for further discussion on the selected topic.

3.2 Research Design

Research design is a general plan that a researcher uses to answer the research question (Hasa, 2017). The research design refers to the overall strategy component of the study in coherent and logical way, thereby, ensuring the researcher will effectively address the research problem. So keeping in view the importance of research design, the researcher chosen descriptive research design. Such type of research data often analyzed quantitatively, using frequencies, percentages, averages and other statistical analyses to determine relationships (Nassaji, 2015).

3.3 Research Method

Myers and Liu (2009) cited by Goundar (2012) surveyed research article journals over a ten-year period, from 1998 to 2007. They classified the articles as using the following research methods: surveys, case study, laboratory experiment or field experiment. So keeping in view the nature of the research the researcher chosen survey method. Survey method is used to gather data through the form of questionnaires, which can be paper based or web-based.

Survey method using questionnaire is popular in many fields especially social sciences. This survey method was selected to provide the explanations of school climate and social development that is measured numerically and it is also a research method that saves time and accurate in providing information regarding the population (Muijs, 2011).

3.4 Overview of Research Objectives

The present study was based on three main objectives. The objectives of this study were as follow:

3.4.1 Objective No1. To examine the elements of school climate at secondary level.

In objective No.1, researcher had examined the elements of school climate by using mean score. Mean is also known as arithmetic average, calculated by adding up all the responses and dividing the sum total by the total number of respondents (Vanlalhriati & Singh, 2015). To examine the elements of school climate, the researcher used Likert scale and Likert scales are treated as interval scales. So, when a scale is interval, the arithmetic mean is used as a measure of central tendency (Dalati, 2018). The researcher observed that which element of school climate is more practicing in school climate.

3.4.2 Objective No.2 To assess the level of social development in students at secondary level.

In objective No.2, researcher assessed the level of social development in students' at secondary level. Researcher had used checklist of social skills development to check the level of social development of students. There were total 24 statements in the checklist. The lowest score was 24 ($1*24=24$) and the highest score was 72 ($3*24=72$). So, the range (24-72) was split into three categories as follow:

(24-40) Below Average

(41-57) Average

(58-72) Above average

There were seven dimensions of social skills development i.e. Empathy, Team Work, Emotions, Communication, Physical Appearance, Relationships and Confidence.

3.4.3 Objective No.3 To investigate the role of school climate in students' social development at secondary level.

The objective No.3 is further divided into five sub objectives. These were as follow:

3a. To investigate the role of **school safety** in students' social development at secondary level.

3b. To investigate the role of **Teaching and learning** in students' social development at secondary level.

3c. To investigate the role of **interpersonal relationships** in students' social development at secondary level.

3d. To investigate the role of **institutional environment** in students' social development at secondary level.

3e. To investigate the role of **staff only** in students' social development at secondary level.

The purpose of research was to investigate the role of school climate (safety, teaching and learning, interpersonal relationships, institutional environment and staff only) in

students' social development at secondary level. School plays very important role in the society because schools are the agents of socialization. Different elements of school like safety, teaching and learning, interpersonal relationships, institutional environment and staff also contribute in developing the school climate positive or negative. So the research investigates the role of different elements of school climate on students' social development at secondary level. Researcher had used regression to assess the role of school climate in student's social development at secondary level. According to Rafiq et al (2019) the statistical analysis which is used to find out the nature of the relationship between two or more variable is called regression analysis. It deals with the estimation of the value of the dependent variable on the basis of the independent variable.

3.5 Population

Population of this research work was based on a group of individuals that carry one or more attributes common among them and these attributes become the attention of the researcher for her study. According to Sekeran (2000) cited by Gohary and Hatem (2021) that population is the group of individuals or a thing of concern from which the researcher wants to gather data. Teacher is the person without whom school cannot run. Teacher teaches the knowledge, socio-emotional skills and shape the behavior of the students. School climate is a necessary link between school structure and teacher attitude and behavior. According to Reichl & Kimberly (2017) teachers are the engine that drives social and emotional learning programs and practices in schools and classrooms. So keeping in view the importance of teachers, the population for this study was based on **Teachers** of Punjab Government schools of Rawalpindi Tehsil. There were 919 male and female teachers serving at Punjab (2020-2021) secondary schools of Rawalpindi Tehsil, among which males were

439 and female teachers were 480 (See Appendix G). There were 196 schools enrolled at secondary level in Punjab (2020-2021), among which males were 91 and females were 105 (See Appendix G). The information about Punjab government schools and teachers of Rawalpindi Tehsil was retrieved from the website of government of Punjab (See Appendix G).

3.6 Sampling Technique

The major aim of sampling is to pick the respondents from whom the researcher interested to collect the data. Sampling is a process to choose a sample from a large group of people for a specific type of research purpose (Bhardwaj, 2019). In this research Proportionate stratified random sampling technique was used for selection the sample of the teachers. Proportionate sampling refers the selection of a sample from each sampling unit that is equal to the size of the unit. Teachers' population engaged in the research has two main groups (Male and Female) so the researcher picked the equal percentage from each stratum depending on the size of the strata.

3.7 Sample Size

A selected group of people from the totality of the population is known as sample. Population of the current research was based on Punjab secondary school Teachers. Population was divided in two major groups i.e. male and female teachers. According to Garson (2009) suggested that a sample size has to be more than 100. According to Gohary and Hatem (2021) that Eid (2003) and Micheal and Beck (1995) are example of researchers who used a sample size of 20% of the total research population.

To give appropriate share to both groups, researcher 20 percent from each group was selected as a desired sample. 184 teachers were selected as a desired sample and among them 143 teachers return back the tools and the rate of return was 78%.

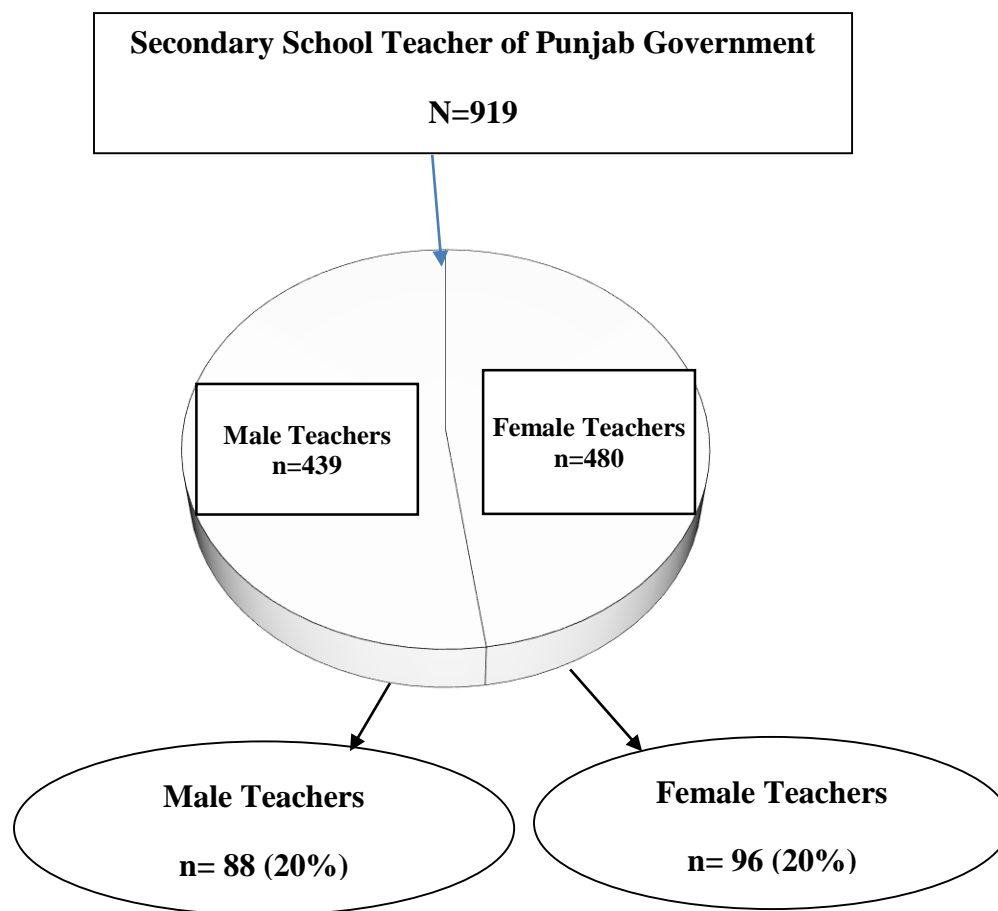


Fig 3.1 Sampling Procedure for Population

Table No 3.1

Sample Description of population

	Teachers		Total
	Male	Female	
Population	439	480	919
Sample	88	96	184
Percentage	20%	20%	

Table No 3.1 indicates the sample size of population. The sample of the study was consisted of 20% of the total population of each stratum.

3.8 Tool Construction

The Researcher adapted two types of research tools for her research work. One was Inventory and the other tool was checklist. The inventory was based on school climate and which was adapted from the model of National school climate center (2012) dimensions were (school safety, teaching and learning, interpersonal relationships, institutional environment and staff only). The checklist was on social skills development and behavior adapted from the work of Janolse, Korkman, Mickelsson, Strand, Trillingsgaard, Bredesen...Gillberg (2017) traits (empathy, team work, emotions, communication, physical appearance, relationships and confidence).

Both Authors of the tools allowed adaptation of the tool (see Appendix-I). Further the tools were divided into two parts i.e. Demographic Information and Dimensions. Detail is given below:

3.8.1 Demographic Section

Demographic section of both tools were included different characteristics. Detail is as follow:

- a. Demographic information part of school climate questionnaire titled as school climate inventory (SCI) was incorporated characteristics as gender, teaching class/grade, age/years, academic qualification and teaching experience.
- b. Demographic information part of social skills development and behavior checklist (SSDBC) was included the characteristics as Student name, age of student, observer name.

3.8.2 School climate Inventory (SCI)

Questionnaire on school climate titled as Comprehensive school climate inventory (CSCI) given by National School Climate Center in (2015) was adapted by the researcher to use for collection data. (See Appendix H: section1). Further the tool was divided into two parts i.e. Demographic Information and School Climate Dimensions i.e. school safety, teaching and learning, interpersonal relationships, institutional environment and staff only. There were 65 items in total and all statements were based on closed ended items.

Table No 3.2

List of Items in “School climate Inventory” (SCI)

Variables	Sr.No	Dimensions	Sub Dimensions	Total No	Total
				of items	
				in each	
				section	
School					65
Climate					
	1.	School Safety	a. Rules and Norms	4	12
			b. Sense of Physical Security	4	
			c. Social emotional Security	4	
	2.	Teaching and learning	a. Support for learning	6	14
			b. Social and civic learning	8	
	3.	Interpersonal Relationships	a. Respect for diversity	6	17
			b. Social-support teachers	6	
			c. Social support-students	5	
	4.	Institutional Environment	a. School connectedness	6	10
			b. Physical surrounding	4	
	5.	Staff Only	a. Leadership	6	12
			b. Professional Relationships	6	

Table No 3.2 explained the scale which was based on major dimension of school climate. The scale covered the 5 major dimensions and these five dimensions further divided into 12 sub dimensions. These five dimensions are: school safety, Teaching and learning, interpersonal relationships, institutional environment and staff only.

3.8.3 Social skills development and behavior checklist (SSDBC)

To measure the social development of child, researcher adapted checklist of social skills development and behavior by Janolse, Korkman, Mickelsson, Strand, Trillingsgaard, Bredesen...Gillberg (2017) (See in Appendix H: section II).

Social skills and behavior checklist included 24 items and seven traits i.e. empathy, teamwork, emotions, communication, appearance, relationships and confidence.

Table No 3.3

Social Skills Development and Behavior checklist (SSDBC)

Variable	Sr. No	Traits	Total No of items in each section
Social Development			24
	1.	Empathy	3
	2.	Team work	3
	3.	Emotions	3
	4.	Communication	3
	5.	Appearance	3
	6.	Relationships	7
	7.	Confidence	2

Table No 3.3 showed the check list which is based on different traits of social skills. The checklist covered the 7 traits and these traits have different no of items.

3.8.4 Likert Scale

The researcher had used two different Likert scales in this study. Detail is given below:

The researcher had used two different Likert scales in this study. Detail is given below:

3.8.4.1 School climate Inventory (SCI)

The researcher had used five-point Likert scale to assess the school climate and five points are given below:

1. Strongly disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly Agree (SA)

3.8.4.2 Social Skills development and behavior checklist (SSDBC)

The researcher had used three-point Likert scale to assess the social development of students and three points are as follow:

1. Does not apply (DNA)

2. Applies sometimes (AS)
3. Applies (A)

3.8.4.3 Coding Procedure

The coding procedure of both tools were given below:

- a. The coding was used in school climate inventory (SCI) was: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree.
- b. The coding was used in social skills development and behavior checklist (SSDBC) was: 1 for does not apply, 2 for applies sometimes and 3 for applies.

3.8.5 Validation of the Research Tools

In this study the researcher adapted two types of tools for her research work. To check the validity of the research tool, researcher approached two experts from the field of education for the sake of validation of School Climate Inventory (SCI) and Social Skills Development and Behavior Checklist (SSDBC) see (Appendix-E). The experts validate the tools in the presence of objectives, title of the topic and frameworks. Experts had given opinions for the upgrade of tools, the researcher made amendments in the tools in the light of valuable remarks of experts for final data collection. Names of experts who validate tools are given below:

Table No 3.4

List of Experts Instruments Validation

Expert Name	Designation	Institute Name	Date
Dr. Imran Yousaf	Associate	PMAS-Arid Agriculture	31-8-2020
	Professor	University Rawalpindi	
Dr. Farkhanda Tabassum	Assistant	National University of	11-9-2020
	Professor	Modern Languages	

Table No 3.4 explained the name of the experts to whom researcher validated the tools.

3.8.6 Pilot Testing

For pilot testing, the researcher selected the sample of 35 male and female teachers from secondary schools of Punjab govt. The researcher gathered data by personal visit. The researcher approached by the respondents and asked them to complete the questionnaire and checklist. Researcher explained both tools to respondents and assured them that their information will be used for research purpose only. After gathered the data, researcher analyzed data through Statistical Package of Social Sciences (SPSS) 20th Edition.

3.8.7 Reliability of the instrument

The data gathered for pilot testing was examined and results showed in the form of tables to know the strong and weak items of the scales. Cronbach Alpha Reliability

test, Inter-Section Correlation and Items Total Correlation was computed in the pilot testing. The detail of the tools was as follow:

3.8.7.1 School Climate Inventory (SCI)

The School Climate inventory was consisted on five dimensions. The five dimensions were School Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment and Staff Only. The following table explained the Cronbach Alpha Reliability of the School Climate Inventory (SCI) and its dimensions.

Table No 3.5

Cronbach Alpha Reliability of School Climate Inventory (SCI)

Variable	Sr. No	Dimensions	Sub dimensions	Total no of items in each section	Total	Cronbach Alpha Reliability
			a. Rules and Norms	4	12	.729
	1.	School Safety	b. Sense of physical security	4		
			c. Social emotional security	4		
	2.	Teaching and learning	a. Support for learning	6	14	.775
			b. Social and civic learning	8		
	3.	Interpersonal Relationships	a. Respect for diversity	6	17	.438
			b. Social support-Teachers	6		
			c. Social support-students	5		
	4.	Institutional Environment	a. School connectedness	6	10	.756
			b. Physical surrounding	4		
	5.	Staff only	a. Leadership	6	12	.668
			b. Professional relationships	6		

Table No 3.5 shown the reliability of school climate scale, which was adapted by the researcher of National School Climate Center (2015). This table shown the Cronbach Alpha Reliability index of “School Climate Scale” (SCS) was .879 while the reliability index of dimensions “School Safety”, “Teaching and Learning”, “Interpersonal Relationships”, “Institutional Environment” and “Staff Only” were 0.729, 0.775, 0.438, 0.756 and 0.668 respectively. This table also indicates that all dimensions were divided into sub-dimensions.

3.8.7.1.1 Item-total Correlation of School Climate Scale Pilot Testing (N=65)

Table No. 3.6

Item-total correlation of School Safety (n=12)

Items/Codes	r	Items/Codes	r	Items/Codes	r
Q1/RN1	.384*	Q5/PS1	.501**	Q9/ES1	.552**
Q2/RN2	.471*	Q6/PS2	.636**	Q10/ES2	.652**
Q3/RN3	.341*	Q7/PS3	.459**	Q11/ES3	.565**
Q4/RN4	.481*	Q8/PS4	.616**	Q12/ES4	.528**

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

Table No 3.6 indicated the item-total correlation of school safety dimension. There were total 12 items in school safety dimension. All items were having a strong correlation.

Table No 3.7

Item-total Correlation of Teaching and Learning (n=14)

Items/Codes	r	Items/Codes	r	Items/Codes	r
Q13/SL1	.543**	Q18/SL6	.620**	Q23/CL5	.431**
Q14/SL2	.456**	Q19/CL1	.707**	Q24/CL6	.545**
Q15/SL3	.593**	Q20/CL2	.611**	Q25/CL7	.561**
Q16/SL4	.182	Q21/CL3	.667**	Q26/CL8	.245
Q17/SL5	.588**	Q22/CL4	.388**		

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

Table No 3.7 revealed the items-total correlation of teaching and learning dimension. There were total 14 items in teaching and learning dimension. In teaching and learning dimension most of the statements had strong correlation. However, correlation of some statements found less than 0.30. Those items were Q15/SL4 and Q26/CL8. The researcher modified these items in order to comprehend the meaning by the participants and for the final data collection.

Table No. 3.8

Item-total correlation of interpersonal relationships (n=17)

Items/Codes	r	Items/Codes	r	Items/Codes	r
Q27/RD1	.575**	Q33/ST1	.108	Q39/SS1	.372*
Q28/RD2	.510**	Q34/ST2	.280	Q40/SS2	.446**
Q29/RD3	.366**	Q35/ST3	.437**	Q41/SS3	.482**
Q30/RD4	.417**	Q36/ST4	.367*	Q42/SS4	.330*
Q31/RD5	.316*	Q37/ST5	.190	Q43/SS5	.132
Q32/RD6	.492**	Q38/ST6	.439**		

*. Correlation is significant at the 0.05 level (2-tailed)

** . Correlation is significant at the 0.01 level (2-tailed)

Table No 3.8 indicated the item-total correlation of interpersonal relationships dimension. There were total 17 items in interpersonal relationship dimension. Correlation of most items were found strong, while Q33/ST1, Q34/ST2, Q37/ST5 and Q43/SS5 items were found weak. The researcher modified these items to make understandable for the respondents.

Table No. 3.9

Item-total correlation of Institutional Environment (n=10)

Items/Codes	r	Items/Codes	r	Items/Codes	r
Q44/SC1	.206	Q48/SC5	.495**	Q52/PH3	.432**
Q45/SC2	.393*	Q49/SC6	.537**	Q53/PH4	.452**
Q46/SC3	.447**	Q50/PH1	.596**		
Q47/SC4	.143	Q51/PH2	.728**		

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

Table No 3.9 shown item-total correlation of institutional Environment dimension. There were total 10 items included in this dimension. Correlation of mostly items were found strong. However, correlation of Q44/SC1 and Q47/SC4 were found weak. The researcher modified these items to make understandable for the respondents.

Table No. 3.10

Item-total correlation of Staff Only (n=12)

Items/Codes	r	Items/Codes	r	Items/Codes	r
Q54/LS1	.367**	Q58/LS5	.497**	Q62/PR3	.509**
Q55/LS2	.388**	Q59/LS6	.544**	Q63/PR4	.509**
Q56/LS3	.586**	Q60/PR1	.627**	Q64/PR5	.504**
Q57/LS4	.432**	Q61/PR2	.627**	Q65/PR6	.342**

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

Table No 3.10 indicated the item-total correlation of staff only dimension. There were total 12 items included in staff only dimension. Correlation of all items were found strong.

Table No. 3.11

Intersection Correlation of School Climate Inventory (SCI) Pilot Testing (n = 35)

Sections	School Safety	Teaching and Learning	Interpersonal Relationships	Institutional Environment	Staff Only	School Climate
School Safety	1					
Teaching and Learning	.422*	1				
Interpersonal Relationships	.052	.239	1			
Institutional Environment	.437**	.554**	.118	1		
Staff Only	.285	.399*	.200	.536**	1	
School Climate	.729**	.775**	.438**	.756**	.668**	1

*. Correlation is significant at the 0.05 level (2-tailed)

**.. Correlation is significant at the 0.01 level (2-tailed)

Table No 3.11 indicated the Intersection Correlation of School Climate Inventory. The highest correlation was established between school climate and teaching and learning at (.775**) while the lowest correlation was found between interpersonal relationships and school safety at (.052).

3.8.7.2 *Social skills Development and Behavior Checklist*

The Social Skills Development and Behavior checklist (SSDBC) was based on 7 dimensions. These seven dimensions were Empathy, Team Work, Emotions, Communication, Physical Appearance, Relationships and Confidence. The following table shows the Cronbach Alpha Reliability of Social Skills Development and Behavior Checklist and its dimensions.

Table No. 3.12

Cronbach Alpha Reliability of Social Skills Development and Behavior Checklist (SSDBC) Pilot Testing (n=35)

Variable	Sr. No	Traits	Total No of items in each section	Cronbach Reliability	Alpha
Social Development			24	.788	
	1.	Empathy	3	.683	
	2.	Team work	3	.287	
	3.	Emotions	3	.494	
	4.	Communication	3	.760	
	5.	Appearance	3	.421	
	6.	Relationships	7	.852	
	7.	Confidence	2	.783	

Table 3.12 showed that the reliability of “Social Skills Development and Behavior Checklist” was found .788. the checklist was further distributed in 7 dimensions and the reliability index of these dimensions were .683, .287, .494, .760, .421, .852 and .783. The highest reliability was found of dimension “Confidence” while the weak reliability was found of dimension “Team Work”.

Table No. 3.13

Item-total Correlation of Social Skills Development and Behavior Checklist (SSDBC) (n=24)

Items/Codes	r	Items/Codes	r	Items/Codes	r
Q1/E1	.569**	Q9/EM3	.560**	Q17/R4	.312
Q2/E2	.642**	Q10/C1	.606**	Q18/R5	.282
Q3/E3	.161	Q11/C2	.644**	Q19/R6	.660**
Q4/TW1	-.192	Q12/C3	.477**	Q20/R7	.633**
Q5/TW2	.192	Q13/A1	.311	Q21/CF1	.586**
Q6/TW3	.287	Q14/R1	.667**	Q22/CF2	.826**
Q7/EM1	.360*	Q15/R2	.656**		
Q8/EM2	.038	Q16/R3	-.153		

*Correlation is significant at the 0.05 level (2-tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table No 3.13 shown the item-total correlation of Social Skills Development and Behavior Checklist (SSDBC). The highest correlation was found of Q22/CF2 (.826**) and the lowest correlation was found of item Q4/TW1 (-.192).

Table No 3.14

Intersection Correlation of Social skills development and behavior checklist (SSDBC) Pilot

Testing (n = 35)

Sections	Empathy	Team Work	Emotions	Communication	Physical	Appearance	Relationships	Confidence	Social Skills	Development
Empathy	1									
Team Work	.100	1								
Emotions	.250	.119	1							
Communication	.529**	.145	.250	1						
Physical	.005	.081	.181	.173	1					
Appearance						1				
Relationships	.472**	.287	.226	.503**	.284		1			
Confidence	.546**	.133	.290	.553**	.010	.590**		1		
Social skills development	.683**	.287	.494**	.760**	.311	.852**	.783**		1	

** Correlation is significant at the 0.01 level (2-tailed)

Table No 3.14 indicated the Intersection Correlation of Social skills development and behavior checklist. The highest correlation was found between social skills development and relationships at (.852**) while the lowest correlation was found between at (.052).

3.9 Revision/Final Version of Research Tool

The researcher used two types of tools for her research work. The first tool was Inventory of School Climate and the other tool was Social Skills Development and Behavior Checklist. In School Climate Inventory correlation of 8 items out of 65 were found weak. These items were Q15/SL4, Q26/CL8, Q33/ST1, Q34/ST2, Q37/ST5, Q43/SS5, Q44/SC1 and Q47/SC4. However, in Social Skills Development and Behavior Checklist 7 items out of 24 were found weak. These items were Q3/E3, Q4/TW1, Q5/TW2, Q6/TW3, Q8/EM2, Q16/R3 and Q18/R5. For the purpose to gather the final data, the researcher modified these weak items.

Table 3.15

Modified Items of School Climate Inventory (SCI)

Codes	Old Items	New Items
SL4	I let my students know when they do a good job.	I appreciate my students when they do a good job.
CL8	In my school, students take part in activities like park clean up to help communities.	In my school, students try to keep the school clean.
ST1	In my school, teachers like to get to know students.	In my school, teachers want to know their students.
ST2	In my school, teachers expect all students to succeed.	In my school, teachers want success of all their students.
ST5	In my school, teachers listen to what students have to say.	In my school, teachers always listen their students.
SS5	Students have friends to eat lunch with.	In my school, students share their lunch with their friends.
SC1	My school motivate students to join after school time.	In my school, teachers motivate students to participate in co-curricular activities.
SC4	Students feel good about what they do in school.	In my school, students enjoy their activities.

Table 3.16

Modifies Items of Social Skills Development and Behavior Checklist (SSDBC)

Codes	Old Items	New Items
E3	Difficulty in respecting other people rights, for example that younger children need more help than older ones etc. (R)	Student like to accept other students.
TW1	Mostly do interact with peers.	Student like to interact with peers.
TW2	Participates in group activities.	Student take interest in group activities.
TW3	Not accepted by other children to participate in their games. (R)	Student is an active member of peer group.
EM2	Difficulty in verbally explaining emotions when feeling lonely. (R)	Student express his/her feelings freely.
R3	Is perceived by peers as different. (R)	Student feel superior than their peers.
R5	Difficulty in comprehending rules. (R)	Student follow school rules.

Table No. 3.17

List of Items (Final Version) School Climate Inventory (SCI)

Variable	Sr. No	Dimensions	Sub dimensions	Total no of items in each	Total	Codes
School Climate					65	
	1.	School Safety	a. Rules and Norms	4	12	RN1-RN4
			b. Sense of physical security	4		PS1-PS4
			c. Social emotional security	4		ES1-ES4
	2.	Teaching and learning	a. Support for learning	6	14	SL1-SL6
			b. Social and civic learning	8		CL1-CL8
	3.	Interpersonal Relationships	a. Respect for diversity	6	17	RD1-RD6
			b. Social support-Teachers	6		ST1-ST6
			c. Social support-students	5		SS1-SS5
	4.	Institutional Environment	a. School connectedness/engagement	6	10	SC1-SC6
			b. Physical surrounding	4		PH1-PH4
	5.	Staff only	a. Leadership	6	12	LS1-LS6
			b. Professional relationships	6		PR1-PR6

Table 3.17 shown the items of school climate inventory those were used in the collection of final data and their codes. There were total 65 no of items included in school climate inventory, among which 4 items PS1, PS3, ES1 and ES3 were reversed.

Table No. 3.18

List of items (Final Version) Social Skills Development and Behavior Checklist (SSDBC)

Variable	Sr. No	Traits	Total No	of items	in each	section	Codes
Social			24				
Development							
	1.	Empathy	3				E1-E3
	2.	Team work	3				TW1-TW3
	3.	Emotions	3				EM1-EM3
	4.	Communication	3				C1-C3
	5.	Appearance	3				A1-A3
	6.	Relationships	7				R1-R7
	7.	Confidence	2				CF1-CF2

Table No 3.18 indicated the codes and no of items those were used in the final version of social skills and behavior checklist (SSDBC). There were total 24 statements, from which 14 statements were reversed. These items were E2, EM1, EM3, C1, C2, C3, A1, R1, R2, R4, R6, R7, CF1 and CF2.

3.10 Data Collection

Data collection is a main work for any research study. The researcher gathered data from secondary school teachers of Punjab govt. The researcher visited few schools personally and collected few data online via google form from teachers. For data collection, the researcher firstly took the reference letter (see in Appendix-J) from the authorities of education department of National University of Modern Languages (NUML). At the time of data collection this reference letter was shown to the principals of the schools for the permission. Authorities gave permission to the researcher for data collection from teachers.

Table No. 3.19

Reliability of Revised Research Tools

Sr.No	Tool	Reliability
1.	School climate inventory (SCI)	.958
2.	Social skills development and behavior checklist (SSDBC)	.779

Table No 3.19 shown the reliability of revised research tools. Reliability of school climate inventory (SCI) was found (.958) while reliability of social skills development and behavior checklist (SSDBC) was found (.779).

3.11 Data Analysis

The data for this research was gathered personally by the researcher visiting the schools and via google form from target population. After collection of data, the researcher entered the data in “Statistical Package of Social Sciences” (SPSS) to examine the data through statistical techniques

in order to find the answer of research objectives and hypotheses. Statistical procedures used for the current research were mean, individual score and regression. Following mentioned table shown the objectives with their particular statistical procedures.

Table No. 3.20

Tests used in Analysis

Sr.No	Objectives	Hypotheses	Statistical Tests
1	To examine the elements of School climate in students at secondary level.		Mean
2	To assess the level of social development in students at secondary level.		Individual Score
3	To investigate the role of School climate in students' Social development at secondary level.	H01: There is statistically no significant role of school climate in students' social development at secondary level.	Linear Regression

Table No 3.20 explained the tests which were applied to test the objectives and hypothesis. To test the first objective elements of school climate, mean score was examined that which element practice most in school climate. To meet the second objective i.e. to assess the level of social

development of students, individual score was considered. To meet the 3rd objective regression was applied to accept or reject the hypotheses.

3.12 Research Ethical Consideration

The researcher directed this research keeping in view the research ethics. Researcher took reference letter from education department of National University of Modern Languages. For data collection the researcher shown this reference letter to the authorities of secondary schools. Researcher make sure to the respondents that their information will only use for research work, will be kept confidential and not be disclosed to any authority.

3.13 Delimitations

The study was delimited to the following things:

1. Punjab Government secondary schools of Rawalpindi Tehsil.
2. One-way role was assessed in this research work.

CHAPTER 4

ANALYSIS OF DATA

The following chapter showed detailed method of data analysis and for the interpretation of data statistical package of social sciences (SPSS) version 20 was used. This research was based on quantitative research approach and survey research method. The study was based on two variables and those were School Climate and Social Development. The researcher had used two types of tools in this study for data collection. First tool was inventory of School Climate and it was given by National School Climate Center (2012). School Climate inventory was consisted on 65 items and it had five dimensions those were School Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment and Staff Only. Second tool was checklist of Social skills development and behavior and it was given by Janolse, Korkman, Mickelsson, Strand, Trillinggaard, Bredesen...Gillberg (2017). Social skills development and behavior checklist was consisted on 24 items and it had seven dimensions those were Empathy, Team work, Emotions, Communication, Physical Appearance, Relationships and Confidence. All the data was examined by using mean score, individual score and regression.

4.1 Summary of the Analysis (Final Tool)

According to the nature of analysis this chapter was divided into four parts. Different statistical tests mean score, individual score and regression were applied for data process.

Section I Demographic Presentation of the Sample

This section deals with the demographic information and its interpretation is discussed in detail. Demographic information was based on the background of the respondents. For this purpose, the researcher had included sample of demographic information.

Section II Elements of School Climate

This section was based on the objective No.1 that was to examine the elements of school climate at secondary level. For this purpose, elements of school climate were school safety, teaching and learning, interpersonal relationships, institutional environment and staff only.

Section III Levels of Social Development

This section III was based on objective No.2 that was to assess the levels of social development in students at secondary level. For this purpose, the levels of social development of secondary school students are categorized into three parts labeled as below average, average and above average.

Section IV Role of School Climate in students Social Development

This section IV was based on objective No. 3 that was to investigate the role of school climate in students' social development at secondary level. To meet this objective, the researcher used regression analysis. This section deals with the detailed explanation of role of school climate in students' social development. Moreover, this aim was classified into five categories based on school safety, teaching and learning, interpersonal relationships, institutional environment and staff only.

Section I

4.2 Demographic Presentation of the Sample

Table No 4.1

Sample distribution based on Gender (n=143)

Gender	Frequency	Percentage
Male	67	47
Female	76	53
Total	143	100

Table 4.1 indicated the results of demographics on the basis of gender and it was classified into two categories named as male and female. Table indicated that total respondents were (143) from them 67 (47%) were male respondents and 76 (53%) were females.

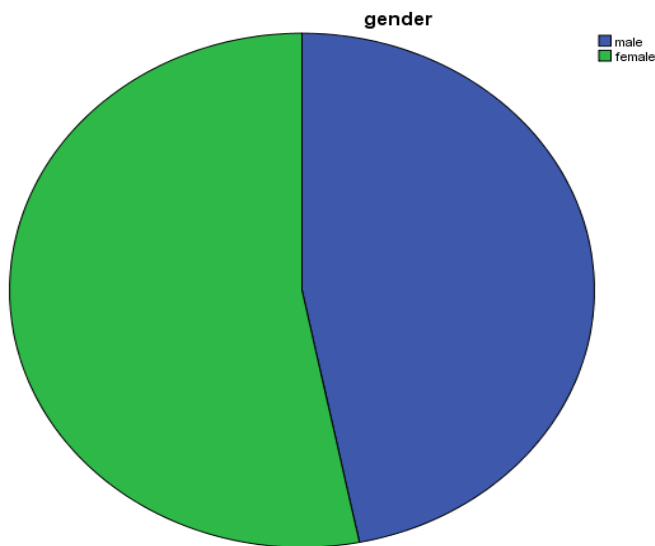


Fig 4.1 Sample distribution based on Gender

Table No 4.2

Sample distribution based on Grade (n=143)

Grade	Frequency	Percentage
9th	53	37.1
10th	88	61.5
Total	143	100

Table 4.2 indicated the results of demographics on the basis of grade and it was classified into two categories named as 9th and 10th grade. Table indicated that total respondents were (143) from them 53 (37%) respondents were from 9th grade and 76 (53%) were from 10th grade.

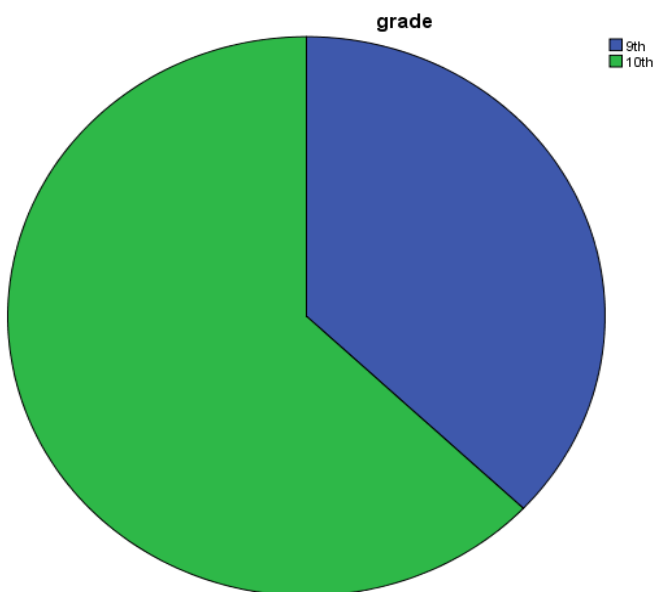


Fig 4.2 Sample distribution based on Grade

Table No 4.3

Sample distribution based on Age (n=143)

Age	Frequency	Percentage
20-30	27	18.9
31-40	66	46.2
41-50	23	16.1
51-60	27	18.9
Total	143	100

Table 4.3 indicated the results of demographics on the basis of age. There were 27 (18.9%) respondents from 20-30 age category. 66(46.2%) respondents were from 31-40 age category. 23 (16.1%) respondents were from 41-50 age category and 27 (18.9%) respondents were from 51-60 age category.

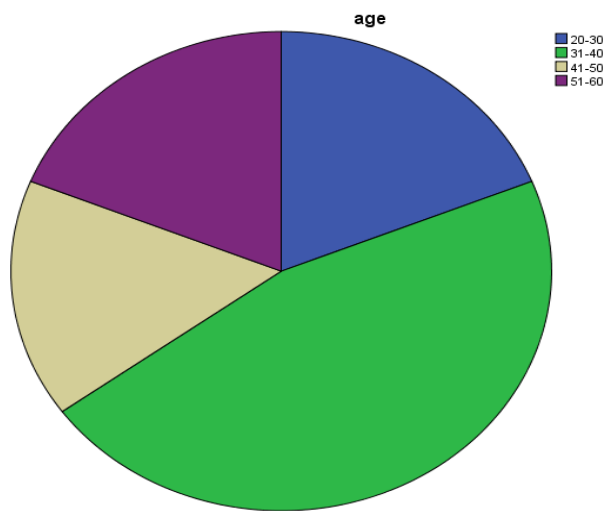


Fig 4.3 Sample distribution based on Age

Table No 4.4

Sample distribution based on Academic Qualification (n=143)

Academic Qualification	Frequency	Percentage
BA/BSC	10	7.0
MA/MSC	95	66.4
MS/MPHIL	38	26.6
PHD	-	-
Total	143	100

Table 4.4 indicated the results of demographics on the basis of academic qualification and it was classified into four categories. There were 30(7.0%) respondents of BA/BSc, 95(66.4%) respondents were from MA/MSc 38(26.6%) respondents were from MS/MPHIL and none was from PHD.

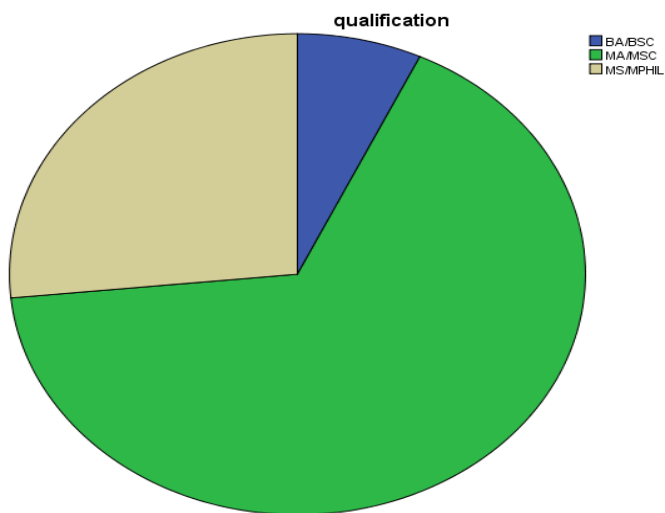


Fig 4.4 Sample distribution based on Academic Qualification

Table No 4.5

Sample distribution based on Experience (n=143)

Experience	Frequency	Percentage
0-5	31	21.7
6-10	47	32.9
11-15	17	11.9
16+	48	33.6
Total	143	100

Table 4.5 indicated the results of demographics on the basis of experience and it was classified into four categories. 31 (21.7%) respondents were belonged from 0-5experience category. 47(32.9%) respondents were belonged from 6-10 category. 17(11.9%) respondents belonged from 11-15 category and 48 (33.6%) respondents were belonged from 16 above category.

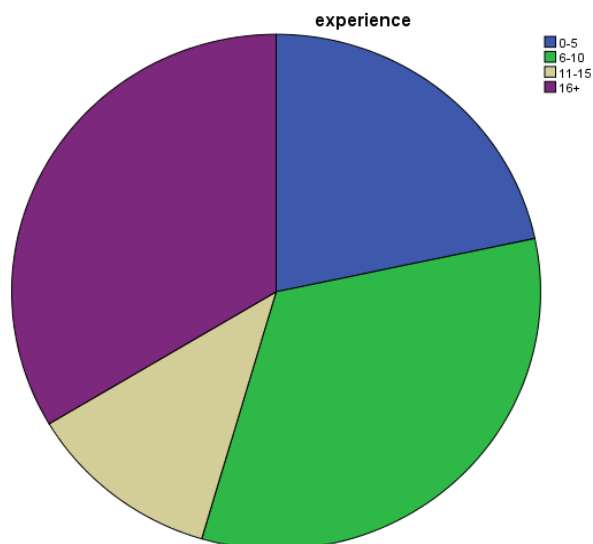


Fig 4.5 Sample distribution based on Experience

Section II

4.3 Elements of School Climate

Objective No.1: To examine the elements of school climate at secondary level.

Table No 4.6

Elements of School Climate (n=143)

Sr.No	Dimensions	n	Mean	Mean of Mean	Status
1.	School Safety	143	45.23	3.76	Agree
2.	Teaching and Learning	143	59.01	4.21	Agree
3.	Interpersonal Relationship	143	70.94	4.17	Agree
4.	Institutional Environment	143	41.89	4.18	Agree
5.	Staff Only	143	49.63	4.13	Agree

Table 4.6 indicated the mean score of elements of school climate. It was examined that elements of school climate were practicing in schools on different average. Total respondents were 143 while mean of first dimension School Safety was (45.23), mean of Teaching and Learning dimension was (59.01), mean of Interpersonal Relationships dimension was (70.94), mean of Institutional Environment dimension was (41.89) and mean of Staff Only dimension was (49.63). The highest mean score was found of interpersonal relationship (70.94) dimension and the lowest mean score was found of institutional environment (41.89).

45.24 % respondents were agreed that there are clear rules in school for students physical and socio-emotional bullying. Teachers are fair to make sure that all students follow the rules. Teachers

stop students if they saw them bullying others and tried to make those students in the school give respect to each other. Students feel safe inside the school and mostly students are friendly with each other.

59.01 % respondents are agreed that teachers help the students to try out new ideas, appreciate them and students if do not understand anything in the class, they feel free to let to know the teacher. Teachers teach students to demonstrate feelings properly, talk about how our actions make others feel, talk about what is right and what is wrong, how to be focused for our goals. Students believe that they should effort to make the world a better place and try to keep school clean.

70.94 % respondents are agreed that students do not discriminate among students, they like to do work in group without making discrimination, and respect differences in teachers as well. Schools accept people from many different backgrounds. Teachers do not make discrimination among students and staff members. Teachers want to know their students and want success of all their students. Students trust on teachers to help them when they are in problem. Teachers help their colleagues, always listen their students and good example of how to behave. Students try to make new students feel welcome, have friends who help them if they have question about homework, have friends they trust when they have problems, work well with other students in the class even they are not friends and share lunch with their friends.

41.89% respondents were agreed that teachers motivate students to participate in co-curricular activities. Students feel like they belong to this school. Schools try to let the students' parents know about what's going in the school. Students enjoy their activities. Students' families feel welcome at school and feel comfortable talking to their teachers. Respondents were also agreed that school

building is clean. School has working computers. School has enough space for extracurricular activities and provide stationary to students.

49.63 % respondents were agreed that school administration provide teachers with chances to work together. Most teachers feel happy asking for help from administration. The work teachers do in the school is appreciated by the administration; administration communicates openly with staff. Administration uses staff voice in decision making and allocate resources to develop staff expertise. Most staff is generous about helping others with instructional issues. Most staff feels comfortable asking for help from their colleagues. Staff is comfortable sharing ideas at staff meetings. Teachers feel good about what they achieve as a staff member and staff trust each other professionally.

Section III

4.4 Levels of Social Development

Objective No. 2: To assess the level of social development in students at secondary level.

Table 4.7

Levels of Social Development (n=143)

Sr.no	Score	Level of Social Development	n	Percentage
1.	22-36	Below Average	-	-
2.	37-51	Average	54	38%
3.	51-66	Above Average	89	62%

Table 4.7 indicated the levels of social development. To assess the levels of social development of students, these levels were categorized into three categories named as below average, average and above average. Score from 22-36 was named as below average, score from 37-51 was named as average and score from 51-66 was named as above average. Results indicated that majority (62%) fell in above average category, (38%) fell in average category and no one fell in below average category.

Section IV

4.5 Role of School Climate in students' Social Development"

Objective No.3: To investigate the role of school climate in students' social development at secondary level.

H01: There is statistically no significant role of school climate in students' social development at secondary level.

Table No 4.8

Role of School Climate in students' Social Development (n=143)

Independent Variable	Dependent Variable	β (Coefficient)	t	Sig.	R Square
School Climate	Social Development	.095	5.611	.000	.184

**P< 0.01

*P< 0.05

Table 4.8 indicated the role of school climate in students' social development. R Square value (.184) indicated that independent variable that was school climate had 18.4% role in students' social development. On the other hand, Beta value ($\beta=.095$) was positive and statistically significant at 0.01 level. So, hypothesis **H01** "There is statistically no significant role of school climate in students' social development at secondary level" is failed to accept.

Objective No: 3 (a): To investigate the role of school safety in students' social development at secondary level.

H01a: To investigate the role of school safety in students' social development at secondary level.

Table No 4.9

Role of School Safety in students' Social Development (n=143)

Independent Variable	Dependent Variable	β (Coefficient)	t	Sig.	R Square
School Safety	Social Development	.452	5.508	.000	.177

**P< 0.01

*P< 0.05

Table 4.9 indicated the role of school safety in students' social development. R Square value (.177) indicated that independent variable school safety had 17.7% role in students' social development. On the other hand, Beta value ($\beta=.452$) was positive and statistically significant at 0.01 level. So, hypothesis **H01a** "There is statistically no significant role of school safety in students' social development at secondary level" is failed to accept.

Objective No: 3 (b): To investigate the role of Teaching and learning in students' social development at secondary level.

H01b: There is statistically no significant role of Teaching and Learning in students' social development at secondary level.

Table No 4.10

Role of Teaching and Learning in students' Social Development (n=143)

Independent Variable	Dependent Variable	β (Coefficient)	t	Sig.	R Square
Teaching and Learning	Social Development	.297	4.281	.000	.115

**P< 0.01

*P< 0.05

Table 4.10 indicated the role of Teaching and Learning in students' social development. R Square value (.115) indicated that independent variable teaching and learning had 11.5% role in students' social development. On the other hand, Beta value ($\beta=.297$) was positive and statistically significant at 0.01 level. So, hypothesis **H01b** "There is statistically no significant role of teaching and learning in students' social development at secondary level" is failed to accept.

Objective No: 3 (c): To investigate the role of interpersonal relationships in students' social development at secondary level.

H01c: There is statistically no significant role of interpersonal relationships in students' social development at secondary level.

Table No 4.11

Role of Interpersonal Relationships in students' Social Development (n=143)

Independent Variable	Dependent Variable	β (Coefficient)	t	Sig.	R Square
Interpersonal Relationships	Social Development	.280	4.323	.000	.117

**P< 0.01

*P< 0.05

Table 4.11 indicated the role of Interpersonal Relationships in students' social development. R Square value (.117) indicated that independent variable interpersonal relationships had 11.7% role in students' social development. On the other hand, Beta value ($\beta=.280$) was positive and statistically significant at 0.01 level. So, hypothesis **H01c** "There is statistically no significant role of interpersonal relationships in students' social development at secondary level" is failed to accept.

Objective No: 3 (d): To investigate the role of institutional environment in students' social development at secondary level.

H01d: There is statistically no significant role of institutional environment in student's social development at secondary level.

Table No 4.12

Role of Institutional Environment in students' Social Development (n=143)

Independent Variable	Dependent Variable	β (Coefficient)	t	Sig.	R Square
Institutional Environment	Social Development	.383	4.019	.000	.103

**P< 0.01

*P< 0.05

Table 4.12 indicated the role of institutional environment in students' social development. R Square value (.103) indicated that independent variable institutional environment had 10.3% role in students' social development. On the other hand, Beta value ($\beta=.383$) was positive and statistically significant at 0.01 level. So, hypothesis **H01d** "There is statistically no significant role of institutional environment in students' social development at secondary level" is failed to accept.

Objective No: 3 (e): To investigate the role of staff only in students' social development at secondary level.

H01e: There is statistically no significant role of staff only in student's social development at secondary level.

Table No 4.13

Role of Staff Only in students' Social Development (n=143)

Independent Variable	Dependent Variable	β (Coefficient)	t	Sig.	R Square
Staff Only	Social Development	.408	5.679	.000	.187

**P< 0.01

*P< 0.05

Table 4.13 indicated the role of staff only in students' social development. R Square value (.187) indicated that independent variable staff only had 18.7% role in students' social development. On the other hand, Beta value ($\beta=.408$) was positive and statistically significant at 0.01 level. So, hypothesis **H01e** "There is statistically no significant role of staff only in students' social development at secondary level" is failed to accept.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

This chapter includes summary, finding, conclusion and recommendations on the basis of data analysis. The detail of this unit is as follow:

5.1 Summary

This study was based on the role of school climate in students' social development at secondary level. The major three objectives of this research work were: To examine the elements of school climate at secondary level. To assess the level of social development in students' at secondary level and to investigate the role of school climate in students' social development at secondary level. The main null hypothesis was: **H₀₁**: There is statistically no significant role of school climate in students' social development at secondary level.

The conceptual framework of this research was depend on school climate model which was given by national school climate center in (2012) and social skills development and behavior dimensions by Janols, Korkman, Mickelsson, Strand, Trillingaard, Bredesen... Gillberg (2017). School climate model was based on five dimensions i.e. school safety, teaching and learning, interpersonal relationships, institutional environment and staff only. On the other hand, social skills development and behavior model was based on seven dimensions i.e. empathy, team work, emotions, communication, physical appearance, relationships and confidence.

In this study researcher used quantitative research approach. Quantitative approach mainly based on numbers because we gather data in numeric form. The population of this research was based

on Punjab Govt secondary school teachers of Rawalpindi tehsil. Both male and female teachers were included in population. Researcher used stratified random sampling technique to select the sample because stratified random sampling includes the strata (groups) and the population as based on two groups i.e. male and female teachers of session (2020-2021). The sample of this study was based on 20% population. For data collection the researcher adapted two different types of tools. One was school climate inventory (SCI). It was based on five dimensions and had 65 items. Second was social skills development and behavior checklist (SSDBC). It was based on seven dimensions and had 24 items. Both instruments were based on two parts i.e. demographics and items related to the variables.

For the validity of the instruments, researcher accessed two experts from the field of the education and made amendments in tools under their valuable remarks. For pilot testing the researcher distributed 39 questionnaires in respondents from which 35 questionnaires were returned back. After that gathered data of pilot testing was entered in statistical package of social sciences (SPSS) to check the reliability of both tools. The reliability of school climate inventory (SCI) was (.729) and the reliability of social skills development and behavior checklist (SSDBC) was (.788). After calculation of the reliability the researcher made changes in both tools for final data collection. For final data collection, researcher selected 20% sample from each stratum. For final data collection the researcher visited some schools personally and during data collection due to the pandemic reason schools were closed so the researcher generated google form and collected few data through google form and after reopening the schools the researcher again gathered data personally. From total sample (184) only (143) respondents returned back questionnaires and the rate of return was 78%. When data was gathered, the researcher had entered the data in SPSS and applied three types of tests for data analysis i.e., mean, individual score and linear regression.

5.2 Findings

The findings of the current study were explained below step by step:

Objective No.1: “To examine the elements of school climate at secondary level”.

1. It was found that elements of school climate were practicing in schools on different average. The mean value of these elements were: school safety 45.23, teaching and learning 59.01, interpersonal relationships 70.94 institutional environment 41.89 and staff only 49.63. The highest mean score was found of interpersonal relationship 70.94 dimension and the lowest mean score was found of institutional environment 41.89 (Table 4.16).

Objective No. 2: “To assess the level of social development in students’ at secondary level”.

2. It had found that majority students’ (62%) fall in above average level of social development (Table 4.17).

Objective No.3: “To investigate the role of school climate in students’ social development at secondary level”.

3. It was revealed that school climate had 18.4% role in students’ social development at secondary level. It was further revealed that role of school climate was positive and statistically significant at 0.01 level (Table 4.18).

3(a) “To investigate the role of school safety in students’ social development at secondary level”.

4. It was revealed that school safety had 17.7% role in students’ social development. It further revealed that role of school safety was positive and statistically significant at 0.01 level (Table 4.19).

3(b) “To investigate the role of Teaching and learning in students’ social development at secondary level”.

5. It had found that teaching and learning had 11.5% role in students’ social development. It further revealed that role of teaching and learning was positive and statistically significant at 0.01 level (Table 4.20).

3(c) “To investigate the role of interpersonal relationships in students’ social development at secondary level”.

6. It had found that interpersonal relationships had 11.7% role in students’ social development. Moreover, it was revealed that interpersonal relationships were positive and statistically significant at 0.01 level (Table 4.21).

3(d) “To investigate the role of institutional environment in students’ social development at secondary level”.

7. It had found that institutional environment had 10.3% role in students’ social development. Moreover, it was revealed that institutional environment was positive and statistically significant at 0.01 level (Table 4.22).

3(e) “To investigate the role of staff only in students’ social development at secondary level”.

8. It was revealed that staff only dimension had 18.7% role in students’ social development. It was additionally revealed that staff only dimension was positive and statistically significant at 0.01 level (Table 4.23).

5.3 Discussion

The research study was to investigate the role of school climate in students' social development at secondary level with three major research objectives. The 1st objective of this research was to examine the elements of school climate at secondary level. It was found that elements of school climate were practicing in schools on different average. The mean value of interpersonal relationship element was high as compare to other elements. It means interpersonal relationship element was practicing more in school climate.

School climate is the standard of school life and it is depending on the perception of learners, teachers and staff that how they perceive it (Thapa et al, 2013). A related research conducted by Lewno, Mason, Hajovsky and Villeneuve (2019) in which they measured the school climate. Results indicated that interpersonal relationship element was practicing more (31%) in schools as compared to other elements like as safety, institutional environment and teaching and learning.

The 2nd objective was to assess the level of social development in students at secondary level. The results indicated that students' social development were at above average in secondary students. According to National institute of mental health (2010) cited that socially and emotionally healthy school going children are more confident, friendly, maintain good relationships with peers, having the ability to face the challenges, possess good communication and language skills. Benson (2006) found in his study cited by Mantz (2017) that results indicated 29% adolescents have strong planning and decision making skills and 45% adolescents have strong interpersonal skills i.e empathy and friendship skills while Malik et al. (2013) conducted study in Pakistan on social competence and school systems as predictor of academic attainment and the results revealed that children of government schools obtained higher scores in social competence as compare to private schools.

The **3rd** main objective was to investigate the role of school climate in students' social development at secondary level. There is significant role of school climate in students' social development at secondary level was found in this study. According to Dulay and Karadag (2017) that positive school climate increase students' academic attainment and enhance their social and emotional learning of middle and high school students. Further researchers indicated that positive school climate is the indicator of psychological well-being of secondary school students (Russ et al, 2007). According Ortega, sanchez, and Viejo (2011) cited by Thapa et al., (2013) that positive school climate positively affects students. It is the indicator of positive life development.

The five sub dimensions of school climate i.e. school safety, teaching and learning, interpersonal relationships, institutional environment and staff only also had significant role in students' social development.

The **3rd (a)** sub objective was to investigate the role of school safety in students' social development at secondary level. There is a significant role of school safety was found in this study. As Maslow (1943) said cited by Thapa et al., (2013) that to feel safe is the basic requirement of humans. Safety in institute foster learners' learning and healthy development (Devine & Cohen, 2007).

The **3rd (b)** sub objective was to investigate the role of Teaching and learning in students' social development at secondary level. It was found that teaching and learning had significant role in students' social development at secondary level. Khan, Haynes, Armstrong, and Rohner (2010) researched on types of interaction and found that teachers who advocate motivation in teaching and learning have positive outcomes as well as academic learning.

The **3rd (c)** sub objective was to investigate the role of interpersonal relationships in students' social development at secondary level. There is a significant role of interpersonal relationships was found

in this study. Supportive association between teacher-student relationship create positive social-emotional outcomes for students (Bup, 2009). Mantz (2017) also found in his study that stronger relationship between teacher-student relationship quality and social-emotional competence perception in high school students.

The 3rd (d) objective was to investigate the role of institutional environment in students' social development at secondary level. There is a significant role of institutional environment was found in this study. As Centers for disease control and prevention (2009) cited that there is a strong connection between school connectedness and adolescent health and academic attainment. Further it is indicated that physical environment of classroom great influence students' academic achievement. Learners only get good information and fruitful teaching and learning can only take pace in the presence of adequate physical facilities in the classroom (Suleman, 2014). Further Walker et al (1995) found cited by Suleman (2014) that a well-organized classroom increase learners' achievement and social outcomes.

The 3rd (e) objective was to investigate the role of staff only in students' social development at secondary level. There is a significant role of Staff only was found in this study. As researches indicated that school administration indirectly effect the students' performance by directly affect the teacher performance because as they shape the school climate and resources (Mawudeku & Ankumah, 2021).

5.4 Conclusions

Following conclusions were drawn on the basis of findings:

Objective No.1 was to examine the elements of school climate at secondary level. It was concluded that all elements were practicing in school climate at different percent and the highest mean value was found of interpersonal relationships as compare to other elements of school

climate i.e., school safety, teaching and learning, institutional environment and staff only (Finding 1).

Objective No.2 was to assess the level of social development in students at secondary level. It was concluded that mostly students were possessed above average social development at secondary level. Teacher can enhance social development of students through team work, presentation and participation in co-curricular activities (Finding 2).

Objective No.3 was to investigate the role of school climate in students' social development at secondary level. It was concluded that school climate had positive role in students' social development (Finding 3).

Objective No. 3(a) was to investigate the role of school safety in students' social development at secondary level. It was found that school safety had positive and statistical significant role in students' social development at secondary level (Finding 4).

Objective No. 3(b) was to investigate the role of teaching and learning in students' social development at secondary level. It was concluded that teaching and learning had positive role in students' social development at secondary level (Finding 5).

Objective No. 3(c) was to investigate the role of interpersonal relationships in students' social development at secondary level. It was revealed that interpersonal relationships had positive and statistically significant role in students' social development at secondary level (Finding 6).

Objective No. 3(d) was to investigate the role of institutional environment in students' social development at secondary level. It was found that institutional environment had positive role in students' social development at secondary level (Finding 7).

Objective No. 3(e) was to investigate the role of staff only in students' social development at secondary level. It was found that staff only dimension had positive role in students' social development at secondary level (Finding 8).

5.5 Recommendations

On the basis of findings of this research following suggestions were drawn:

1. Mean score of school safety, teaching and learning, institutional environment and staff only was found low. So for the improvement of these elements, the researcher had given following recommendations:
 - a. In order to maintain physical safety in class, teachers may make discipline incharge from every section (School Safety).
 - b. Teachers may develop friendly and collaborative atmosphere in the class by giving activity time to their students, in which students can share every problem which they are facing in the class or school (Teaching and Learning).
 - c. To sustain interpersonal relationships, Teachers may plan group work in the class, so it would be helpful to develop good relationships among students (Interpersonal Relationships).
 - d. Schools may display art work of the students so that students can motivate and feel their worth (Institutional Environment).
 - e. Schools may arrange workshops for professional development of teachers. It may help to build positive relationships among staff members (Staff Only).
2. It was found that social development of mostly students were high so to retain this level the researcher had given following recommendations:

- a. Teachers may create a safe and nonthreatening environment in the class, in which students feel comfortable for participation so that they may develop confidence and learn other social skills too.
 - b. Curriculum developers may incorporate activities related to the social skills in curriculum which promotes team work, empathy, cooperation etc.
 - c. Schools may arrange co-curricular activities for students once in a month or in a week for the enhancement of social skills.
3. It is found that school climate had significant role in students' social development. So it was recommended that:
- a. Government may construct small schools as it will help to maintain discipline and ultimately it will lead towards the positive school climate.
 - b. School may provide enough time to co-curricular activities as they spend much part of the day in school.
 - c. Schools may welcome the parents in different events and make their presence mandatory in events, so that parents could know that what is happening in school and definitely it will foster school climate.

5.5.1 Recommendations for Future Researchers

The researcher recommended the following suggestions to the future researchers:

1. In this study the researcher had used questionnaire for data collection but it is recommended that the future researchers may collect data through observations.
2. Future researchers may do comparison in private and public schools to assess their climate and students' social development.

3. Furthermore, it is suggested that future researchers may also incorporate some other variable instead of school climate i.e. school safety, teaching and learning, interpersonal relationships, institutional environment and staff only.

5.6 Limitations of the Research Study

The study was conducted to assess the role of school climate in students' social development at secondary level. Restrictions faced by the researcher throughout the research work as follow:

- a. Teachers were the focus of this study. It was the pandemic situation in the country and the all schools were closed so due to that reason the researcher could not visit all schools personally.
- b. Due to Covid-19, the researcher used google form to collect data from respondents.

Table 5.1

Alignment Table

Sr.No	Objectives	Hypotheses	Findings	Recommendations
1	To examine the elements of School climate at secondary level.		It was found that elements of school climate were practicing in schools on different average. The highest mean score was found of interpersonal relationship 70.94	a. In order to maintain physical safety in class, teachers may make discipline incharge from every section (School Safety). b. Teachers may develop friendly and collaborative

dimension and the atmosphere in the lowest mean score class by giving was found of activity time to their institutional students, in which environment 41.89 students can share (Table 4.16).

every problem which they are facing in the class or school. (Teaching and Learning)

c. To sustain interpersonal relationships, Teachers may plan group work in the class, so it would be helpful to develop good relationships among students.

d. Schools may display art work of the students so that students can motivate and feel their worth. (Institutional Environment)

e. Schools may arrange workshops for professional development of teachers. It may help

2 To assess the level of social development in students' at secondary level.

Results indicated that majority (62%) fell in above average category, (38%) fell in average category and no one fell in below average category (Table 4.17).

to build positive relationships among staff members. (Staff Only)

a. Teachers may create a safe and nonthreatening environment in the class, in which students feel comfortable for participation so that they may develop confidence and learn other social skills too.

b. Curriculum developers may incorporate activities related to the social skills in curriculum which promotes team work, empathy, cooperation etc.

c. Schools may arrange co-curricular activities for students once in a month or in a week for the enhancement of social skills.

3	To investigate the role of School climate in students' Social development at secondary level.	H_{o1}: There is statistically no significant role of school climate in students' social development at secondary level.	It was revealed that school climate had 18.4% role in students' social development at secondary level. It was further revealed that role of school climate was positive and statistically significant at 0.01 level (Table 4.18).	<p>a. Government may construct small schools as it will help to maintain discipline and ultimately it will lead towards the positive school climate.</p> <p>b. School may provide enough time to co-curricular activities as they spend much part of the day in school.</p> <p>c. Schools may welcome the parents in different events and make their presence mandatory in events, so that parents could know that what is happening in school and definitely it will foster school climate.</p>
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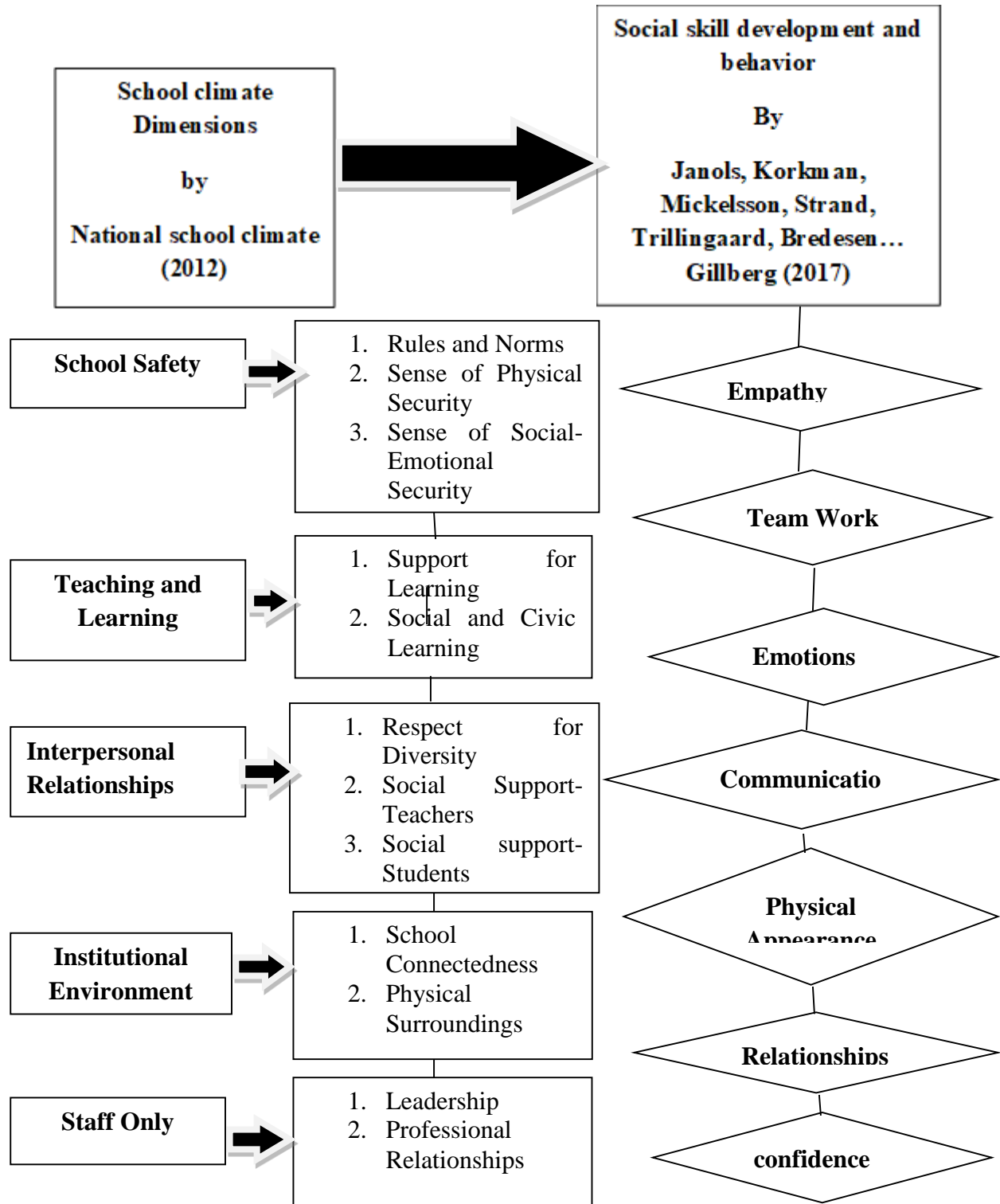
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Appendix A

Conceptual Framework



Appendix B

Topic Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 30-07-2020

To: Sidra Munir
1621-M.Phil/Edu/F18

Subject: APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14th May 2020.

a. Supervisor's Name & Designation

Dr. Qurat Ul Ain Hina (Supervisor)
Assistant Professor,
Department of Education, NUML, Islamabad.

b. Topic of Thesis

"Role of School Climate in Students' Social Development at Secondary Level"

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090
E-mail: ftabassum@numl.edu.pk

Mariam Din
30/07/2020

Dr. Mariam Din
A/Head,
Department of Education

Distribution: Ms. Sidra Munir (M.Phil Scholar)

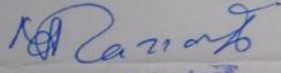
Dr. Quratul Ul Ain Hina (Thesis Supervisor)

Appendix C

Validity Certificate of Urdu Translation

سرٹیفکیٹ

تصدیق کی جاتی ہے کہ منسلکہ سوالنامہ کا میں نے بغور مطالعہ کیا اور اس میں کوئی املاء یا گرامر کی غلطی نہیں پائی۔ منسلکہ سوالنامہ زبان کے مطلوبہ معیار کے عین مطابق ہے۔



Principal
FG Pub Middle School
Chamanabad Rawalpindi

Appendix D

Cover Letter for Validity Certificates

Role of School Climate in Students' Social Development at Secondary Level



Subject: Request for Validity Certificate

Respected Sir/Madam

I have attached my inventory and checklist, adapted for the purpose of research title as "Role of school climate in students' social development at secondary level". I have adapted School Climate inventory in the light of the Model presented by National School Climate centre in (2012) on School climate. This model is based on five dimensions as: School Safety, Teaching and learning, Interpersonal relationships, Institutional environment and Staff only.

I have adapted Social Skills development and behavior checklist in the light of the Model presented by Bjorn kadesjo, Goteborg, Lars-Olof Janols, Uppsala, Marit Korkman, Helsingfors,....Gillberg in (2017) on Social development. This model is based on seven dimensions as: Empathy, Team Work, Emotions, Communication, Appearance, Relationships and Confidence.

Kindly check my inventory and checklist, its content and construction, and provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

Sidra Munir

Mphil scholar, Deptt of Education,

National University of Modern Languages,

Islamabad Pakistan.

Appendix E

List of Expert Committee for Tool Validation

Expert Name	Designation	Institute name
Dr. Farkhanda Tabassum	Assistant Professor	National University of Modern Languages
Dr. Imran Yousuf	Associate Professor	PMAS-Arid Agriculture University Rawalpindi

Appendix F

Research Instrument Validity Certificate

Sample of Validity Certificate

CERTIFICATE OF VALIDITY

(School climate Inventory and Social skills development and behavior checklist)



Role of School climate in students' social development at secondary level

By Miss Sidra Munir

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad Pakistan.

This is certify that the inventory or checklist adapted by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for the role of school climate in students' social development at secondary level.

It is considered that the research instrument, adapted for the above mentioned title and its according to objective and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Farukhanda Tabassum

Designation: AP

Institution: NUML Islamabad

Signature: Farukhanda

Date: 11/01/20

Sample of Validity Certificate

CERTIFICATE OF VALIDITY

(School climate Inventory and Social skills development and behavior checklist)



Title of School climate in students' social development at secondary level

By Miss Sara Mumtaz

Assistant Professor, Department of Education, Faculty of Social Sciences

National University of Modern Languages, Islamabad, Pakistan.

This is certify that the inventory or checklist adapted by the scholar towards her thesis has been assessed by me. I find it to have been designed adequately for the role of school climate in students' social development at secondary level.

It is considered that the research instrument, adapted for the above mentioned title, is according to objective and requirements of the research, assured adequate construct and content validity according to the nature of the research, and can be used for data collection by the researcher with confidence.

Dr. M. Imran Yousuf
Associate Professor
Department of Education
PMAS-And Agriculture University,
Rawalpindi

Name: _____

Designation: _____

Institution: _____

Signature: _____

Date: 31/08/2020

Appendix G

Population of the study

List of Boys Schools

Sr.No	Emis Code	Name of Schools	No of Teachers
1	37330001	GHSS Muslim Saidpur Road Rawalpindi	8
2	37330002	GHSS Charistian	6
3	37330003	GHSS Dennys Rawalpindi	11
4	37330004	GHSS Islamia No.1 Murree Road Rawalpindi	7
5	37330005	GHSS Bassali	7
6	37330010	GHS Titral	5
7	37330011	GHS Comprehensive Rawalpindi	16
8	37330012	GHS Dav College Rawalpindi	9
9	37330013	GHS Faiz-Ul-Islam No.1	6
10	37330014	GHS Gharib Abad	9
11	37330015	GHS Islamia No.2 Rawalpindi	5
12	37330016	GHS Islamia No.3 Ratta Amral Rawalpindi	3
13	37330017	GHS Islamia No. 4	5
14	37330019	GHS Khayaban-e-Sir Syed	7
15	37330020	GHS Koh-I-Noor Rawalpindi	13
16	37330021	GHSS Loco Shed	10
17	37330022	GHS Madrisa Millia Islamia S.Town Rawalpindi	5
18	37330023	GHS Muslim No.2 Saidpuri Gate Rawalpindi	5
19	37330024	GHS Pehlvi Faizabad Rawalpindi	3
20	37330025	GHS Public Academy Mughal Abad	6

21	37330026	GHS Simla Islamia	4
22	37330027	GHS Tench Bhatta	7
23	37330028	GHS Zia-UI-Aloom Raja Bazar	4
24	37330030	GHS Abbasi Rawalpindi	10
25	37330031	GHS MC Central Model Millat Colony	6
26	37330032	GHS MC Ratta Amral Rawalpindi	6
27	37330033	GHS MC Satellite Town	3
28	37330034	GHS MC Moti Bazar Rawalpindi	3
29	37330035	GHS Taleem-ul-Quran Quaid Abad	4
30	37330036	GHS Chahan Rawalpindi	6
31	37330037	GHS Bandah	4
32	37330038	GHSS Adhwal Rawalpindi	6
33	37330039	GHS Chak Beli Khan	9
34	37330040	GHS Dhanda	3
35	37330041	GHS Gohra Bhartha	4
36	37330042	GHS Jabber Darvaish	4
37	37330043	GHS Jhatta Hathial	5
38	37330044	GHS Kharakan	3
39	37330045	GHS Mohuta Mohra	3
40	37330046	GHS Mira Mohra	3
41	37330047	GHS Mohra Darogha	4
42	37330048	GHS Nakrali	4
43	37330049	GHS Pind Jhatla	3
44	37330050	GHSS Sagri	8
45	37330051	GHS Aoc Morgah	6

46	37330052	GHS Faiz Ul Islam No.2 New Shakrial	4
47	37330053	GHS Aziz National	3
48	37330054	GHS Dhalla	5
49	37330055	GHS Dhamial	8
50	37330056	GHS Elliot Morgah	8
51	37330057	GHS Gangan Wala	4
52	37330058	GHS Sihal	5
53	37330059	GHS Chakri	7
54	37330060	GHS Dhadhumber	3
55	37330061	GHS Parial	5
56	37330062	GHS Bhall	4
57	37330113	GHS Anwar Ul Islam Kamal Abad	1
58	37330114	GHS Chungi No.22 Rawalpindi	9
59	37330115	GHS Dhok Charag Din	4
60	37330116	GHS Khayaban-E-Sir Syed Sector 3	5
61	37330117	GHS Khayaban-E-Sir Syed Sector 4-B	4
62	37330119	GHS Model New Islamia Rawalpindi	4
63	37330120	GHS P.D Bhandara	1
64	37330121	GHS Shimla Islamia Rawalpindi	1
65	37330122	GHS Zarai Form	5
66	37330123	GHS MC Amar Pura Rawalpindi	2
67	37330124	GHS MC Tallab Pukhta	0
68	37330127	GHS Harakka	1
69	37330133	GHS Takht Pari	4
70	37330134	GHS Trahia	6

71	37330135	GHS Adiala	4
72	37330136	GHS Dhok Girja	4
73	37330137	GHS Maira Kallan	4
74	37330139	GHS Pind Nasrala	5
75	37330141	GHS Raniel	3
76	37330143	GHS Chak Amral	2
77	37330144	GHS Chauntra	2
78	37330146	GHS Karahi	4
79	37330147	GHS Mankiala	1
80	37330148	GHS Rupper Kallan	2
81	37330215	Naseer Abad	3
82	37330246	GHS Modern Ali Abad Chour	1
83	37330252	GHS Khalri	1
84	37330320	GHS Dhok Chohdrian	1
85	37330341	GHS Gorakh Pur	1
86	37330343	GHS Harwan	1
87	37330360	GHS Mial	2
88	37330696	GHS Gangal Gulzar-E-Qaid Rawalpindi	5
89	37330697	GHS Dhaman Syedan	9
90	37330699	GHS Modern (2 nd Shift GHS Koh-I-Noor)	4
91	37330066	GHSS MC Teli Mohallah	5

List of Girls Schools

Sr.No	Emis Code	Name of Schools	No of Teachers
1	37330006	GGHSS Comprehensive Dhok Kashmirian	22
2	37330007	GGHSS No.1 Bagh Sardaran Rawalpindi City	13
3	37330008	GGHSS No.2 Murree Road Rawalpindi	9
4	37330009	GGHSS Sagri	8
5	37330064	GGHS MC Ratta Amral	8
6	37330065	GGHS MC Talab Pukhta Banni	3
7	37330067	GGHS MC Model Satellite Town	9
8	37330068	GGHS Modern Asghar Mal Rawalpindi	6
9	37330069	GGHS Alpha Chrisstian	4
10	37330070	GGHS Dheri Hassan Abad	5
11	37330071	GGHS Dhok Hassu	15
12	37330072	GGHS F Block Rawalpindi	4
13	37330073	GGHS Ratta Amral Rawalpindi	5
14	37330074	GGHS Magistrate Colony	4
15	37330075	GGHS Johar Memorial	5
16	37330076	GGHS Khadija	4
17	37330077	GGHS Khayaban-E-Sir Syed Sec-III	6
18	37330078	GGHS Khayaban-I-Sir Syed Sec-I	9
19	37330079	GGHS Koh-I-Noor	11
20	37330080	GGHS Liaqat Bangash Colony	4
21	37330081	GGHS Liaqat Mughal Abad	6
22	37330082	GGHS MC Nia Mahallah Rawalpindi	6
23	37330083	GGHS Muslim Town Rawalpindi	13
24	37330084	GGHS Noor Islamia Rawalpindi	4
25	37330085	GGHS Pak Islamia No.1	4
26	37330086	GGHS Pak Islamia No.3	4

27	37330087	GGHS Pakistan Sarafa Bazar Rawalpindi	4
28	38330088	GGHS Pakistan Milad Nager	5
29	37330089	GGHS Pindora Rawalpindi	7
30	37330090	GGHS Safdar Abad Rawalpindi	4
31	37330091	GGHS Simla Islamia Rawalpindi	8
32	37330092	GGHS Usmania Murree Road	5
33	37330093	GGHS No.3 Westrige Rawalpindi	12
34	37330094	GGHS Zinat Sikandria Rawalpindi	7
35	37330095	GGHSS Bassali	5
36	37330096	GGHSS Chak Beli Khan	7
37	37330097	GGHSS Jhatta Hathial	6
38	37330098	GGHS Mari Danishmandan	3
39	37330099	GGHS Mohra Daroghan	3
40	37330100	GGHS Ghareeb Abad	6
41	37330101	GGHSS Morgah	8
42	37330102	GGHS Dhamial Rawalpindi	7
43	37330103	GGHS Girja Rawalpindi	4
44	37330104	GGHS Sangral	2
45	37330105	GGHS Sihal	4
46	37330106	GGHS Muslim Murree Road	6
47	37330107	GGHS No.4 Mohan Pura	5
48	37330108	GGHS Tench Bhatia	12
49	37330109	GGHS Chakri	4
50	37330110	GGHS Chauntra	3
51	37330111	GGHSS Parial	5
52	37330112	GGHS Ropper Kalan	4
53	37330149	GGHS Jhanda Chichi	5
54	37330153	GGHS Dar Ul Islam Rawalpindi	1
55	37330155	GGHSS Attached Quaid Azam Academy H-9 Islamabad	4
56	37330158	GGHS Khayaban-E-Sir Syed Sector 2	3
57	37330159	GGHS Madarissa Tul Binaat	4

58	37330162	GGHS No.1 New Town F-Block	1
59	37330163	GGHS Nusrat Shakrial	1
60	37330167	GGHS Chur Harpal Rawalpindi	1
61	37330168	GGHS MC Amar Pura	4
62	37330169	GGHS MC Qasim Abad	1
63	37330170	GGHS MC Waris Khan Rawalpindi	1
64	37330171	GGHS Takhat Pari	3
65	37330174	GGHS Gogra	3
66	37330177	GGHS Kotla	3
67	37330178	GGHS Kuri Khurd Bakhsh	2
68	37330180	GGHS Bijnial	2
69	37330181	GGHS Chihan	1
70	37330182	GGHS Dhalla	2
71	37330183	GGHS Dhulial	2
72	37330184	GGHS Gorakhpur	3
73	37330185	GGHS Kolian Hameed	4
74	37330186	GGHS Morgah Arl	5
75	37330187	GGHS Rajar	4
76	37330188	GGHS Ranial	3
77	37330189	GGHS Saroba	3
78	37330190	GGHS Ranotra	1
79	37330191	GGHS Adhwal	3
80	37330192	GGHS Bhall	3
81	37330193	GGHS Chak Amral	2
82	37330194	GGHS Dhanda	2
83	37330196	GGHS Mial	2
84	37330215	Naseer Abad	3
85	37330439	GGHS Dhoke Mangtal Misrial	4
86	37330441	GGHS Dhok Mangtal NO.2	2
87	37330462	GGHS Naveeda	1
88	37330469	GGHS Qasim Abad Kohanoor Mill	1

89	37330493	GGHS Marrir Hasan	1
90	37330495	GGHS No.2 Muslim Town	3
91	37330501	GGHS Pind Jhatla	3
92	37330558	GGHS Dhok Jumma Khan	2
93	37330567	GGHS Kalial	1
94	37330582	GGHS Maira Kalan (Controlled By Cantonment Board)	4
95	37330628	GGHS Mohuta	2
96	37330631	GGCHS Chak Beli Khan	2
97	37330691	GGHS Anwar-UI-Islam No. Baraf Khana Chowk Rawalpindi (New)	4
98	37330692	GGHS Sher Zaman Colony	4
99	37330693	GGHS Rehmat Jan Gulshan-E-Zaman Tench Bhatta	1
100	37330694	GGHS Ariya Mohallah	2
101	37330695	GGHS Zia-UI-Haq Colony Rawalpindi	3
102	37330700	GGHS Paf Base Chaklala	7
103	37330701	GGHS Dhaman Syedan	5
104	37330702	GGHS Gangal Gulzar-E-Qaid Rawalpindi	5
105	37330703	GGHS Hazara Colony Rawalpindi	4

Total

Gender	School	Teachers
Male	91	439
Female	105	480
Total	196	919

Retrieved from: www.sis.punjab.gov.pk

Appendix H

(Section-I)

Research Instrument

Serial No: _____

“Role of School Climate in Students’ Social Development at Secondary Level”

Dear Respondent,

I am MPhil scholar (Education) working on my research work on above mentioned topic. You are requested to fill this attached Questionnaire and observation checklist. The first part of questionnaire is based on Demographic information and the remaining 2nd part of questionnaire deals with the school climate. The first part of observation checklist is based on Demographic information and the 2nd part of checklist deals with the student social development at secondary level.

It is assured that your responses will be kept confidential and will not be disclosed to any person or authority. The questionnaire and observation checklist is developed to collect data for my research work only.

Sidra Munir

M.Phil Scholar (Education)

Department of Education,

National University of Modern Languages,

Islamabad, Pakistan.

DEMOGRAPHICS:

a.	Gender	Male 1		Female 2	
b.	Teaching Class/Grade	9 th 1		10 th 2	
c.	Age/Years	20-30 1	31-40 2	41-50 3	51-60 4
d.	Academic Qualification	BA/ B.SC 1	MA/ MS.C 2	MPhil/MS 3	PhD 4
e.	Teaching Experience	0-5 1	6-10 2	11-15 3	16+ 4

INSTRUCTIONS:

You are requested to give your answers against the options ranging from 5 to 1 indicating your preferences of responses (5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree).

		School Climate Scale سکول کے ماحولیاتی پیمانے						
		Dimension1: School Safety سکول کی حفاظت It refers that students feel physically, socially and emotionally secure from bullying in the school. حوالہ جات برائے طلبا حفاظت، جسمانی، سماجی اور جذباتی تشدد						
Sr. No	Code	1. Rules and Norms اصول اور ضابطے It refers that there are clear rules for students about physical and socio-emotional bullying. حوالہ جات برائے جسمانی و معاشرتی و جذباتی کیفیت کے لئے واضح قوانین	SD	D	N	A	SA	
1.	RN1	In my school, there are clear rules for students about physical bullying. میرے ادارے میں طلبا کے لئے جسمانی، تشدد سے بچاؤ کے واضح قوانین موجود ہیں	1	2	3	4	5	
2.	RN2	In my school, teachers are fair about making sure that all students follow the rules. میرے سکول میں اساتذہ طلبا سے قوانین کی پابندی کروانے کے مکمل ذمہ دار ہیں	1	2	3	4	5	
3.	RN3	In my school, teachers stop students' if they see them bullying others.	1	2	3	4	5	

		میرے سکول میں اساتذہ تشدد کرنے والے طلبا کو روکتے ہیں						
4.	RN4	In my school, there are clear rules for students about socio-emotional bullying. میرے سکول میں طلبا کے لئے معاشی و جذباتی تشدد کے واضح قوانین موجود ہیں	1	2	3	4	5	
2. Sense of Physical Security جسمانی تحفظ کا احساس It refers that students feel safe in the school from physical bullying. حوالہ جات برائے سکول میں جسمانی تشدد سے تحفظ کی آگاہی								
5.	PS1	In my school, students' have been beaten by peers. (R) میرے سکول میں ہم خیال طلبا ایک دوسرے کو مار پیٹ کرتے ہیں	1	2	3	4	5	
6.	PS2	Student feel safe in the area outside the school طلبا کو سکول سے باہر بھی تحفظ کا احساس رہتا ہے	1	2	3	4	5	
7.	PS3	In my school, students have been pushed others more than once. (R) میرے سکول میں طلبا دوسروں کو ایک سے زیادہ بار دھکا دیتے ہیں	1	2	3	4	5	
8.	PS4	In my school, students feel safe inside the school. طلبا کو سکول کے اندر بھی تحفظ کا احساس رہتا ہے	1	2	3	4	5	
3. Sense of Social-Emotional Security سماجی جذباتی سلامتی کا احساس It refers that students feel safe in the school from socio-emotional bullying. حوالہ جات برائے طلبا، سماجی، جذباتی تشدد سے تحفظ کا احساس								

9.	ES1	In my school, students have been made fun of each other more than once. (R) میرے سکول میں طلبا ایک دوسرے کا ایک سے زیادہ بار مذاق اڑاتے ہیں	1	2	3	4	5	
10.	ES2	In my school, students give respect to everyone. میرے سکول میں طلبا ایک دوسرے کا احترام کرتے ہیں	1	2	3	4	5	
11.	ES3	In my school, some students try to stop students from making fun of others. (R) میرے سکول میں کچھ طلبا دوسرے طلبا کو مذاق اڑانے سے روکتے ہیں	1	2	3	4	5	
12.	ES4	In my school, most students are friendly. میرے سکول میں بہت سے طلبا کا دوستانہ رویہ ہے	1	2	3	4	5	
		<p>Dimension2: Teaching and Learning</p> <p>درس و تدریس</p> <p>It refers that there is collaborative and supportive atmosphere between students and teachers in the school and students ask the questions freely from teachers.</p> <p>حوالہ جات برائے طلبا اور اساتذہ کے درمیان باہمی تعاون کا ماحول اور طلبا براہ راست اساتذہ سے سوال کر سکتے ہیں۔</p>						
		<p>1. Support for Learning</p> <p>سیکھنے کے لئے مدد</p> <p>It refers that teachers encourage the students for questioning, give them opportunities to demonstrate their skills and knowledge in different ways and told them when they do something good.</p> <p>اساتذہ طلبا کو براہ راست سوال کرنے کی اجازت دیتے ہیں۔ طلبا کو اپنی معلومات اور مہارتیں بیان کرنے کے مواقع انفرادی سوچ کو نمایاں کرنا</p>						

13.	SL1	I help my students' to try out new ideas. میں اپنے طلباء کی نئی صلاحیتوں کو سامنے لانے میں مددگار ہوں	1	2	3	4	5
14.	SL2	If my students' do not understand anything in the class, they feel free to let me know. اگر میرے طلباء کو کمرہ جماعت میں کچھ سمجھ نہیں آتا تو وہ بلا جھجک مجھے بتاتے ہیں	1	2	3	4	5
15.	SL3	I give my students' different tests to know their understanding. میں اپنے طلباء کی صلاحیتوں کو آجگر کرنے کے لئے مختلف طرح سے جائزہ لیتا یا لیتی ہوں	1	2	3	4	5
16.	SL4	I appreciate my students when they do good job. میں اپنے طلباء کی حوصلہ افزائی کرتی ہوں جب وہ کوئی کام کر دیکھتے ہیں۔	1	2	3	4	5
17.	SL5	I show my students' that how to learn from the mistakes. میں اپنے طلباء کو بتاتی ہوں کہ کس طرح ہم اپنی غلطیوں سے سیکھ سکتے ہیں۔	1	2	3	4	5
18.	SL6	I help the students' that how they can learn best. میں طلباء کی مدد کرتا/ کرتی ہوں کہ وہ کس طرح بہتر طریقے سے سیکھ سکتے ہیں	1	2	3	4	5
<p>2. Social and Civic Learning</p> <p>سماجی اور شہری تعلیم</p> <p>It refers that teachers support the students to learn the social knowledge and skills like how to resolve the conflicts, to listen effectively others, self-analysis, how to control emotions, ability to share and understand the feelings of others and how to make decisions.</p> <p>حوالہ جات برائے معاشرتی معلومات کے لئے اساتذہ کی طلباء سے معاوضت باہمی کشمکش کا خاتمہ، دوسروں کو توجہ سے سننا، ذاتی</p>							

		تجزیہ، جذبات پر گرفت، دوسروں کے جذبات و احساسات سے آگاہ اور ہر وقت فیصلہ کرنے کی صلاحیت					
19.	CL1	In my school, teachers teach students to demonstrate feelings appropriately. میرے سکول میں اساتذہ طلبا کو بہتر انداز میں اپنے جذبات کا اظہار سکھاتے ہیں	1	2	3	4	5
20.	CL2	In my school, students learn problem solving methods. میرے سکول میں طلبا مسائل کو اچھی طرح حل کرنے کے طریقے سیکھتے ہیں	1	2	3	4	5
21.	CL3	In my school, we talk about how our actions make others feel. اپنے سکول میں ہم اپنے عمل سے دوسروں کے جذبات سمجھنے کی بات کرتے ہیں	1	2	3	4	5
22.	CL4	In my school, teachers talk about ways to be a good person. اپنے سکول میں ہم اچھے انسان بننے کے طریقے کی بات کرتے ہیں	1	2	3	4	5
23.	CL5	In my school, teachers talk about what is right and what is wrong. اپنے سکول میں ہم صحیح اور غلط کا فرق سمجھنے کی کوشش کرتے ہیں	1	2	3	4	5
24.	CL6	In my school, students learn how to be focused for our goals. اپنے سکول میں ہم “اپنی منزل پر پہنچنے کے لئے توجہ مرکوز رکھنے” کی صلاحیتیں سیکھتے ہیں	1	2	3	4	5
25.	CL7	In my school, students believe that they should try to make the world a better place. میرے سکول میں طلبا کا پختہ یقین ہے کہ وہ “دنیا کو بہترین جگہ بنانے کی کوشش کرتے ہیں	1	2	3	4	5
26.	CL8	In my school, students try to keep the school clean.	1	2	3	4	5

		میرے سکول میں طلبا سکول کو صاف ستھرا رکھنے کی کوشش کرتے ہیں۔					
		Dimension3: Interpersonal Relationships باہمی تعاون و تعلقات					
		It refers there is supportive, cooperative atmosphere among students in the school. Students give respect each other without making discrimination. حوالہ جات برائے طلبا کا ایک دوسرے سے باہمی تعاون اور دوسرے طلبا کی انفرادی صلاحیتوں کا احترام					
		1. Respect for Diversity فرق کا احترام					
		It refers that all students give respect each other without making discrimination among gender, culture etc. حوالہ جات برائے تمام طلبا صنف، ثقافت وغیرہ میں امتیازی سلوک کئے بغیر ایک دوسرے کا احترام کرتے ہیں۔					
27.	RD1	In my school, students do not discriminate among students. میرے سکول میں طلبا سے امتیازی سلوک نہیں کیا جاتا۔	1	2	3	4	5
28.	RD2	In my school, students like to do work in a groups without discrimination. میرے سکول میں طلبا امتیازی سلوک کے بغیر گروہ بندی کے ذریعے کام کرنا پسند کرتے ہیں	1	2	3	4	5
29.	RD3	My school accepts people from many different backgrounds. میرے سکول میں مختلف “ پس منظر ” کے لوگوں کو قبول کیا جاتا ہے	1	2	3	4	5
30.	RD4	In my school, students’ respect differences in teachers. میرے سکول میں طلبا اساتذہ سے امتیازی سلوک روا نہیں رکھتے۔	1	2	3	4	5

31.	RD5	In my school, teachers do not discriminate among students. میرے سکول میں اساتذہ طلبا سے امتیازی سلوک روا نہیں رکھتے۔	1	2	3	4	5
32.	RD6	In my school, teachers do not make discrimination among staff members. میرے سکول میں اساتذہ اپنے عملے کے ارکان سے امتیازی سلوک نہیں رکھتے۔	1	2	3	4	5
<p>2. Social Support-Teachers</p> <p>سماجی حمایت اساتذہ</p> <p>It refers that teachers in school are very supportive and caring about students and interested to listen their problems and to know them individually.</p> <p>حوالہ جات برائے اساتذہ طلبا کے بارے میں بہت معاون ہوتے ہیں۔ اور اُن کی دیکھ بھال کرتے ہیں۔ اور اُن کے مسائل سننے اور انفرادی طور پر جاننے کے خواہاں ہوتے ہیں۔</p>							
33.	ST1	In my school, teachers want to know their students. میرے سکول میں اساتذہ طلبا کے بارے میں جاننے کے خواہش مند ہیں	1	2	3	4	5
34.	ST2	In my school, teachers want success of all their students. میرے سکول میں اساتذہ ہر طالب علم کی کامیابی چاہتے ہیں۔	1	2	3	4	5
35.	ST3	In my school, students trust on teachers to help them when they are in a problem. میرے سکول میں طلبا اپنے مسائل کے حل کے لئے اساتذہ پر اعتماد کرتے ہیں	1	2	3	4	5
36.	ST4	In my school, teachers help their colleague. میرے سکول میں اساتذہ ایک دوسرے کی مدد کرتے ہیں	1	2	3	4	5

37.	ST5	In my school, teachers always listen their students. میرے سکول میں اساتذہ طلبا کے مسائل توجہ اور غور سے سنتے ہیں۔	1	2	3	4	5
38.	ST6	In my school, teachers are good example of how to behave. میرے سکول میں اساتذہ بہترین سماجی رویے کے لئے مثالی ہیں	1	2	3	4	5
<p style="text-align: center;">3. Social Support-Students</p> <p style="text-align: center;">سماجی حمایت طلبا</p> <p>It refers that students in the school having friendly relationship with each other, try to solve other student problems and help them in academics as well.</p> <p>حوالہ جات برائے سکول کے اندر طلبا کے بہترین دوستانہ تعلقات اور دوسرے طلبا کے تعلیمی و سماجی مسائل کے حل کے لئے کوشش کرتے ہیں اور تعلیم میں بھی اُن کی مدد کرتے ہیں۔</p>							
39.	SS1	In the school, students try to make new students feel welcome. میرے سکول میں طلبا نئے طلبا کو خوش آمدید کہتے ہیں۔	1	2	3	4	5
40.	SS2	Students have friends who help them if they have questions about homework. میرے سکول میں طلبا 'ہوم ورک' کے متعلق سوالات کو حل کرنے کی کوشش کرتے ہیں	1	2	3	4	5
41.	SS3	Students have friends they trust when they have problems. طلبا کے با اعتماد دوست ہیں جن کو وہ اپنی پریشانی بتا سکتے ہیں	1	2	3	4	5
42.	SS4	Students work well with other students in class even if they are not friends.	1	2	3	4	5

		ایک دوسرے کے دوست نہ ہونے کے باوجود بھی طلبا ایک دوسرے کے مددگار ہیں					
43.	SS5	In my school, Students share their lunch with their friends. میرے سکول میں طلبا اپنا لنچ اپنے دوستوں سے بانٹتے ہیں۔	1	2	3	4	5
Dimension 4: Institutional Environment ادارے کا ماحول							
It refers that students and their families feel good and welcome at school. Students are encouraged to participate in activities and make parents involve in events. School building is clean, adequate resources and materials are available for students. حوالہ جات برائے سکول میں طلبا اور ان کے اہل خانہ کو خوش آمدید کہا جاتا ہے۔ طلبا کو سرگرمیوں میں حصہ لینے اور والدین کو پروگرام میں شامل کرنے کی ترغیب دی جاتی ہے۔ سکول کی عمارت صاف ہے اور طلبا کے لئے مناسب وسائل دستیاب ہیں							
1. School Connectedness/ Engagement سکول سے مطابقت							
It refers that students, staff and parents positively participate in school. حوالہ جات برائے سکول میں عملے کے ارکان، طلبا، اور والدین کی شراکت							
44.	SC1	In my school, teachers motivate students to participate in co-curricular activities. میرے سکول میں طلبا کی اوقات فار کے بعد بھی مکمل رہنمائی کی جاتی ہے	1	2	3	4	5
45.	SC2	In my school, Students feel like they belong to this school. طلبا سکول کو اپنا خاص ادارہ سمجھتے ہیں	1	2	3	4	5

46.	SC3	My school tries to let the students parent know about what's going on in my school. میرے سکول میں طلبا کے والدین کو مکمل آگاہی دی جاتی ہے۔	1	2	3	4	5
47.	SC4	In my school, Students enjoy their activities. میرے سکول میں طالب علم کچھ، اچھا کر کے خوش ہو جاتے ہیں۔	1	2	3	4	5
48.	SC5	Student family feels welcome at school. میرے سکول میں طلبا کے والدین کو خوش آمدید کہا جاتا ہے	1	2	3	4	5
49.	SC6	Students family feels comfortable talking to their teachers. میرے سکول میں طلبا کے والدین، اساتذہ تک اچھے طریقے سے اپنی بات پہنچاتے ہیں۔	1	2	3	4	5
<p style="text-align: center;">2. Physical Surroundings</p> <p style="text-align: center;">جسمانی ماحول</p> <p>It refers that school building is clean, everything is well organized, and adequate resources are available in the school. حوالہ جات برائے صاف ستھری عمارت، بہترین نظم و نسق اور مناسب ذرائع کی فراہمی</p>							
50.	PH1	My school building is clean. میرے سکول کی عمارت شاندار ہے	1	2	3	4	5
51.	PH2	My school has working computers for students. میرے سکول میں طلباء کے لئے کمپیوٹر کی تعلیم کی سہولت موجود ہے۔	1	2	3	4	5
52.	PH3	In my school, we have enough space for extracurricular activities. میرے سکول میں غیر نصابی سرگرمیوں کے لئے مناسب جگہ موجود ہے	1	2	3	4	5

53.	PH4	My school provide stationary to students. میرے سکول میں سٹیشنری فراہم کی جاتی ہے	1	2	3	4	5
		Dimension5: Staff Only صرف عملے کے لیے It refers that in school administration and teachers have collaboration with each other. حوالہ جات برائے عملے کے لیے سکول انتظامیہ کے واضح اصول اور باہمی گفت و شنید کے مواقع					
		1. Leadership قیادت It refers that that administration communicates the clear vision of the school to the staff. حوالہ جات برائے انتظامیہ سکول کے اولین مقاصد کے متعلق عملے کو آگاہ کرے۔					
54.	LS1	In my school, administration provides teachers with opportunities to work together. اس سکول میں انتظامیہ اساتذہ کو گروہ بندی کے ذریعے کام کرنے کے مواقع فراہم کرتی ہے	1	2	3	4	5
55.	LS2	In this school, most teachers feel comfortable asking for help from the administration. اس سکول میں بہت سے اساتذہ ، انتظامیہ سے مدد کے حصول کے لئے آسانی محسوس کرتے ہیں۔	1	2	3	4	5
56.	LS3	The work I do in this school is appreciated by the administration. میں جو اچھا کام کرتا یا کرتی ہوں انتظامیہ کی جانب سے سراہا جاتا ہے۔	1	2	3	4	5
57.	LS4	In this school, administration communicates openly with teachers and staff.	1	2	3	4	5

		اس سکول میں انتظامیہ، عملے اور اساتذہ کے درمیان آزادانہ ماحول میں گفت و شنید ہوتی ہے۔					
58.	LS5	In this school, administration uses staff voice in decision making. اس سکول میں فیصلہ کرنے کے لئے اساتذہ کی رائے لی جاتی ہے	1	2	3	4	5
59.	LS6	In this school, administration allocates resources to develop staff expertise. اس سکول میں اساتذہ کی صلاحیتوں میں نکھار لانے کے لئے انتظامیہ مواقع فراہم کرتی ہے۔	1	2	3	4	5
2. Professional Relationships پیشہ وارانہ تعلقات It refers that school teachers are having collaboration with other staff members. حوالہ جات برائے اساتذہ کاسکول کے باقی عملے کے ارکان سے اشتراک کار							
60.	PR1	In this school, most staff is generous about helping others with instructional issues. اس سکول میں ادارتی مسائل کے حل کے لئے عملے کے ارکان بے لوث خدمت کے لئے تیار رہتے ہیں۔	1	2	3	4	5
61.	PR2	In this school, most staff is comfortable asking for help from their colleagues. اس سکول میں اساتذہ اپنے ساتھی اساتذہ سے بلا جھجھک اپنے ادارتی مسائل کے حل کے لئے مدد طلب کرتے ہیں۔	1	2	3	4	5
62.	PR3	In this school, staff is comfortable sharing ideas at staff/faculty meetings. اس سکول میں اساتذہ “ دوران اجلاس ” اپنے خیالات کی بہترین عکاسی کی صلاحیت رکھتے ہیں۔	1	2	3	4	5
63.	PR4	In this school, I feel good about what I accomplish as a staff member.	1	2	3	4	5

		اس سکول میں مجھے اس ادارے کے عملے کا رکن ہونے کا خوشگوار احساس ہوتا ہے۔					
64.	PR5	In this school, staff generally trust each other professionally. اس سکول میں عملے کے ارکان عموماً ایک دوسرے پر پیشہ وارانہ اعتماد کرتے ہیں۔	1	2	3	4	5
65.	PR6	In this school, all staff members are nice to each other. اس سکول میں عملے کے ارکان کا دوستانہ رویہ ہے۔	1	2	3	4	5

Thank You☺

شکریہ

Appendix H

(Section-II)

Observation checklist

Serial No: _____

Social Skills Development and Behavior

Student Name: _____

Age of student: _____

Observer Name: _____

INSTRUCTIONS:

You are requested to give your answers against the options ranging from 3 to 1 indicating your preferences of responses (1= Does not Apply, 2=Applies sometimes, 3=Applies).

Social Skills Development and Behavior Checklist						
معاشرتی مہارت کی نشوونما اور طرز عمل کی فہرست						
Sr.No	Code	Dimension1:	Empathy	DNA	AS	A
			ہمدردی It refers to put your own self in place of others and to understand their feelings. حوالہ جات برائے خود کو دوسروں کی جگہ رکھ کر ان کے احساسات اور نظریات کو سمجھنا			
1.	E1	Easily understand people body language.	لوگوں کے جسمانی انداز بیان کو آسانی سے سمجھنا	1	2	3
2.	E2	Difficulty in responding to the need of other people. (R)	دوسرے لوگوں کی ضرورت کا جواب دینے میں دشواری	1	2	3
3.	E3	Student like to accept other students.	طالب علم دوسرے طلبا کو قبول کرتا ہے	1	2	3

		<p>Dimension2: Team Work</p> <p>متفقہ کوشش</p> <p>It refers the ability to do work in groups to achieve a specific goal.</p> <p>حوالہ جات برائے کسی خاص مقصد کے حصول کے لئے گروپوں میں کام کرنے کی صلاحیت</p>			
4.	TW1	<p>Student like to interact with peers.</p> <p>طالب علم ہم عمر افراد کے ساتھ بات چیت کرنا پسند کرتا ہے</p>	1	2	3
5.	TW2	<p>Student take interest in group activities.</p> <p>طالب علم گروپی سرگرمیوں میں حصہ لیتا ہے۔</p>	1	2	3
6.	TW3	<p>Student is an active member of peer group.</p> <p>طالب علم ہم مرتبہ گروپ کا ایک سرگرم رکن ہے</p>	1	2	3
		<p>Dimension3: Emotions</p> <p>جذبات</p> <p>It refers to feel the sentiments of others.</p> <p>حوالہ جات برائے دوسروں کے جذبات کو محسوس کرتا ہے۔</p>			
7.	EM1	<p>Difficulty in understanding the feelings of other people.</p> <p>(R)</p> <p>دوسرے لوگوں کے جذبات کو سمجھنے میں دشواری</p>	1	2	3
8.	EM2	<p>Student express his/her feelings freely.</p> <p>طالب علم آزادانہ طور پر اپنے جذبات کا اظہار کرتا ہے</p>	1	2	3

9.	EM3	Difficulty in expressing reactions with facial gestures. (R) چہرے کے تاثرات کے ساتھ اظہار خیال کرنے میں دشواری	1	2	3
		Dimension4: Communication گفت و شنید It refers the ability to share ideas and feelings effectively. حوالہ جات برائے دوسروں تک اپنے خیالات و احساسات کو بہتر طریقے سے پہنچانا			
10.	C1	Speaks with a strange voice. (R) عجیب آواز سے بولتا ہے۔	1	2	3
11.	C2	Blurts our socially inappropriate comments. (R) بغیر سوچے سمجھے نا مناسب تبصرہ کرتا ہے۔	1	2	3
12.	C3	Sense of humor is weak. (R) حس مزاح بہت کمزور ہے۔	1	2	3
		Dimension5: physical Appearance جسمانی خدوخال It refers the outward look of a person. حوالہ جات برائے لوگوں کی ظاہری شخصیت			
13.	A1	Markedly “old fashion style” (R) پرانی طرز کا واضح طور پر کہا جاتا ہے۔	1	2	3
14.	A2	Always wears clean clothes. ہمیشہ صاف ستھرے کپڑے پہنتا ہے۔	1	2	3
15.	A3	Hairs are always combed. ہمیشہ اپنے بالوں میں کنگھی کرتا ہے۔	1		3

		<p>Dimension6: Relationship</p> <p>تعلقات</p> <p>It refers It refers the ability to build the positive relationships with diverse individuals by using a variety of methods i.e. active listening, communication etc.</p> <p>حوالہ جات برائے اچھے تعلقات انفرادی اور اجتماعی، مختلف طریقہ کار کے ذریعے اچھی سماعت، بہترین گفتگو کی صلاحیت کی نشوونما اور تنازعات کے حل کی مہارت</p>			
14.	R1	<p>Gets uncomfortable in reacting according to the group mates. (R)</p> <p>گروپ کے ساتھیوں کے مطابق رد عمل ظاہر کرنے میں بے چینی محسوس کرنا</p>	1	2	3
15.	R2	<p>Difficulty in realizing how to behave in different social situations, such as when meeting friends etc. (R)</p> <p>مختلف معاشرتی صورت حال میں اپنے رویہ کے اظہار میں دشواری محسوس کرنا</p>	1	2	3
16.	R3	<p>Student feel superior than their peers.</p> <p>طالب علم اپنے ساتھیوں سے بہتر محسوس کرتا ہے۔</p>	1	2	3
17.	R4	<p>Unintentionally makes a fool of himself so that teachers start laughing. (R)</p> <p>غیر ارادی طور پر اپنے آپ کو بیوقوف بناتا ہے تاکہ اساتذہ ہنسنا شروع کر دیں۔</p>	1	2	3
18.	R5	<p>Student follow school rules.</p> <p>طالب علم سکول کے قوانین پر عمل کرتا ہے</p>	1	2	3
19.	R6	<p>Often quarrels with peers. (R)</p> <p>ساتھیوں کے ساتھ اکثر جھگڑتا ہے</p>	1	2	3
20.	R7	<p>Difficulty in making friends. (R)</p>	1	2	3

		دوست بنانے میں دشواری				
		<p>Dimension7: Confidence</p> <p>خود اعتمادی</p> <p>It refers that person trust and believe owns abilities regardless of any imperfection.</p> <p>حوالہ جات برائے اپنے فیصلوں اور صلاحیتوں کو سمجھنے پر اعتماد۔ اپنی قدر کریں، قابل محسوس کریں، قطع نظر کسی بھی نقص کے یا دوسرے آپ کے بارے میں کیا خیال رکھتے ہیں۔</p>				
21.	CF1	<p>Eye contact in face to face situations is missing. (R)</p> <p>چہرے سے آنکھوں کا رابطہ غائب ہوتا ہے۔</p>	1	2	3	
22.	CF2	<p>Gets angry with little changes in everyday routine. (R)</p> <p>روز مرہ کے معمولات میں تھوڑی تبدیلیوں سے ناراض ہو جاتا ہے۔</p>	1	2	3	

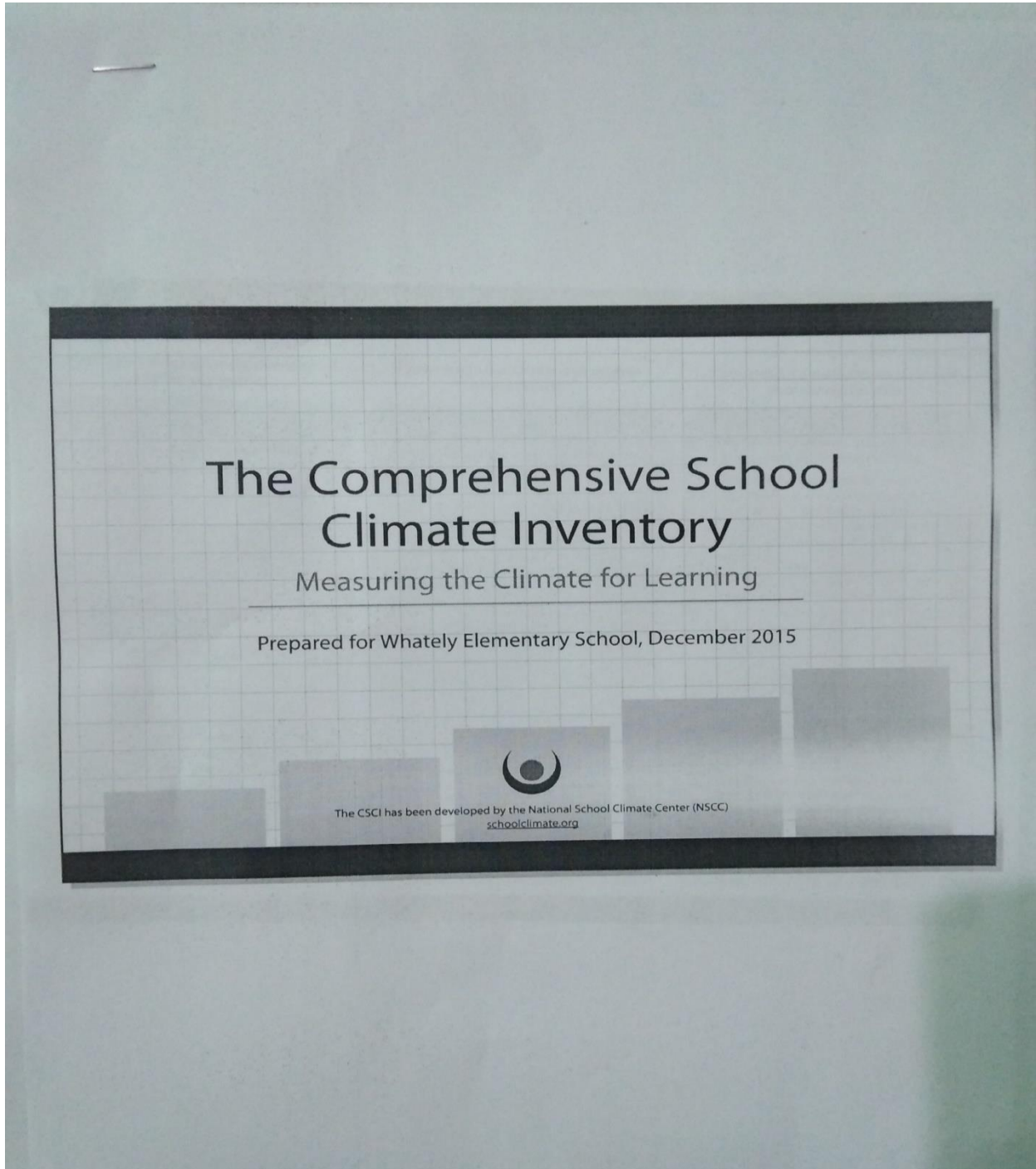
Thank You☺

شکریہ

Appendix I

(Section-1)

Permission for Tool





Adapt this school climate report to meet your needs:

If you need to see a simple overview of your survey results:

- Review the response rates for your school on pages 11-12. Also look at the demographic graphs on pages 112-121.
- Identify any under-represented populations or demographic groups, and keep this in mind as you read.
- Be sure you understand the dimensions of school climate, as measured by the CSCS. See page 5 for an explanation.
- Look at the summary graphs on pages 13-20 to see how each group perceives the dimensions of climate in your school.
- Look at the relative rankings for each school group on pages 21-23, and see how they compare across groups.
- Look for areas rated negatively by one or more groups, as well as dimensions that are ranked very differently by different groups. These could signal areas that need attention. Review the guidelines for improvement on pages 122-124 to begin working toward school climate change.
- Review the overview information in the left-hand column.

If you need an in-depth look at your survey results:

- To get a fuller picture of the range of perceptions within each school group about each dimension, look at the score distributions in Group Rating and Rankings on pages 15-18.
- Examine how different sub-groups within each school group viewed the various dimensions beginning on page 52. This shows different perceptions based on gender, grade, race/ethnicity, and (for school personnel) years of experience.

Note: this data will only be shown when there are sufficient numbers to guarantee anonymity for respondents.

If you need a detailed examination of your survey results:

- Review the overview information in the left-hand column, and the in-depth information in the center column.
- Read carefully through the entire report—there are additional graphs that are not identified in the other two columns. Detailed explanations and guiding questions are included next to each graph.
- On pages 77 -111, you'll find a detailed breakdown of how each group responded to each individual survey item. These are grouped by school climate dimension, so you can see exactly which survey items made up each dimension. The full text of the item is included, as well as a chart showing the percentage of respondents from that group who gave each of the five potential responses, or did not respond at all.

Note: The survey was developed to be most reliable at the level of climate dimensions, rather than item-by-item. Therefore, NSCC does not recommend making decisions based on this data alone.

5-15R

QUESTIONNAIRE FOR EVALUATION OF DEVELOPMENT AND BEHAVIOUR

Teachers' questionnaire

To the teacher: This questionnaire, for children and adolescents age 5 to 17, contains statements concerning the skills and behaviors of your child/student in various domains of development. Children are individuals. This means that their skills and behaviors vary from one child/student to another, and according to age.

The statements in the questionnaire are followed by boxes marked **Does not apply – Applies sometimes/to some extent – Applies**. Tick the box that contains the statement that you think best corresponds to your student's functioning in everyday situations, compared to children of their own age. Have in mind the student's present functioning, i.e. within the last 6 months. To get the most correct picture of your student's functioning, it is important that you complete the whole questionnaire.

You will be asked if the student's functioning in various domains leads to problems in daily living. Please consider whether these problems affect the student and others at home, in school and among friends. These questions are followed by four options: **No – A little – A great deal – Very much**.

To the professional applying this questionnaire: The questionnaire aims at elucidating the teacher's views on the student's strengths and weaknesses in several developmental domains. It is not supposed to serve as the sole basis for diagnostic decisions. The use of this questionnaire requires knowledge about normal and atypical child development as well as basic knowledge in psychometrics. Guidelines for professional use, administration and scoring are found in the **MANUAL**.

A parent edition of the questionnaire is also available.

Reference for this questionnaire: Kadesjö, B., Janols, L-O, Korkman, M., Mickelsson, K., Strand, G., Trillingsgaard, A., Lambek, R., Øgrim, G., Bredesen, A. M., & Gillberg, C. (2017). Five-To-Fifteen-Revised (5-15R). Available at www.5-15.org


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File version: 2019.t.2.1
File date: 2019-10-31

Appendix J

Permission Letter for Data Collection

 DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

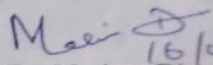
ML.1-5/2020-Edu

Dated: 16-09-2020

TO WHOM SO EVER IT MAY CONCERN

Ms. Sidra Munir student of M.Phil Education, Department of Education, National University of Modern Languages Registration No 1621 MPhil/Edu/F18 is engaged in Research Work. She may please be provided relevant information for her research work. -

The information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.


16/09/2020
Dr. Mariam Din
A/ Head,
Department of Education.

