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Effect of School Climate on School Performance at Secondary School Level

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Abstract: *The study aimed to examine effect of school climate on performance of schools. School climate includes measuring quality of the schools on various indicators such as dealing with internal and external dynamics, sustaining and fostering the school climate, high expectation and respects, handling conflicts and crisis, and shared decision making. Performance of schools is described as accomplishment of all short-term and long-term educational goals by the students, schools, and teachers. In district Sahiwal, 740 Secondary school teachers were selected randomly by using multistage sampling technique who evaluated their head teachers' performance on quality practices of school climate on Head Teacher Effectiveness Questionnaire adopted for this study. For school performance, scores of student achievement were collected from their institutions along with the data on school performance questionnaire that included factors related to the teacher presence, school cleanliness, functioning of the facilities, and student presence. The data were obtained by reports of monthly visits collected through the evaluation teams of the districts authorities. The study explored that head of the institutions developed school climate effectively, and excellent level of schools performance was also found. The study found reasonable relationship between school climate and performance of schools ($r=.57$), and 32% variance in performance of school could be explained through school climate. The study also added that climate of school might be evaluated by using these quality practices of head teachers.*

Key Words: Quality Practices of School Climate, Internal and External Dynamics, Fostering and Sustaining School Climate, Respects and High Expectations, Handling Conflicts and Crisis, Shared Decision Making, School Performance

Introduction

The multiple quality practices are implemented by the head of institutions to make the climate of school positive that maximizes the school performance (Malik & Akram, 2020; Malik et al., 2022). Head teacher is required to create strong school culture to achieve the school outcomes (Anwar & Anis-ul-Haq, 2014), build consistency internally that makes it easier for

students to learn, teachers to teach, and all other stakeholders to play role in the process of instruction (Maxwell et al., 2017), involve the community in decision making to develop healthy relationships and create safe and positive school climate (Akram et al., 2018; Marzano et al., 2005), ensure high expectations and respects for all stakeholder (Harris & Lowery, 2002), and ensure to deal with

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internal and external dynamics through maintaining the trust (Kouzes & Posner, 2017). Further, head teachers also ensure to handle the conflict that emerged in institutions (Kor & Opare, 2017), communicate the vision effectively to achieve the objectives (Greenway, 2017), and adopt shared leadership for effective use of resources and school improvement (Akram & Malik, 2021). Head teachers are held answerable for establishing school climate in schools to maximize the student performance.

Various studies conducted around the globe (Greenway, 2017; Kor & Opare, 2017; Shindler et al., 2016; Thapa et al., 2013) which found significant association between climate of school and school performance. In Pakistan, there are some studies which explored that quality practices of school climate implemented by head of the institutions were correlated with performance of students and school outcomes (Akram & Malik, 2021; Ali & Siddiqui, 2016; Malik & Akram, 2020; Malik et al., 2022). To evaluate the school climate through quality practices implemented by head teachers, various models have also been used globally such as Akram and Malik (2021) model, Greenway (2017) model, Kor and Opare (2017) model, Stronge et al. (2008) model and Thapa et al. (2013) model that also predicted the student achievement and school effectiveness (Akram & Malik, 2021; Greenway, 2017; Kor & Opare, 2017); Stronge et al., 2008; Thapa et al., 2013).

The major emphasis in education is to make the school climate positive through quality practices that mainly contribute to the student outcomes and school effectiveness. Therefore, head teachers are required to develop positive school climate through exercising globally acknowledged practices to achieve the objective and maximize the school performance. Previous, Akram and Malik (2021) developed model to evaluate school climate through quality practices implemented by head teachers such as internal and external dynamics, fostering and sustaining school climate, high expectations and respects, handling conflicts and crisis, and shared

decision making. In another study, Malik and Akram (2020) found that performance of schools could be explained with the help of school climate. Further, Malik et al. (2022) compared effectiveness of head teachers by employing quality indicators involving school climate and school performance that further endorsed the idea that effectual head teachers are producing better results rather than ineffective head teachers. The given studies provided substantial contribution in the head teacher evaluation in Pakistan by taking quality standards involving the school climate, but actually did not explore the worth of quality practices for school climate through providing in-depth literature. In Pakistan, it is direly needed to conduct the study to evaluate the school climate through employing these quality practices implemented by head teachers which perhaps not be taken before, would predict the performance of schools to fulfill prevailing gap in the literature that might lead head teachers to the better understanding of employing quality practices to make the school climate positive and supportive to learning.

Research Questions

In overall, the study at hand involved following research questions:

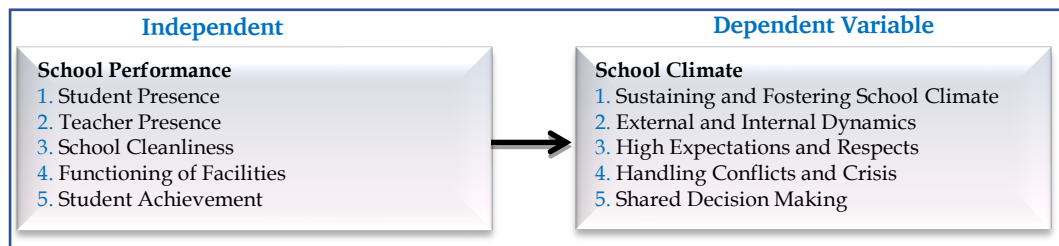
1. What are the teachers perceptions about their head teachers regarding demonstrating the effectiveness of school climate?
2. What is the level of schools performance for the public high schools?
3. Is there significant relationship between school climate and performance of schools?
4. Is there any effect of school climate on the performance of schools?

Conceptual Framework

The study provided the framework in which quality practices of school climate implemented by head teachers mainly contribute in school performance (Malik & Akram, 2020). Through employing model of Akram and Malik (2021), the following quality factors were selected to

examine climate of schools. On the other hand, teacher presence, cleanliness of school, student outcomes, functionality of facilities, and presence of students were used to examine the

performance of schools. The given framework provides basis to suppose that school climate would correlate with and demonstrate the effect on school performance.



Literature Review

Quality Practices and School Climate

School climate can be identified as perceptions or feelings of all stakeholders such as parents, teachers, and students towards school which actually involves the overall behavior in school and friendly and sympathy interaction with head of the institution (Akram et al., 2018; Duff, 2013). Kutsyuruba et al. (2015) stated climate of school as the blending of multiple attributes that discriminate the attitude and behavior of the staff from the staff of other institutions. In another words, school climate is the feelings of staff towards their school which reflect through mutual interaction of head of institution to their workforce in decision making, problem solving, and planning (Malik & Akram, 2020; Nichols, 2019; Petrie, 2014; Rapti, 2013). climate of school is the social factor of institution which actually ensures the healthy rapport with the community of school, environment for instructional process, multiple shared practices and approaches (Thapa et al., 2013), also confirmed through empirical evidences that school performance and student achievement can be predicted through school climate and perceptions of teachers for school climate is important for quality of education and overall school results (Collins & Parson, 2010; Liu et al., 2014).

Climate of school that is based on stakeholders experiences towards their school actually represents quality and character of the school which reflects values, goals, mutual relationships, norms, organizational structures, and practices of instruction (Greenway, 2017; Petrie, 2014; Thapa et al., 2013; Shindler et al.,

2016). In another study, climate of school is defined as how staff of the institution has perceptions towards their school which involves the existing practices, organizational practices, and mutual relationships. The factors consider mainly for school climate are interlinked with conducive environment for learning which involves engagement, emotional, support and connection, and physical safety. A positive school climate maintains and encourages mutual relationships with all school community, promotes social and physical safety, and provides help that assists the students and teachers to comprehend the behavioral and academic standards that improve the overall effectiveness of schools and quality learning of students (Learning, 2016).

Kelley (2005) described that head teacher can put influence on the school climate due to the power, authority and position. Head teacher should be aware of atmosphere which encourages the change. Head teachers must be able to visualize the requirement of their staff, give power to share vision, and enable their staff to establish supportive climate of school. Leader of the school directly influences the school climate that improves the student achievements (Norton, 2002). There are some main quality practices of school climate that must be comprehend and might be implemented by head teachers such as *dealing with external and internal dynamics at work, fostering and sustaining school climate, handling conflicts and crisis, respect and high expectations, and shared-decision making* to make the school climate positive and maximize the school performance (Akram & Malik, 2021; Stronge et al., 2008).

Fostering and Sustaining School Climate

It is most essential for the head teachers to transform the existing culture of the school to make school climate positive. Culture of school describes as how things are doing around the school and it is direly needed from the leader to be well aware about the prevailing culture to change it (Barth, [2002](#)). Fullan ([2002](#)) described that culture of change means creating a culture but not change in structure only. It is not about the adopting innovation one after another but developing the capabilities to find, critically assess, and then integrate new thoughts and practices all the time within and outside the institution. Deal and Kennedy ([1983](#)) described that strong school culture can improve the education and school effectiveness, and also build consistency internally that makes it easier for the students to learn, teachers to teach, and all the stakeholders to improve the process of instruction. Through participating community, head of the institutions develop positive and safe environment for learning that enhance the performance of institutions (Cotton, [2003](#); Malik et al., [2022](#); Marzano et al., [2005](#)). Further, head teachers cultivate the school climate positive and supportive by using the awareness of the leadership, and cultural, political and social dynamics of school community (Kor & Opare, [2017](#)), treating students fairly and equally, talking and listening to students, encouragement, praising and recognizing students for their achievements, providing safe and secure learning environments, and modeling expectation and respect for all stakeholders (Harris & Lowery, [2002](#); Ozgenel, [2020](#)).

Dealing with External and Internal Dynamics

Head teacher has to deal with external and internal dynamics at work in their school on daily basis and know the importance of the cultural, social, leadership, and political aspects in establishing a positive school climate. Effective head teachers adapt and guide others about changes and create a school climate that supports the learning process.

Good relations can be established through maintaining trust that is essential for change (Fullan, [2002](#)). Learning climate that includes trust and openness is essential for successful change efforts of schools (Kouzes & Posner, [2017](#)). Trust is about having confidence on the abilities of school community such as staffs and learners that they can perform any assignment (Howard et al., [1987](#)). Culture of trust is most required for the school improvement because head of the institutions that get the trust of their staff are in better to complete the instructional activities effectively, assist their teachers to maintain great efforts and achievement, and perform work collectively in the problem-solving situations (Akram & Malik, [2021](#)). Head teacher can build trust among staff through demonstrating and implementing the skills such as listening to others, looking for input from stakeholders, connectivity between action and words, visibility and participation in every matter, diagnosing and seeking resources to needs, respecting to all, required changing, no compromise on ineffective teaching, demonstrating confidence in the staff, supporting the staff and shared decision making (Malik & Akram, [2020](#); Stronge et al., [2008](#)).

High Expectations and Respect

It is very critical to create such environment for learning based on respect and high expectations for all by the head teachers. In teachers point of view, head teachers behavior including communication with students, respect for students, and support of students is most valuable to build a positive school climate (Akram & Malik, [2021](#); Harris & Lowery, [2002](#)). In the similar way, effective head of the institutions give and ensure support, care and respect their students that affect the climate of school positively. Respect and recognition of stakeholders are essential for success of the school. Effective head teachers set the expectation of success for all students regardless of the school conditions. Active involvement of all school community members is most essential to school success and meets

the school targets (Cotton, [2003](#); Nichols, [2019](#); Stronge et al., [2008](#)).

Handling Conflicts and Crisis

Handling the conflicts and crisis in school setting are most required for effective leader that mainly contribute in school climate and school effectiveness (Cornell & Sheras, [1998](#)). Effective leaders should be aware of various sources to deal with conflicts and emergency, and essential for them to perform their role proactively instead of reactively in developing and employing crisis and safety management plans. Leaders involve the resources and individuals, communicate the staff effectively, and struggle to maintain and sustain safe and positive school climate (Stronge et al., [2008](#)). Leader should keep inform all the parents and community members about the school safety concerns, comprehend how to handle the incidents and crisis, and ensure all stakeholders that their kids are out of risk in the school setting in case of any emergency and conflicts emerged (Cornell & Sheras, [1998](#)).

Shared Decision Making

Head teacher can promote shared leadership in different ways such as encouraging staffs for their own professional development, conducting evaluation of instructional data collectively, and facilitating shared decision making for academic success of all the learners. Mutual leadership develops the trust rapport in which head of institution offers different opportunities for the staff involvement with adopting flexible approaches (Kouzes & Posner, [2017](#); Marzano et al., [2005](#)). Distributive leadership is essential for school improvement and effective use of resources. Further, if expertise is distributed, then school rather than individual will be in better position to achieve the goals (Spillane et al., [2001](#)). Staff members collaborate in solving the institutional problems and making decision rather than head teacher alone that develop multiple leaders which can contribute in the school success beyond the tenure of head teacher. Success of head teacher is not only determined through student achievements but contribution

of other members in school success (Fullan et al., [2004](#)). In an effective framework of shared leadership, head teacher has central position and serve as a facilitator and resource provider according to the required needs (Portin et al., [2003](#)). It is most essential for head of institutions to engage all stakeholders in the process of decision making because they cannot handle all the challenges alone (Marks & Printy, [2003](#)).

School Performance

Performance of school is identified as accomplishment of all long and short terms objective by the teachers, learners, and schools through less expensive and within time (Habib, [2010](#)). Through reviewing of various school performance models such as Louisiana (2016) Model and School Manual (2004) Model, the study at hand used the factors: student presence, teacher presence, student achievement, cleanliness of schools, and functioning of facilities to measure school performance. *Student presence* in classroom is the main contributing factor for their quality learning (Hufford, [2014](#)). *Presence of teachers* in classroom is most required for quality education (Garrison, [2007](#)). *Student achievement* can be defined as attainment of the required skills that can be examined through using the written or oral test (Nyagosia, [2011](#)). *Cleanliness of school* involves in overall cleanliness of all the lawn, toilets, corridors, premises of the school, classrooms, and playground that is most essential for supportive environment (Kausar et al., [2017](#)). *Functionality of facilities* involves provision and working of the facilities that improve the overall effectiveness of institutions (Uko, [2015](#)).

Linking Quality Practices of School Climate with School Performance

The multiple of previous research revealed that quality practices of school climate are mainly contributed in student learning and overall school effectiveness. Makewa et al. ([2011](#)) observed the association between academic performance and school climate which

revealed positive associations between both these variables that confirmed the essentiality of positive and supportive school climate to enhance the student outcomes. Further, that study also explored that performance of institutions were better who have better school climate. In another study, the positive and significant relationship was also confirmed between both the variables by Linares (2012) that indicated importance of positive climate of school for better student learning. Both of the studies confirmed the essentiality of positive and supportive school climate to maximize the learning of students, quality education and school outcomes.

An instrument was provided by Anwar and Anis-ul-Haq (2014) to evaluate climate of school by categorizing into three quality factors such as relationships, support, and obstacles to teaching that might assist to get better insight of multiple practices of school climate and enhance the school effectiveness in Pakistan. In another study, Ali and Siddiqui (2016) examined effect of school climate involving quality practices on outcomes of learners that revealed the strongest relationship between climate of school and student achievement, and further also explored that student outcomes can also be predicted through school climate which confirmed the essentiality of school climate for school progression. Both of these studies also confirmed that evaluation of school climate through employing quality practices by head of institutions maximize student outcomes and school outcomes.

Shindler et al. (2016) also investigated association between both student outcomes and school climate, and confirmed the relationships between both of these variables. The study revealed that to enhance the student learning, positive climate of school is most required factor which must be ensured by head teachers. Nichols (2019) also evaluated effect of school climate on the achievement of learners and confirmed that student results could be explained through school climate. That study also suggested that to improve the school effectiveness, head of institutions must

ensure positive school climate on continuous basis.

The linkage between both school climate and student results was also determined by Greenway (2017) through using some quality indicators of school climate: mutual relationships, structure of organization, and instructional process. The study found the significant and positive association between both the variables which confirmed the essentiality of school climate for the student outcomes. Similarly, in another study, quality practices of school climate implemented by head of institution were evaluated by Kor and Opare (2017) through identifying some quality dimensions of supportive school climate like as active participations of learners and instructors, resolving the conflicts, communicate the school vision, visibility of head teachers, and implement the school rules in their study. The provided studies also confirmed that through making school climate positive involving the quality practices, head teachers were mainly contributed to improve the student outcomes, enhance quality of education, and maximize the school improvement.

Thapa et al. (2013) reviewed previous studies by focusing on enhancement of school climate and identified some quality practices such as *instructional environment* through defining values, goals and norms, *safety* ensures healthy environment, *mutual relationships*, *school environment* involves physical layout and engagement. The study mainly contributed to explore the main quality practices implemented by head of institution to build climate of school positive and also provided greater insight for the school progression and learner outcomes. In the similar way, another study was also conducted to investigate that school climate is the predictor of learner outcomes and explored similar results that school climate mainly contribute in the student outcomes (Dulay & Karadag, 2017). Similarly, Maxwell et al. (2017) also found that school climate was the predictor of student achievement.

Akram et al. (2018) evaluated the climate of schools through using teachers rating in Pakistan, and gave some main quality practices such as collaboration, relationships, resources, teaching innovation and decision making to evaluate the climate of school. The study revealed that head of institutions employed the quality practices of school climate effectively. The study further explored that head of institutions were equally effective on gender based and school location based for using the quality practices of school climate. The study proposed that through employing quality indicators of school climate, head of institutions can maximize school effectiveness, teacher performance and student outcomes.

To maximize the school learning climate, multiple quality practices was provided by Salleh and Bakar (2018) in their study such as enforcing and providing the excellent standard in terms of academic, keeping and ensuring best professional development of workforce, and providing different incentives to the staff. The study explored that to promote the student outcomes, it is essential to make the school climate positive through using quality practices. Similarly, in another study, Ozgenel (2020) revealed that school effectiveness could be explained through climate of school which confirmed the importance of supportive school climate for the school progress and suggested head of institutions to make climate of schools positive to handle all the challenges and ensure quality education.

Malik and Akram (2020) provided main contribution to evaluate head teachers effectiveness through quality indicators involving school climate factor and explored that performance of schools could be explained through quality practices of school climate implemented by head of institutions. Akram and Malik (2021) also developed model based on quality factors implemented by head teachers to evaluate the school climate in Pakistan. Furthermore, Malik et al. (2022) also compared effectiveness of head teachers by employing quality indicators involving school climate and their performance of schools through school location and gender based that

further endorsed the idea that effectual head teachers are producing better results rather than ineffective head teachers. The provided studies mainly contribute to the area of effectiveness of head teachers through using globally accepted standards involving school climate but actually did not contribute for in detail literature to explore essentially of these quality practices of school climate for the better student results and school performance, and further direly required to fulfill the prevailing gap in the literature. All provided studies confirmed that due to substantial role of head of institution in building the school climate positive, it is essential to put into practice all main quality practices in institutions which are mainly predictors in the overall school performance.

Material and Methods

In this correlational research, survey method was employed. All SSTs were the population from public high schools in Sahiwal division and through multistage sampling technique, 740 SSTs were selected randomly. The study in overall consisted of 400 (54%) male teachers, while 340 (46%) were female teachers.

Instrumentation

The study used two instruments for the data collection. First, HTEQ developed by Akram and Malik (2021) was adapted to evaluate quality practices of school climate employed by head of institutions that consists of 24 items and further assembled into the five domains such as sustaining and fostering the school climate (1), external and internal dynamics (2), high expectations and respects (3), handling conflicts and crisis (4), and shared decision making (5). The scales of instrument are as: 5) very effective, 4) effective, 3) moderately effective, 2) less effective, 1) ineffective were ranged from the highest to lowest level of head teachers effectiveness for school climate (Akram & Malik, 2021; Malik & Akram, 2020; Malik et al., 2022). In overall, the reliability of that scale was found 0.86 which is highly acceptable for the social sciences. Secondly, in overall, five factors such as

presence of students, functionality of the available facilities, teachers' presence, cleanliness of schools and student outcomes were selected to measure school performance.

Data Collection

Through visiting of sampled schools, data were collected from 740 SSTs by using the HTEQ to examine the school climate. On the other hand, to measure of school performance, data on the following factors such as presence of teachers, students presence, cleanliness of schools, and functionality of facilities were gathered

through the visit reports of MEAs and while scores of student achievement was through grade 10th annual result of BISE Sahiwal for session 2017-2018. After completing that, data of school performance were summed up which was in the percent form and further mean score was used for data analysis.

Data Analysis

SPSS version 20 was employed to enter and analyze the data in this quantitative study. Analysis of the data is being given in the following.

Table 1

School Climate-----Overall and Factor-wise Reliability

Factors	No. of Items	Cronbach Alpha
Sustaining and Fostering School Climate	08	.81
External and Internal Dynamics	04	.75
High Expectations and Respects	05	.73
Handling Conflicts and Crisis	03	.72
Shared Decision Making	04	.76
School Climate (overall)	24	.86

Initially, factor-wise and overall reliabilities of school climate scale were calculated by using Cronbach Alpha.

Table 2

School Climate-----Descriptive Statistics (N=740)

Factors	N	Mean	SD
Sustaining and Fostering School Climate	740	3.904	0.691
External and Internal Dynamics	740	3.962	0.763
High Expectations and Respects	740	3.835	0.715
Handling Conflicts and Crisis	740	3.721	0.849
Shared Decision Making	740	3.835	0.771
School Climate (overall)	740	3.860	0.633

Table 2 explored that most dominant factor of school climate was “internal and external dynamics” (M=3.96, SD=0.763), While the least dominant factor was “handling conflicts and crisis” (M=3.72, SD=0.849). Finally,

effectiveness of head teachers in overall for school climate which was rated through their teachers (M=3.86, SD=0.633) revealed an above average on all five main factors of school climate.

Table 3

School Performance-----Descriptive Statistics (N=740)

Factors	N	Mean	SD	Min	Max
Presence of Teachers	740	92.05	2.435	83.4	100
Presence of Students	740	89.47	2.381	81.7	93.5
Functionality of Facilities	740	95.34	2.132	79.8	100

Cleanliness of Schools	740	87.21	4.780	67.1	94.4
Student Achievement	740	74.32	12.34	48.9	100
School Performance (overall)	740	90.43	3.128	75.6	96.2

Table 3 confirmed that the least dominant factor of school performance was achievement of students (M=74.32, SD=12.34), While the most dominant factor of schools performance was the functionality of the facilities (M=95.34, SD=2.132). In overall, school performance (M=90.43, SD=3.128) was revealed at the level of excellent.

Table 4

Relationship of School Climate with School Performance

Factors	School Performance				
	1	2	3	4	5
Sustaining and Fostering School Climate	.312*	.325*	.218*	.214*	.518*
External and Internal Dynamics	.263*	.346*	.234*	.223*	.392*
High Expectations and Respects	.302*	.287*	.221*	.256*	.423*
Handling Conflicts and Crisis	.297*	.231*	.264*	.342*	.406*
Shared Decision Making	.482*	.310*	.224*	.235*	.457*
School Climate (overall)		r=.572*			

* $p = .05$ level (2-tailed Sig.)

*1=Teacher Presence, 2= Student Presence, 3=Functioning of Facilities, 4=School Cleanliness, 5=Student Achievement

Table 4 explored that relationships between all the factors of both variables were significant and positive. Furthermore, the relationship between overall school climate and school performance was also revealed positive and significant in the given study.

Table 5

Regression Analysis: School Climate and School Performance

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	134.264	5	26.853	2.78	.017*
Residual	7094.617	734	9.666		
Total	7228.881	739			

All five quality factors of school climate significantly combined to predict schools performance ($R^2 = .32$, $F(5, 734) = 2.78$, $p = .017$). The value of R^2 confirmed that 32% variance in performance of schools could be explained through school climate quality of head teachers.

Discussion

The study aimed to determine effect of school climate implemented by head of institutions on school performance through using the teachers ratings. The study explored that quality dimensions of school climate were used by head of institutions effectively and the

excellent level in terms of their school performance was also found. The study further revealed moderate relationship between school climate and school performance ($r = .49$) that were in line with various of studies (Ali & Siddiqui, 2016; Kor & Opore, 2017; Makewa et al., 2011; Malik & Akram, 2020; Malik et al., 2022; Shindler et al., 2016) provided evidence that school climate evaluated through quality practices is essential for performance of schools. The study also explored that 32% variance in performance of schools could also be explained through school climate created by head teachers that were also consistent with various of studies (Ali & Siddiqui, 2016; Malik

& Akram, [2020](#); Nichols, [2019](#); Thapa et al., [2013](#); Salleh & Bakar, [2018](#)) confirmed that school climate mainly contributes in the school effectiveness and student learning. The results of study at hand based on HTEQ verified the previous findings, theories, and models that school climate evaluated through the quality practices implemented by head teachers were predicted and correlated with school performance.

Anwar and Anis-ul-Haq (2014) provided an instrument to evaluate climate of school by using quality practices: relationships support, and obstacles to teaching that might assist in developing greater insight of multiple factors of school climate and to enhance the school effectiveness in Pakistan. In another study, Ali and Siddiqui ([2016](#)) revealed the strongest association between school climate and student outcomes, and further also explored that student outcomes can also be predicted through school climate. Shindler et al. (2016) confirmed that school climate and student outcomes were correlated and student outcomes predicted through the school climate. The similar results are found by Nichols ([2019](#)) that student achievement could be explained through school climate. The provided studies were also consistent with the study at hand which further strengthen idea that supportive climate of school is the main contributing factor for student outcomes and school effectiveness.

Thapa et al. (2013) explored some main factors of school climate: learning and teaching environment, relationship, and school environment that mainly contribute in the school improvement. Greenway ([2017](#)) evaluated the school climate through quality practices of head teachers: mutual relationships, instructional process, and structure of organization that were correlated with student achievement. Similarly, quality practices of school climate implemented by head of institutions were also evaluated by Kor and Opare ([2017](#)) through identifying some quality indicators of supportive school climate: active participations of learners and instructors, resolving the conflicts, communicate the school vision, visibility of

head teachers, and implement the school rules in their study which also confirmed that through exercising the quality practices of school climate by head teachers, student outcomes and school performance can be maximized. In another study, Akram et al. ([2018](#)) gave some quality factors of school climate: collaboration, relationships, resources, teaching innovation and decision making that are essential for the school progression. These studies also confirmed the essentially of quality practices for the school performance.

Salleh and Bakar ([2018](#)) also identified the quality factors of school climate such as enforcing and providing the excellent standard in terms of academic, keeping and ensuring best professional development of workforce, and providing different incentives to staff that are most essential for the student learning. Malik and Akram (2020) provided main contribution to evaluate head teachers effectiveness through quality indicators involving school climate factor and explored that school performance could be explained through quality practices of school climate implemented by head of institutions. The model also provided by Akram and Malik ([2021](#)) based on quality practices of the head of institutions to evaluate the climate of schools. Furthermore, Malik et al. (2022) compared effectiveness of head teachers by employing quality indicators involving school climate and their school performance that further strengthen the idea head teachers through exercising quality practices of school climate are being produced better results of their schools. In overall, the provided studies explored and confirmed the substantial role of head teachers for school climate through using the globally accepted quality practices that are mainly contributed in the school performance, similarly this study also explored the significance of school climate though employing the quality practices for the student learning and school improvement.

Conclusion

The study focused to examine the effect of school climate implemented by head of

institutions on the school performance through using the teachers ratings. The study revealed that quality dimensions of school climate implemented by head of institutions in their schools effectively and their performance of school were also revealed at the excellent level. The study also confirmed reasonable relationship between both these variables ($r=.49$) and 32% variance in performance of schools could be explained through quality practices of school climate implemented by head teachers which provided evidence that quality practices of school climate used by head teachers mainly contribute in school performance.

Recommendations

The study confirmed that school climate is evaluated globally through using the quality practices implemented by head teachers, while in Pakistan did not involve actually these quality practices of school climate in Performance Evaluation Report (PER) that are being employed to evaluate the head of institutions. Therefore, the study at hand suggested that head teachers quality to make school climate positive and supportive might be evaluated through employing these quality practices in Pakistan which might be another lens to evaluate them. Furthermore, the district authorities and policy makers might also ensure the implementation of these quality practices of school climate in true sense by the head teachers to maximize school performance and quality of education.

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