

PalArch's Journal of Archaeology of Egypt / Egyptology

SCHOOL CULTURE AND STUDENTS' SOCIAL BEHAVIOR: A CORRELATIONAL STUDY OF PUBLIC SECONDARY SCHOOLS IN PUNJAB

Muhammad Rafi¹, Dr. Shehzad Ahmed², Dr. Muhammad Tahir Khan Farooqi³

¹PhD Scholar, University of Okara

²Assistant Professor (Education), University of Okara

³Associate Professor (Education), University of Okara

Email: 3drtahirfarooqi@uo.edu.pk

Muhammad Rafi, Dr. Shehzad Ahmed, Dr. Muhammad Tahir Khan Farooqi. School Culture And Students' Social Behavior: A Correlational Study Of Public Secondary Schools In Punjab-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 20(2), 2484-2492. ISSN 1567-214x

Keywords: School culture, Social behavior, Secondary schools, Teachers' perceptions.

ABSTRACT

Culture has great importance in developing and progressing society and it has a major contribution to developing persons, their individual as well as their social life. This quantitative simple descriptive study examined teachers' perceptions of the school culture and students' social behavior at secondary schools in Punjab, Pakistan. In this quantitative research, a sample of 270 secondary school teachers from three districts (Lahore, Rawalpindi, and Multan) was drawn using a multi-stage random sampling technique. School Culture Survey (SCS) and Social Behavior Inventory (SBI) questionnaires were used to collect data. Data were analyzed by calculating mean, percentage, and Pearson Correlation r . Results of the study revealed that school culture and students' social behavior have a medium relationship at the secondary level in Punjab, Pakistan. A significant difference was found between males and females in students' social behavior. The study recommended that school leadership is the basic source of developing positive school culture.

INTRODUCTION

Education gives mindfulness and empowers man to fit himself promoting, building, and embellishing a peaceful society. To build up a solid character, students must adopt such basic abilities as imaginative reasoning and powerful correspondence. Nelson and Low (2005) accentuate the significance of understanding passionate personality to grow such capacities in understudies that encourage productive sense and savvy activity. Cornwall and Walter

(2006) have contended that simply an academic perspective on instruction is not gainful in the cutting-edge society. It ought to be improved by perceiving the significance of social and enthusiastic parts of training. Education is the main source to achieve the nation's aim and develop human resources. Gruenert & Whitaker (2015) indicated a consensus among the researchers and scholars on the importance, need, and perception of school culture.

Culture has great importance in developing and progressing society. It has a major contribution to developing the persons, their individual, their social life, and culture influences the system of Education. It is very difficult to define culture. According to Overseas Trained Teachers Organization Hinde (2014), the term culture as basic assumptions, practices, and beliefs of the school community members. Culture refers to the beliefs and practices of the members of a community, as well as how a school presents itself and its environment, as well as how it runs. School culture influences the thinking and performance of people. Culture is a frame of reference for beliefs, values, and how humans describe their environment, express their emotions, and make judgments (Alvesson, 2002). In some ways, culture is a label for a process, and in other ways, it is a product. Culture both confines and facilitates. According to Keyton (2005), culture is restrictive since it operates as a perspective or framework, limiting what we perceive and how we interpret what we see.

Organizational culture is defined as the norms, values, and common knowledge of members of multiple companies that promote tight control at the top (Supriadi & Pheng, 2018). Organizational culture is important in establishing a new way of thinking and humanizing business processes, which will result in a pleasant working environment characterized by high levels of trust, open communication, and organizational dedication (Spencer-Oatey, 2012). Employees can consider multiple types of commitments simultaneously, such as internal organizational or working group relationships as well as relationships between workgroups, professions, or organizations (Saha & Kumar, 2017). Individual understandings and beliefs are accelerated by organizational culture, which shapes actions that are aligned with the strategy for accomplishing organizational goals (Bratianu, 2015).

Positive school culture boosts teachers' performance which results in students' high achievement. Such schools provide social information, support, and history Jones (2009). Taylor and Fratto (2012) have identified six characteristics describing positive school culture in schools. These characteristics include the level of working practices in classrooms, collaboration among the teachers and principal, goal setting, shared vision and communication, staff positive attitude, openness in giving suggestions, and accepting challenges.

Negative school culture is characterized by a lack of collegiality, experimentation, high expectations, and appreciation, to name a few characteristics (Saphier & King, 1985). Negative school culture is toxic and unhealthy. It is unpleasant as it badly affects teaching and learning. Negative school culture has characteristics opposite to positive culture. It represents

lower interaction among teachers and they work in isolation, goals are not set and teachers expect lower achievements from students. Deal and Peterson (2009) reported some common characteristics of a negative school culture.

Student's Social Behavior

Students' school behavior has always been a source of contention for maintaining the necessary discipline to ensure that academic activities function correctly. Social behaviors are a benchmark for whether students are included or excluded. At the school level, it has been challenging to run the activities of the school. There are relevant rules and regulations regarding disruptive behavior issues in educational institutions. Therefore, teachers should resolve conflicts, bullying, and social issues in the classroom. The teachers and school heads discuss the issues regarding problems of behaviors such as talking with no attention. Most teachers believe that social and academic problems are caused by behavior.

Good Social Behavior

The authors describe "good social behavior" as "social competency with peers and adults, conformity with rules and adult direction, and autonomy or self-reliance" according to Epps, Park, Huston, and Ripke (2003). (p.4). Getting along with peers, being well-liked, being generous and thoughtful, and being perceptive about others' thoughts and viewpoints are all examples of social competence or social skills, as well-liked and generous (Epps, Park, Huston & Ripke, 2003, p.4). Because of a lack of social skills, it is impossible to develop and sustain socially acceptable behavior. According to Jimenez (2002), developing social skills is essential because a lack of these skills contributes to the development and maintenance of depression. As a result, educators must call attention to the absence of social skills among their students.

Negative Social Behavior

Negative student behavior is such an element that creates classroom problems and is challenging to the teachers and administration at the school level. A lot of research explored the link between students' violent behavior with a family background at school. The studies further highlighted that family environment and family patterns of communication create problems in adults in their adolescence periods Demaray & Malecki, (2002). Such reports are supported by Liu (2003), in which the research highlighted the psychological adjustment of the adolescent. Ochoa's study (2007) reported that the low sociometric level of students is rejected by their peers and class fellows badly. Further, Ochoa's study (2007) indicated that teachers might neglect such students. However, social skills might meet the problems and issues in the students.

Negative student behavior is such an element that creates problems in the class and challengeable to the teachers and administration at the school level. A lot of research explored the link between the violent behavior of students with a family background at school. The studies further highlighted that family environment and family pattern of communication creates problems in adults

in their adolescence periods Demaray & Malecki, (2002). Such reports are supported by Liu (2003) in which the research highlighted the psychological adjustment of the adolescent. Ochoa's study (2007) reported that the low sociometric level of students is rejected by their peers and class fellows badly. Further, Ochoa's study (2007) indicated that such students might be neglected by teachers. However, social skills might meet the problems and issues in the students.

Statement of the Problem

Education empowers man to deal the problems and fit himself with the prevailing conditions. Education is necessary to build and establish a peaceful society. Researchers and theorists have a consensus that a healthy school culture provides the basis for effective school and student development. Schools have a culture represented by the values, norms, traditions, beliefs, and rituals shared by staff, students, and the wider community (Barr, 2011; Miravet, 2013; Hongboontri, 2014). There are a few types of research on school culture and student social behavior from the Pakistani perspective in the prescribed context. The main research purpose was to identify the relationship between school culture and student social behavior in the Pakistani context.

STUDY OBJECTIVES

- 1 To find out the relationship between school culture and students' social behavior.
- 2 To examine the influence of gender on students' social behavior

RESEARCH HYPOTHESES

The following hypotheses were formulated to analyze the data.

H01: There is no significant relationship between School Culture and Student Social Behavior among males.

H02: There is no significant relationship between School Culture and Student Social Behavior among females.

H03: There is no significant difference in School Culture between males and females.

H04: There is no significant difference in Students' Social Behavior between males and females.

SIGNIFICANCE OF THE STUDY

This research will be noteworthy because it will add to the body of knowledge on school improvement by providing new information on the relationship between school culture and student social behavior. It could also impact educational leadership research, which is looking for new approaches to improve school culture. The findings of this study will aid instructors in better understanding the causes of inappropriate social behavior among secondary

school students, allowing them to better structure the school environment so that all students find it beneficial to academic and social growth and stability. The study will also benefit educators, as they will acquire a better grasp of how students' social skills can be blended with academic learning. The findings will be important for administrators, instructors, and students since they may develop their social skills, resulting in safe, respectful, and motivating school environments. This research will help students grasp the many levels of disruptive (inappropriate) behavior.

METHODOLOGY

The major objective of the study was to determine the culture of the secondary schools in the Punjab province of Pakistan and the students' social behavior in these schools. The present study was quantitative and it was carried out using a survey method. The study population comprised all the public secondary schools located in the geographical territory of the Punjab province. The sample of 270 teachers was drawn by using a multi-stage sampling technique. Two five point likert scales questionnaires namely School Culture Survey (SCS) and Social Behavior Inventory (SBI) questionnaires were used to collect data after pilot testing. The values of reliability was calculated as – for School Culture Survey (SCS) and – for Social Behavior Inventory. For the purpose of data collection, the researcher personally visited the teachers and requested them to respond to the questionnaires. During these visits, the researcher clarified the queries and answered questions asked by the respondents. Thus, a total of 270 teachers responded, of which 157 were male and 113 female.

Reliability and Validity of Instruments

The reliability and validity of the instruments were sought through expert opinion. Reliability of the questionnaires was sought through Cronbach alpha used in SPSS latest version, whereas validation was through expert opinion. All types of required tests were used to ensure the reliability of the instruments. In the factor analysis School Culture Survey, nine items were deleted due to low reliability and twenty-six items were selected for research purposes. While in factor analysis of Social Behaviour Inventory, 32 items were deleted due to low reliability and 19 items were selected for the research purposes.

Demographic Details of Respondents

Table 1 presents the demographic details of the respondents i.e., Gender (Male = 58.1%, Female = 41.9 %), Locality (Rural = 49.3%, Urban = 50.7%), Academic Qualification (BA/BSc = 6.7%, MA/MSc/BS = 80.4%, M.Phil./MS = 12.2%, PhD = .7%), Professional Qualification (B. Ed = 52.2%, M. Ed = 47%, Others = .7%)

Table 1: Demographic Details of the Respondents

Variable	Frequency	Percent
Gender		
Male	157	58.1
Female	113	41.9
Total	270	100
Locality		
Urban	137	50.7
Rural	133	49.3
Total	270	100
Total	270	100
Academic Qualification		
BA/BSc	18	6.7
M.A/M.Sc	217	80.4
M.Phil	33	12.2
PhD	2	.7
Total	270	100
Professional Qualification		
B.Ed	141	52.2
M.Ed	127	47.0
Other	2	.7
Total	270	100

DATA ANALYSIS AND RESULTS

Data were analyzed using SPSS 26 version. The relationship between organizational climate and teacher performance was determined by applying the Pearson correlation coefficient *r*. A T-test was applied to compare organizational climate on a gender basis.

Table 5 indicates the relationship among the study variables calculated by using Pearson correlation *r*. The calculations from Table 5 show that a low significant relationship between organizational climate and teachers' performance is found as the value of correlation *r* is 0.099 with a *p*-value of 0.035. The value of *r* (0.122) with a *p*-value (.010) indicates a low significant relationship between open climate and teachers' performance.

Relationship between Organizational Climate and Teacher Performance

Variable	Mean	SD	Correlation (r)	Sig. (two tailed)
School Culture	4.3673	0.281	.452**	.000
Students' Social Behavior	4.0481	0.424		

Table 5 indicates the relationship among the study variables calculated by using Pearson correlation *r*. The calculations from Table 5 show that a low significant relationship between organizational climate and teachers'

performance is found as the value of correlation r is 0.099 with a p -value of 0.035. The value of r (0.122) with a p -value (.010) indicates a low significant relationship between open climate and teachers' performance.

Comparison of School Culture on a Gender Basis

Variable	Gender	N	Mean	SD	t-value	p-value	Effect Size
School Culture	Male	157	4.3366	0.284	-	0.034	0.2639
	Female	113	4.4100	0.271	2.131		

From table 6, it is clear that the mean is different for males and females as the p -value is .000. The standard deviation (S.D.) for males (.360) is less than that of females (1.086). So, the male teacher's organizational climate is better as it is clear from the mean values. As Cohen's d value is .606, that indicates a medium effect size.

Comparison of School Culture on a Gender Basis

Variable	Gender	N	Mean	SD	t-value	Effect Size
Students Social Behavior	Male	157	4.0235	0.41165	-1.122	0.137734
	Female	113	4.0823	0.44164		

From table 6, it is clear that the mean is different for males and females as the p -value is .000. The standard deviation (S.D.) for males (.360) is less than that of females (1.086). So, the male teacher's organizational climate is better as it is clear from the mean values. As Cohen's d value is .606, that indicates a medium effect size.

DISCUSSION

The first two null hypotheses were rejected, and the significant positive school culture and student social behaviour were found positive in the secondary schools. A positive school culture shows that instructors and administrators are on the same page. Teachers and administrators who work in a happy environment promote and recognize one another's successes are more likely to succeed (Deal & Peterson, 2009).

Results in table (4.52) show that a weak significant relationship was found between school culture and social behaviour. It appears that school culture and social behaviour are correlated. Similarly, Kraft (2014) found that there are substantial links between school culture and improved Education. In the study, examples of the school environment, such as safety and academic accomplishment, reflect what most people consider the essence of school culture.

A gender comparison, with the first hypothesis showed a substantial difference between male and female teachers in table (4.61). The findings showed that

female schools have a strong culture to male schools. While, there were no significant difference between male and female of student social behavior in the public secondary schools. The study found that the student's social behaviour of males and females were the same. The results of the present study was supported by the studies of Bellibas & Liu (2017).

CONCLUSION AND RECOMMENDATION

Based on the outcomes of the investigation, drawn the following conclusions: The results of the study revealed that a significant positive school culture prevail in public secondary schools of Punjab province of Pakistan. Further, the significance difference of school culture was found between male and female public schools overall. The study concluded that students in public secondary school have positive social behavior and no significance difference was found between male and female students overall. The study it recommended that the headmaster may promote the positive school culture through teachers by professional development, learning partnership, collegial support and collaborative leadership.

REFERENCES

- Abbas, F., & Iqbal, Z. (2018). Language Attitude of the Pakistani Youth towards English, Urdu and Punjabi: A Comparative Study. *Pakistan Journal of Distance and Online Learning*, 4(1), 199-214.
- Alvesson, M. (2002). *Understanding Organizational Culture*. UK: Sage Publication Limited.
- Barr, J. J. (2011). The relationship between teachers' empathy and perceptions of school culture. *Educational Studies*, 37(3), 365-369.
- Bratianu, C. (2015). *Organization knowledge dynamics: Managing knowledge creation, acquisition, sharing, and transformation*. Hershey: IGI Global. DOI: 10.4018/978-1-4666-8318-1.ch012.
- Cornwall, J., & Walter, C. (2006). *Therapeutic Education: Working alongside troubled and troublesome children*.
- Deal, T. E., & Peterson, K. D. (2010). *Shaping school culture: Pitfalls, paradoxes, and promises*. John Wiley & Sons.
- Demaray, M. K., & Malecki, C. K. (2002). The relationship between perceived social support and maladjustment for students at risk. *Psychology in the Schools*, 39(3), 305-316.
- Epps, S. R., Park, S. E., Huston, A. C., & Ripke, M. (2003). Psychometric analyses of the Positive Behavior Scale in the new hope project and the Panel Study of Income Dynamics. *Washington, DC*, 3, 12-13.
- Gruenert, S., & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. ASCD.
- Hinde, A. (2014). *Demographic methods*. Routledge.
- Hongboontri, C., & Keawkhong, N. (2014). School culture: teachers' beliefs, behaviors, and instructional practices. *Australian Journal of Teacher Education*, 39(5), 66-88.
- Iqbal, A., Ali, M. S., Abbas, F., Shah, M. A. H., & Anjum, S. (2020). A Study of Work-Family Conflict among Elementary School Teachers. *International Journal of Innovation, Creativity and Change*, 14(10), 198-209.

- Jimenez, M., (2002, November). Undergraduate research and co-op education: a winning combination. In 32nd Annual Frontiers in Education (Vol. 3, pp. S4C-S4C).IEEE.
- Keyton, J. (2005) *Communication and Organizational Culture: A Key to Understanding Work Experiences*. Thousand Oaks, CA: Sage.
- Khan, M. T., Zaman, S., & Abbas, F. (2022). Technology adoption and the integration of computer-aided learning in Asian universities. *Competitive Education Research Journal*, 3(1), 75-83.
- Kraft, M. A., & Papay, J. P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational evaluation and policy analysis*, 36(4), 476-500.
- Liu, G. (2003). Leadership transition and Chinese foreign polic. *Journal of Chinese Political Science*, 8(1), 101-117.
- Miravet, L. M. & García, O. M. (2013) The role of teachers' shared values and objectives in promoting intercultural and inclusive school cultures: a case study. *International Journal of Qualitative Studies in Education*, 26(10), 1373-1386.
- Mulazam, Z., Hashmi, M.A., Abbas, F. (2022). Adaptation of strategies by Public secondary school teaching faculty concerning classroom management and stress management: An empirical study. *Journal of ISOSS* 8 (2), 33-42.
- Mulazim, S., Hashmi, M. A., & Abbas, F. (2022). Impact of work family conflict on job satisfaction of female secondary school teachers. *Harfo-Sukhan*, 6(2), 1-6.
- Mulazim, Z., Hashmi, M.A., Abbas, F. (2021). Perception of secondary school students regarding facilities and the relationship with academic performance. *Journal of ISOSS* 7 (4), 409-417.
- Nelson, D. B., Low, G. R., & Nelson, K. A. Y. E. (2005). The emotionally intelligent teacher: A transformative learning model. *Texas Study of Secondary Education*, 13, 7-10.
- Ochoa, G. (2007). *Learning from Latino teachers*. John Wiley & Sons.
on employee attitudes in Indian public sector undertakings. *SAGE Open*, 7(3).
- Qureshi, A. M., Baber, S., & Abbas, F. (2021). Impact of Western Culture on university students' lifestyle. *Psychology and Education*, 58(1), 4677-4687.
- Saha, S., & Kumar, S. P. (2017). Influence of trust and participation in decision making
- Saphier, J., & King, M. (1985). Good seeds grow in strong cultures. *Educational leadership*, 42(6), 67-74.
- Spencer-Oatey, H. (2012). What is culture? A compilation of quotation. *Global PAD Core Concepts*. Available at Global PAD Open House
- Supriadi, L. S. R., & Pheng, L. S. (2018). Organizational Culture and Institutional Forces. In *Business Continuity Management in Construction* (pp. 75– 100). Berlin: Springer.
- Taylor, L. M., & Fratto, J. M. (2012). *Transforming learning through 21st century skills: the who took my chalk. Model for Engaging You and Your Students*. Boston.