

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

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Abstract: The research explored the role of school climate in students' personality development at the secondary level. The study acknowledges that school climate significantly influences students' academic achievements, behavior, and social-emotional development, particularly during the critical secondary stage where students undergo important transitions in their personality development. The research employed a descriptive quantitative research design, targeting secondary school teachers in Vehari district as the research population. A simple random sampling technique was used to select 354 teachers as the research sample, and data were collected using a self-developed questionnaire with close-ended questions on a five-point Likert scale. Data were analyzed using descriptive and inferential analyses. The findings of the study highlight the significant impact of school climate on students' personality development, with a majority of respondents agreeing that a positive school climate positively affects students' academic learning and personal growth. Teachers emerged as key influencers of school climate, with positive teacher-student relationships being instrumental in promoting a conducive environment for personality development. The study identifies several factors that contribute to a positive school climate and subsequently support students' personality development such as proper physical environment, teacher-student relationship, and schools' policies and practices encouraging positive interactions among students, promoting inclusivity and mental well-being.

Keywords: School Climate, Students, Personality Development, Academic Achievement, Secondary Level

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1. Introduction

School climate holds great significance due to its substantial impact on students' academic achievement and personality development. A positive school climate not only improves academic achievement but also enhances students' emotional and social well-being Syahril & Hadiyanto, [1]. National School Climate Center suggested that school climate encompasses various factors such as student-student and student-staff relationships, the school's physical environment, and its policies and procedures, all contributing to students' daily experiences Thapa, [2]. In this connection, Shakeel, [3] holds the opinion that school climate plays a significant role in influencing students' personalities. A positive and supportive climate in schools is essential for fostering a conducive

learning environment and promoting students' overall well-being. By creating an environment that values and prioritizes emotional well-being, schools promote a culture of support and understanding Darling-Hammond & Cook-Harvey, [4].

1.1 Importance of School Climate in Students' Personality Development

Students' identities are profoundly shaped by the culture of their schools. The term "school climate" encompasses the collective ambiance, interpersonal dynamics, and communicative exchanges within the educational setting. A positive school climate creates a supportive, inclusive, and engaging atmosphere that fosters students' holistic growth, well-being, and personality development Vallejo, [5]. Here are the key reasons why school climate is important for students' personality development.

1.1.1 Emotional Well-being:

The establishment of a healthy school atmosphere is conducive to enhancing the emotional well-being of kids via the provision of a secure, caring, and supportive setting. When kids experience emotional security, there is an increased likelihood of fostering good self-esteem, self-confidence, and a robust sense of identity. The establishment of an emotional foundation is crucial for the development of one's personality Asvio, [6].

1.1.2 Sense of Belonging:

The establishment of a pleasant school atmosphere facilitates the development of a feeling of affiliation and attachment among students towards the school community. When students experience a feeling of worth, acceptance, and inclusion, they have a higher propensity to actively participate in their educational endeavors, foster constructive interpersonal connections, and cultivate a robust self-concept. The establishment of a feeling of belonging has been shown to cultivate a favorable disposition and a propensity to actively engage in communal endeavors Encina & Berger, [7].

1.1.3 Self-Expression and Voice:

A supportive school climate encourages students to express themselves freely, share their ideas, and have their voices heard. When students are given opportunities to express their thoughts, opinions, and creativity, they develop self-confidence, communication skills, and a sense of agency. This enables them to develop their unique personalities and contribute to the world around them Susilawati, [8].

1.1.4 Social and Interpersonal Skills:

The impact of the school atmosphere on pupils' social and interpersonal abilities is substantial. In an environment characterized by a healthy school climate, children acquire the skills necessary to engage in courteous interactions, foster collaboration, and cultivate strong connections with their classmates, teachers, and staff members. The acquisition of social skills plays a pivotal role in the formation of one's personality, as they significantly influence students' capacity to engage in effective communication, demonstrate empathy, navigate disputes, and engage in collaborative efforts Barksdale, [9].

1.1.5 Academic Motivation and Achievement:

The presence of a pleasant school atmosphere has been shown to have a favorable impact on students' willingness to engage in learning activities and attain academic success. When students have a sense of support, engagement, and worth within their educational setting, they tend to exhibit increased motivation, establish ambitious objectives, and demonstrate perseverance in their academic endeavors. This motivation and academic achievement positively impact their personality development by fostering a sense of accomplishment, resilience, and a growth mindset Stronge & Xu, [10].

1.1.6 Character Development:

The school climate plays a vital role in nurturing students' character development. A positive climate emphasizes core values such as respect, integrity, empathy, and responsibility. When students are exposed to these values and witness them being modeled by the school community, they internalize them and develop their own moral compass, ethical decision-making abilities, and a strong character foundation Encina & Berger, [7].

1.1.7 Emotional Intelligence:

Students' emotional intelligence flourishes in an encouraging classroom setting. Emotional intelligence involves understanding and managing one's own emotions and empathizing with others. When students are exposed to a climate that promotes emotional well-being, empathy, and understanding, they develop higher emotional intelligence. This, in turn, contributes to their personality development by enhancing their interpersonal skills, empathy, and overall emotional well-being Zhu, [11].

1.1.8 Personal Growth and Resilience:

A supportive school atmosphere encourages students to adopt a growth attitude, persevere through challenges, and expand their potential. When students are encouraged to take risks, learn from failures, and embrace challenges, they develop resilience, adaptability, and a belief in their capacity to grow and develop. These qualities contribute to their personality development by shaping their attitudes, beliefs, and approach to life Vallejo, [5].

The secondary level of education is a critical period in which students' personality development is greatly influenced by the school atmosphere. A favorable school atmosphere has the potential to cultivate a collective identity, a feeling of inclusion, and a sense of security, therefore augmenting the scholastic and personal development of students Syahril & Hadiyanto, [1]. Conversely, an unfavorable school atmosphere has the potential to induce emotions of seclusion, apprehension, and diminished drive. According to Hardiansyah, [12] a pleasant school atmosphere exhibits a significant correlation with various favorable consequences for kids, including enhanced academic performance, heightened levels of engagement, and better overall well-being. Research has shown that students who perceive a sense of support, worth, and respect within their educational setting tend to have a more favorable disposition toward the learning process. Additionally, these students are more likely to possess elevated levels of self-esteem and a heightened drive to achieve academic success. There is a correlation between a good school atmosphere and a decrease in problem behaviors, including bullying, violence, and drug misuse.

Moreover, an adverse school atmosphere may result in a variety of detrimental consequences for pupils. Ulfa, [13] opined that students who see their school environment as lacking in safety, support, and respect are at an increased risk of developing anxiety, depression, and many other mental health issues. Additionally, individuals can exhibit undesirable behaviors, including truancy, criminality, and drug addiction. The presence of a negative school atmosphere has been shown to have adverse effects on academic success and student participation in the learning process. In addition to this, an adverse school culture may have deleterious impacts on the development of students' personalities. A school environment characterized by the endorsement of bullying, discrimination, and exclusion has the potential to engender adverse psychological outcomes, such as anxiety, depression, and many other mental health issues, among the student population. Furthermore, it has the potential to result in heightened rates of absenteeism, diminished levels of academic accomplishment, and reduced levels of involvement in the learning process.

1.2 Statement of Problem

School climate plays a vital role in influencing students' learning and overall personality development. The physical and social aspects of the school environment significantly impact students' academic achievements, behavior, and social-emotional growth. At the secondary level, students undergo a critical phase of development, transitioning from adolescence to adulthood, and facing various challenges and opportunities that shape their personalities and future trajectories. The formation of personality is a fundamental element in the maturation of students, and the educational environment plays a substantial role in influencing their traits and characteristics. Understanding the impact of school climate on students' personality development during this stage is essential as it can greatly influence their future success. Therefore, the current research aims to study teachers' perspectives regarding the influence of school climate on the personality development of secondary-level students in District Vehari, Punjab.

1.3 Research Objectives

The current study aimed to accomplish the following objectives:

1. To investigate the perception of teachers regarding the role of school climate in the personality development of students at the secondary level.
2. To identify the factors that contribute to creating a positive school climate and their impact on the personality development of students at the secondary level.

2. Literature Review

A positive and supportive climate in schools is essential for fostering a conducive learning environment and promoting students' overall well-being. Numerous studies have explored the relationship between school climate and students' academic achievement. For example, Maxwell and Reynolds, [14] conducted a study that found schools with a positive climate demonstrated higher academic achievement levels and increased student engagement with lower absenteeism rates Zysberg & Schwabsky, [15]. The concept of school climate encompasses various aspects that contribute to an optimal learning environment. The National School Climate Center (NSCC) has identified four crucial factors: connections, education, setting, and safety. When discussing "safety" at a school, it refers to the emotional and physical well-being of both students and staff members. Moreover, the strong connections between educational institutions and students' households are commonly referred to as "relationships" Díaz & Gairín, [16].

School climate plays a crucial role in shaping students' personality development during secondary education. It encompasses the overall quality and character of school life, reflecting how safe, valued, and respected students and staff feel. School climate comprises elements such as school culture, the physical environment, social interactions, and educational practices. A positive school climate has been associated with enhanced academic performance, positive social-emotional development, and overall well-being of students. In this study, we will examine the perceived role of school climate in students' personality development during secondary education, as reported by educator Jabeen, [17].

The term, climate, encompasses several dimensions of a student's educational experience, including social, psychological, and physical aspects La Salle-Finley, [18]. In a study conducted by Cole, [19] it was shown that children who experienced a school setting characterized by more pleasantness had elevated levels of self-confidence and reduced levels of despondency. The correlation between an improved degree of empathy and pro-social actions among students is associated with a more positive school atmosphere Yu, [20].

Moreover, empirical studies have shown that the scholastic environment in which a kid is immersed might potentially influence the development of their personality. In a study conducted by Allen, [21] a positive link was discovered between the quality of the school environment and the impact it had on students' levels of emotional stability and conscientiousness. Similarly, the study conducted by Rettew, [22] revealed an association between attending schools with pleasant surroundings and an increase in students' openness to new experiences and agreeableness. Research has shown that the scholastic milieu has a substantial influence on students' intellectual, social, and emotional achievements. Based on the findings of the research, it was observed that students had a higher probability of attaining academic achievement, actively engaging in classroom activities, and demonstrating motivation when seeing their educational institutions as fostering a supportive environment. Moreover, there is a correlation between its implementation and a decrease in occurrences of bullying, disciplinary issues, and drug abuse Berkowitz, R, [23].

Furthermore, a study done by Cipriano, [24] revealed that the presence of a supportive school environment has advantageous effects on the social and emotional development of children. This is attributed to the acquisition of skills such as establishing a sense of security, enhancing emotional regulation, and fostering good interpersonal connections. Numerous research has been conducted to explore the impact of the school environment on the psychological and social development of children. For instance, adolescents who indicated a stronger sense of affiliation with their educational institution had reduced levels of psychological discomfort. Wang, [25] demonstrated a comparable correlation between a school atmosphere characterized by safety and inclusivity and

reduced prevalence of bullying incidents and occurrences across student populations Berkowitz, [23].

Numerous theoretical frameworks have been proposed to elucidate the correlation between a conducive educational environment and the holistic development of an individual student. The following theories are provided below. The social learning theory posits that individuals acquire knowledge and skills via their social surroundings, wherein the attitudes and actions of others have a significant role in shaping their attitudes and behaviors Kariippanon, [26]. Based on the aforementioned notion, it is posited that a favorable school atmosphere has the potential to provide pupils with constructive role models and foster prosocial attitudes and actions. Various elements exert effect on the school environment at multiple levels, including individual, classroom, school, and community influences. At the micro level, the cognitive interpretations and lived encounters of students and staff members within the educational setting have the potential to influence their attitudes, actions, and overall welfare Lovrić, [27]. The classroom atmosphere at the classroom level may be influenced by the quality of instructional methods and teacher-student connections Akman, [28].

The general school climate at the school level may be influenced by leadership practices, school regulations, and the physical environment Bosworth, [29]. The school atmosphere may be influenced by several factors at the community level, including the socioeconomic backdrop, cultural norms, and availability of community resources Ackah-Jnr & Danso, [30]. One of the challenges in conceptualizing the school environment is the absence of a globally acknowledged and agreed-upon description for this construct. Various scholars have proposed divergent definitions, resulting in a dearth of agreement over the precise nature of school climate. As posited by Berkowitz, [31] the concept of school climate pertains to the subjective encounters of students, staff, and parents within the educational setting. There is a perspective held by some individuals that regards school climate as a broader notion that incorporates both subjective experiences and objective characteristics of the school environment. These objective aspects include physical conditions, rules, and practices.

Based on empirical evidence, the school environment has a significant role in determining the academic achievement and overall well-being of students. The influence of the school environment on the academic achievement of children is a subject of considerable importance (Forsberg et al., 2021).

2.1 Components of School Climate

The school climate consists of various components that can influence students' personality development. All of these parts work together to form the culture of the school as a whole. Some important aspects of the school environment that might affect kids' identities are as follows:

2.2 Physical Environment

The student's character formation is affected profoundly affected by the school's physical setting. The physical environment encompasses the tangible aspects of the educational setting, including the classroom layout, design, resources, and overall ambiance Wong, [25].

2.2.1 Aesthetics and Design

Students' attitudes, levels of engagement, and performance in school may be profoundly affected by the building's aesthetics and architecture. A visually appealing and well-designed environment can create a positive and welcoming atmosphere. Consideration should be given to factors such as color schemes, natural lighting, comfortable furniture, and the arrangement of spaces to support different learning activities Schreiber & Melonçon, [32].

2.2.2 Classroom Layout

The arrangement and design of a classroom can impact students' engagement, collaboration, and overall learning experience. An open and flexible layout that allows for movement and interaction can promote a sense of community and encourage active participation. On the other hand, a rigid and traditional setup may limit student engagement and hinder the development of social skills Zulela, [33]. Classroom environments should be flexible and adaptable to accommodate various teaching and learning styles. Providing different seating options, movable furniture, and access to technology supports active learning, collaboration, and engagement. Teachers can create visually stimulating displays and incorporate elements that reflect students' interests and achievements, promoting a sense of ownership and pride in their learning spaces El-Sabagh, [34].

2.2.3 Lighting and Colors

Lighting plays a vital role in creating a conducive learning environment. Adequate natural light or well-planned artificial lighting can positively influence students' mood, focus, and overall well-being. Similarly, the choice of colors in the classroom can evoke certain emotions and affect students' moods and productivity. Warm colors like yellow and orange can create an

inviting and energetic atmosphere, while cool colors like blue and green can promote calmness and concentration Wong, [25].

2.2.4 Noise Levels

The level of noise in the physical environment can significantly impact students' ability to concentrate and learn. Excessive noise, such as traffic sounds or loud conversations, can be distracting and hinder students' cognitive processes. Conversely, a quiet and peaceful environment allows students to focus and engage more effectively in their studies Wohlwill, [35].

2.2.5 Availability of Resources

The availability and accessibility of educational resources within the physical environment can shape students' curiosity, creativity, and independent learning skills. A well-equipped classroom with books, technology, art supplies, and other learning materials can stimulate intellectual growth, encourage exploration, and foster a love for learning Ackah-Jnr & Danso, [30].

2.2.6 Safety and Cleanliness

A safe and clean physical environment is essential for students' well-being and personality development. A secure and hazard-free space promotes a sense of security and allows students to focus on their studies and interactions. Similarly, a clean and organized environment fosters a sense of discipline, responsibility, and respect for one's surroundings, Rudasill, [36].

2.2.7 Outdoor Spaces

Outdoor spaces, such as playgrounds or green areas, provide opportunities for physical activity, exploration, and social interactions. Engaging with nature and being exposed to fresh air can have positive effects on students' mental and physical health. Outdoor spaces also promote problem-solving skills, teamwork, and resilience as students navigate and explore their surroundings, Wang, [25].

2.2.8 Cultural and Inclusive Representation

The physical environment should reflect and celebrate diversity, fostering inclusivity and respect among students. Classroom decorations, displays, and learning materials that represent various cultures, backgrounds, and perspectives can broaden students' horizons, promote empathy, and encourage acceptance of others Wohlwill, [35].

2.2.9 Health and Well-being

The physical environment should promote students' health and well-being. This can be achieved by providing clean and well-maintained facilities, proper ventilation, access to clean drinking water, and healthy food options in cafeterias. Natural light, plants, and views of the outdoors are all examples of biophilia that have been demonstrated to improve students' mood and academic performance in the classroom Ortan, [37].

2.2.10 Maintenance and Upkeep

Regular maintenance and upkeep of the physical environment are essential for creating a positive and functional learning environment. This includes routine cleaning, repairs, and ensuring that facilities are well-maintained. A well-maintained environment demonstrates care and respect for students and their learning experiences.

2.3 Teacher-Student Relationships

Teacher-student relationships are a vital aspect of education that significantly impacts students' academic, social, and emotional development. These relationships refer to the interactions, connections, and bonds formed between teachers and their students Tucker, [38].

2.3.1 Trust and Support

Positive teacher-student relationships are built on trust and support. Students are more inclined to take chances, ask for assistance when they need it, and actively participate in learning when they think their professors trust in them, appreciate their ideas, and encourage their progress. Confidence, motivation, and well-being in the classroom are all boosted when teachers and students can open up to one another Jenaro, [39].

2.3.2 Academic Engagement

The establishment of robust teacher-student connections has been shown to positively impact academic engagement. When students develop favorable rapport with their instructors, they demonstrate an increased propensity to engage in classroom discourse, pose inquiries, and actively pursue constructive criticism. Students who are actively involved in their studies have elevated levels of motivation, persistence, and academic performance.

2.3.3 Personalized Learning

Positive teacher-student relationships facilitate personalized learning experiences. Teachers who know their students well can tailor their instruction to individual needs, strengths, and interests. By understanding students' unique learning styles and preferences, teachers can provide targeted support, differentiated instruction, and meaningful learning opportunities, promoting students' personal and academic growth Lodi, [40].

2.3.4 Emotional Well-being

The emotional well-being of pupils is significantly influenced by the interactions they have with their teachers. Educators who cultivate compassionate and nurturing connections foster an atmosphere of inclusivity, affirmation, and psychological security. When pupils have a sense of being appreciated and understood, there is an increased likelihood of their development of positive self-perception, resilience, and emotional intelligence. The aforementioned elements have a role in the holistic well-being and psychological well-being of individuals Akman, [28].

2.3.5 Social and Emotional Skills

Strengthening social and emotional learning via positive teacher-student connections. Teachers serve as role models, guiding communication, empathy, conflict resolution, and collaboration. Students gain lifelong social, emotional, and cognitive abilities from these connections that will serve them well in their personal and professional endeavors.

2.3.6 Student Motivation

The connection between teachers and students has a substantial impact on students' desire to engage in the learning process. When children cultivate favorable connections with their instructors, there is an increased likelihood of experiencing intrinsic motivation. Students have a profound feeling of ownership and pride in their academic endeavors, along with a strong inclination to fulfill the standards established by their esteemed educators. Students with high levels of motivation are more likely to set goals, show persistence when faced with hurdles, and actively seek academic accomplishment.

2.3.7 Behavior and Discipline

When students and teachers get along well, classroom discipline and student conduct improve. When students have a strong connection with their teachers, they are more likely to internalize classroom rules, respect boundaries, and make responsible choices. Teachers who maintain

positive relationships can effectively address behavioral issues through constructive and supportive approaches rather than punitive measures Yang, [41].

2.3.8 Communication and Feedback

Positive teacher-student relationships foster open and effective communication. Students feel comfortable approaching their teachers with questions, concerns, or ideas. Teachers, in turn, provide timely and constructive feedback, guiding students' learning and growth. Teachers and students benefit from a more collaborative and supportive learning environment when they can effectively communicate with one another.

2.3.9 Mentorship and Role Modelling

Teacher-student relationships often extend beyond the classroom and provide opportunities for mentorship and role modeling. Teachers who develop positive relationships with their students can serve as mentors, offering guidance, advice, and support in various aspects of students' lives. Positive role models inspire students to develop positive values, attitudes, and behaviors Ruiz, [42].

2.3.10 Long-Term Impact

The establishment of positive teacher-student connections has the potential to have a long-term influence on the lives of pupils. Similarly, students who developed strong relationships with their instructors reported higher levels of academic performance, career satisfaction, and life satisfaction.

2.4 School Policies and Practices

School policies and practices are the guidelines, rules, and procedures that govern the functioning of a school community. They have a major influence on the school atmosphere and the lives of students, faculty, and staff Hsu, [43]. Here are some key aspects and considerations related to school policies and practices.

2.4.1 Code of Conduct

A code of conduct outlines the expected behaviors and standards of conduct for students and staff. It sets clear expectations regarding behavior, attendance, dress code, academic integrity, and respect for others. A well-defined code of conduct promotes a safe, inclusive, and respectful learning environment Alzahrani, [44].

2.4.2 Discipline and Behavior Management

School policies and practices address disciplinary measures and behavior management strategies. They provide a framework for addressing behavioral issues, including protocols for handling conflicts, bullying, and other misconduct. Effective discipline policies promote fairness, consistency, and a focus on restorative practices that encourage learning and growth Jenaro, [39].

2.4.3 Attendance and Punctuality

Policies related to attendance and punctuality establish expectations for students' regular and timely participation in classes. These policies may include procedures for reporting absences, handling tardiness, and addressing excessive absenteeism. Promoting regular attendance and punctuality supports academic progress and instills habits of responsibility and accountability Alzahrani, [44].

2.4.4 Academic Policies

Academic policies cover various aspects of the learning process, such as grading criteria, assessment methods, academic integrity, and promotion or retention guidelines. These policies ensure consistency, fairness, and transparency in evaluating students' progress and determining their educational pathways Ortan, [37].

2.4.5 Inclusion and Special Education

School policies should prioritize inclusion and support for students with special educational needs. They should outline procedures for identifying and addressing individual learning needs, providing appropriate accommodations and support services, and ensuring inclusive practices that promote equal access to education for all students.

2.4.6 Health and Safety

Policies and practices related to health and safety address matters such as emergency procedures, student health services, medication administration, and protocols for ensuring a safe physical environment. These policies prioritize the well-being of students and staff and create a secure learning environment Sökmen, [45].

2.4.7 Bullying and Harassment Prevention

Schools should have policies and practices in place to prevent and address bullying, harassment, and discrimination. These policies define unacceptable behaviors, outline reporting procedures, and establish protocols for investigating and resolving incidents. Schools should also promote awareness and provide education on these issues to foster a positive and respectful school climate Alzahrani, [44].

2.4.8 Parent and Community Involvement

Policies and procedures have to be designed in a manner that promotes and enables substantial engagement of parents and community members within the school community. The need to delineate avenues for parent-teacher contact, engagement in school governance, and involvement in school-related events should be emphasized. The establishment of collaborative efforts between educational institutions and the local community serves to enhance educational relationships and foster the achievement of students Jenaro, [39].

2.4.9 Technology Use and Digital Citizenship

Policies regarding technology use address the responsible and safe use of digital resources, internet access, and online communication. They educate students on digital citizenship, cyberbullying prevention, and privacy protection. The promotion of digital literacy skills is another goal of technology policy Hsu, [43].

2.4.10 Professional Development and Support

School policies and practices should prioritize professional development and support for teachers and staff. They should include opportunities for ongoing training, collaboration, and growth to enhance instructional practices, cultural competence, and overall professional effectiveness Ortan, [36].

Hence, the establishment and sustenance of a conducive school climate are essential in fostering the growth of students' personal development. Larsen, [46] suggested that teachers and school administrators need to strive to provide a scholastic milieu that embodies inclusivity, respectfulness, and safety. The attainment of this objective may be accomplished by the utilization of diverse methodologies, such as the facilitation of favorable associations between students and staff, the promotion of social-emotional learning, the establishment of a nurturing physical milieu, and the execution of efficacious educational approaches. Furthermore, the promotion of cultural competency, the implementation of restorative

practices, the establishment of a conducive physical environment, and the encouragement of student voice and involvement can also play their role Wester, [47].

3. Research Methodology

A descriptive quantitative research design was used. The research population for this study consisted of secondary school teachers from district Vehari. The sample comprised 354 teachers selected by simple random sampling technique. To collect data, a self-developed questionnaire was used. The questionnaire consisted of 30 close-ended questions designed on a five-point Likert scale. The population comprised secondary school teachers of the district Khanewal. The questionnaire was validated by a panel of Senior Professors of the Education department from USP Multan and BZU Multan. To ensure the reliability of the tool, a pilot study was conducted. For measuring internal consistency, Cronbach's alpha coefficient was estimated which was 0.81 overall. Both the descriptive and inferential statistical methods were utilized for analyses to results.

3.1 Findings

To analyze the data descriptive statistics i.e. mean, percentage, and standard deviation were used. To examine variations in teachers' opinions across different demographic variables, including gender, area/location, teaching experience, academic qualification, and professional qualification inferential analysis was applied.

Table 1(a): Perception of Teachers regarding the role of school climate in the personality development of students

Sr #	Statements	SA	A	N	DA	SDA	Mean	S.D
1	Significant Impact of School Climate	124 (35%)	193 (54.5%)	15 (4.2%)	5 (1.4%)	17 (4.8%)	4.27	0.73
2	A well-furnished purpose-built school building	130 (36.7%)	148 (41.8%)	37 (10.5%)	25 (7.1%)	14 (4%)	4.27	0.73
3	Important Role of Teachers	131 (37%)	142 (40.1%)	51 (14.4%)	21 (5.9%)	9 (2.5%)	4.10	0.94
4	Feeling safe and supported	112 (31.6%)	169 (47.7%)	51 (14.4%)	22 (6.2%)	0 (0%)	4.07	0.94
5	A negative school climate can have a harmful effect	92 (26.0%)	184 (52.0%)	47 (13.3%)	26 (7.3%)	5 (1.4%)	4.04	0.84
6	Encouraging positive interactions among students	126 (35.6%)	171 (48.3%)	47 (13.3%)	6 (1.7%)	4 (1.1%)	3.93	0.90
7	Exposed to diversity	63 (17.8%)	207 (58.5%)	49 (13.8%)	28 (7.9%)	6 (1.7%)	3.96	0.79
8	Valuing respect and inclusivity	68 (19.2%)	203 (57.3%)	60 (17%)	16 (4.5%)	7 (2%)	3.91	0.74
9	Develop social skills	87 (24.6%)	168 (47.5%)	46 (13.0%)	42 (11.9%)	11 (3.1%)	3.78	1.04
10	Self-reflection and personal growth	113 (31.9%)	162 (45.7%)	41 (11.6%)	30 (8.5%)	8 (2.25%)	4.04	0.88

Findings of Table 1(a) address the first objective of the study which is based on the perception of teachers regarding the role of school climate in the personality development of students. The majority of teachers agreed that school climate has a significant impact on the personality development of students. Moreover, teachers also agreed that teachers play an important role in shaping the school climate and personality development of students. In addition, proper infrastructure adds to the effectiveness of the school climate. The majority of teachers also opined that a negative school climate can hurt the personality development of students.

Table 1(b): Perception of Teachers regarding the Role of School Climate in the Personality Development of Students

1	Prioritize building positive relationships with their students	130 (36.7%)	166 (46.9%)	41 (11.6%)	12 (3.39%)	5 (1.4%)	4.20	0.80
2	Well-planned and practical charter of conduct	93 (26.3%)	166 (46.9%)	33 (9.3%)	36 (10.2%)	26 (7.3%)	3.74	1.16
3	Implementing open and unbiased discipline and administrative policies	61 (17.2%)	159 (44.9%)	90 (25.4%)	34 (9.6%)	10 (2.8%)	3.64	0.96
4	Developing resilience and adaptability	95 (26.8%)	190 (53.6%)	40 (11.3%)	16 (4.5%)	8 (2.25%)	4.01	0.83
5	Developing positive self-concepts and self-esteem.	80 (22.6%)	180 (50.8%)	50 (14.1%)	31 (8.8%)	13 (3.7%)	3.9	0.85
6	Developing empathy and understanding	107 (30.2%)	174 (49.2%)	36 (10.2%)	20 (5.6%)	17 (4.8%)	3.94	1.03
7	Values students' voice and choice positively	95 (26.8%)	169 (47.7%)	62 (17.5%)	22 (6.2%)	6 (1.7%)	3.91	0.91
8	Positive reinforcement to encourage positive behaviors	108 (30.5%)	180 (50.8%)	35 (9.9%)	22 (6.2%)	9 (2.5%)	4.04	0.88
9	Help students develop a sense of belonging and connection	125 (35.3%)	156 (44.1%)	52 (14.7%)	16 (4.5%)	5 (1.4%)	4.07	0.89
10	Develop critical thinking and problem-solving skills	121 (34.2%)	144 (40.7%)	60 (17%)	16 (4.5%)	13 (3.7%)	4.01	0.91

Findings of Table 1(b) also address the first objective of the study which is based on the perception of teachers regarding the role of school climate in the personality development of students. The majority of the teachers opined that school climate can help students develop resilience and adaptability by creating a supportive school climate. In addition, a positive school climate can help students develop a sense of belonging and connection; a positive school climate can use positive reinforcement to encourage positive behaviors. They agreed that school charter of conduct should be well planned and practical and schools should implement open and unbiased discipline and administrative policies.

Table 2: Factors that contribute to creating a positive school climate

Sr#	Statements	SA	A	N	DA	SDA	Mean	S.D
1	Respectful communication among all members of the school community	113 (31.9%)	155 (43.8%)	69 (19.5%)	10 (2.8%)	7 (2%)	4.01	0.83
2	Safe and supportive physical environment	91 (25.7%)	163 (46.0%)	63 (17.8%)	37 (10.5%)	0 (0%)	3.87	0.91
3	Clear and effective policies of the school.	116 (32.8%)	187 (52.8%)	25 (7.1%)	15 (4.2%)	11 (3.1%)	4.07	0.91
4	Involving students in extra-curricular activities	107 (30.2%)	153 (43.2%)	57 (16.1%)	22 (6.2%)	15 (4.2%)	3.88	1.04
5	Valuing and supporting mental health and well-being	107 (30.2%)	155 (43.8%)	62 (17.5%)	25 (7.1%)	5 (1.4%)	3.94	0.94
6	Differentiate instruction to meet the diverse needs	114 (32.2%)	152 (42.9%)	57 (16.1%)	20 (5.6%)	11 (3.1%)	3.95	0.99
7	Valuing growth of mindset and continuous learning	126 (35.6%)	117 (33%)	66 (18.6%)	36 (10.2%)	9 (2.5%)	3.91	1.03
8	Modeling positive behavior and attitudes	105 (29.7%)	167 (47.2%)	50 (14.1%)	21 (5.9%)	11 (3.1%)	3.94	0.97
9	Valuing student creativity and innovation	80 (22.6%)	179 (50.6%)	58 (16.4%)	21 (5.9%)	16 (4.5%)	3.80	0.99
10	Encouraging positive relationships among students	129 (36.4%)	163 (46.0%)	40 (11.3%)	10 (2.8%)	12 (2.5%)	4.12	0.85

The findings of Table 2 are related to the second objective: To identify the factors that contribute to creating a positive school climate and their impact on the personality development of students at the secondary level. It is shown that the majority of teachers agreed that respectful communication among all members of the school community, a safe and supportive physical environment, clear effective policies of the school, involving students in extra-curricular activities, valuing student creativity and innovation, encouraging positive relationships among students are important factors for creating congenial school climate.

3.2 Findings Based on Inferential Statistics

There is an insignificant difference in opinions between males and females as $p = .064$ and $p > .05$. There is a significant difference in opinions between respondents from urban and rural areas as $p = 0.03$ and $p < .05$. There is an insignificant difference in opinions of respondents based on professional qualifications. The calculated significance value $p = .121$ and $p > .05$. There is a statistically insignificant difference in opinions among respondents with different levels of teaching experience $p = .103$ and $p > .05$. There is a statistically insignificant difference in opinions of respondents based on academic qualifications as $p = .140$ and $p > .05$.

4. Discussion

The study aimed to investigate the perception of teachers regarding the role of school climate in the personality development of students at the secondary level. The findings from the research provide valuable insights into the significance of fostering a supportive and encouraging environment to promote healthy personality development. The presence of a congenial school atmosphere is instrumental in promoting students' willingness to get engaged in learning activities. These findings correlate with the findings of Stronge & Xu, [10] Forsberg, [48] and Rettew, [22]. Further, the study highlighted that positive teacher-student connections have the potential to have a long-term influence on the lives of pupils. In this connection, Jenaro, [39] also opined that student who developed strong relationships with their instructors reported higher levels of academic performance, career satisfaction, and life satisfaction. It was also found that encouraging positive interactions among students was deemed crucial for promoting a positive school climate and enhancing personality development which is also aligned with the findings of Barksdale, [9]. Similarly, Yusof, [49] acknowledged that there is an appositive influence of teachers on the school climate and personality development of students.

The study also explored the factors that contribute to creating a positive school climate and their impact on the personality development of students at the secondary level. The importance of students feeling safe and supported in their school environment was evident from the findings of the study which is also confirmed by the findings of Asvio, [6] who claimed that establishment of an emotional foundation is vital for students' personality development. In the same connection, Zysberg & Schwabsky, [15] emphasized the need for schools to prioritize the emotional well-being of students to foster positive personality traits. Further, it was found that a healthy school climate promotes healthy peer interactions which can help students develop resilience, self-confidence, and a sense of identity. This result is in alignment with the research study of Alzahrani, [44] and Ruiz, [42]. Moreover, findings related to fostering an environment that promotes respectful and inclusive communication among all members of the school community were identified as an essential factor in creating a positive school climate by Hardiansyah, [12]. The results of the study emphasized the importance of a school environment that values and supports mental health and well-being, recognizing its positive impact on personality development which is in alignment with the findings of Ruus, [50]. Furthermore, the study explored that school policies and practices should be clear, open, and practical as suggested by Paul, [51].

5. Conclusion

The study unveiled a robust correlation between school climate and personality development. Students who experience safety, support, and inclusion in their school environment tend to develop positive self-concepts, self-esteem, resilience, and empathy. These findings highlight the intrinsic link between school climate and personality development, emphasizing the need to cultivate an environment that enables students to excel academically and personally. Teachers play a vital role in shaping the school environment and influencing students' growth and development. Supportive physical environments and positive teacher-student relationships are key to fostering a positive school climate. Furthermore, the study proposed that students who feel safe and supported in their school environment are more likely to develop positive personality traits. The study also identified various factors associated with a positive school climate that contribute to personality development, including encouraging positive interactions among students, promoting respect and inclusivity, valuing mental well-being, and embracing diversity.

6. Recommendations

Recommendations for future researchers are listed below:

1. Expand Sample Size and Diversity: Increasing the sample size beyond the current scope to include a broader range of educational settings and regions.
2. Utilize Advanced Analytical Techniques: Employing advanced analysis techniques, such as structural equation modeling or longitudinal studies may offer a deeper understanding of the complex relationship between school climate and personality development.
3. Explore Student Perspectives: While this research focuses on teachers' viewpoints, future research may benefit from incorporating students' perspectives on school climate and its influence on their personality development.

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