

Comparative Evaluation of School Climate in Selected University in China Towards School Improvement Plan

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Abstract: Utilizing descriptive comparative design and conducted in Hunan Shaoyang University, this study intends to determine the difference of school climate in terms of safety, teaching and learning, institutional environment, and interpersonal relations as assessed by the teachers and students. Based on the analysis of the data collected, the researcher came up with the conclusions and gives certain recommendations on the improvement plan of Shaoyang University.

Keywords: Comparative Evaluation; School Climate; Improvement Plan

Introduction

A conducive school climate affects the performance of members of the school organization. School climates consist of a constellation of organizational features that shape teachers' and students' experiences. Among other factors, empirical evidence has confirmed that school climate is powerful in affecting students' academic achievement and teacher's willingness to stay in school. However, the extent to which both of student and teacher's perceptions of school climate influence student achievement and teacher's satisfaction is less clear. Very few studies, specifically in China have investigated both groups' perceptions of school climate. Seeking to fill these gaps, the current research examined the level of satisfaction of teachers and students on school climate. This study intends to determine the difference of school climate in terms of safety, teaching and learning, institutional environment, and interpersonal relations as assessed by the teachers and students. The study is descriptive comparative design and was conducted in Hunan Shaoyang University. The researcher used random sampling at 95% confidence level using the 5% margin of error with the aid of Qualtrics calculator for Sample Size. The researcher requested the participation of 331 students from the total of 2348 and 73 out of 90 teachers.

The instruments used in the study is the researcher-made instrument on the school climate in terms of safety, teaching and learning, institutional environment and interpersonal relations. The research tool is divided to 4 areas. The first part is the safety; the next area is on teaching and learning; third area on institutional environment and the last is on interaction relation with 8 items each. There is a total of 32 items for this tool. Also, the survey questionnaire is a product of a thorough reading of related literature and studies of the researcher. After the construction, the questionnaires were validated by two academic experts and the index of reliability using Cronbach Alpha was tested ^[1]. The reliability result of the instrument is 0.877. This is interpreted that the researcher - made instrument for School Climate is good.

Below are the results of assessment of teacher respondents in the school climate:

Table 1 Teacher Respondents' Assessment on their Level of Satisfaction of School Climate

School Climate Indicators	Mean	Qualitative Description	Interpretation
Safety	3.37	Agree	Moderately Satisfied
Teaching and Learning	3.10	Agree	Moderately Satisfied
Institutional Environment	3.15	Agree	Moderately Satisfied
Interpersonal Relations	2.74	Agree	Moderately Satisfied
Over-all Mean	3.09	Agree	Moderately Satisfied

Legend: 3.51-4.50 Strongly Agree/Highly Satisfied; 2.51-3.50 Agree/Moderately Satisfied; 1.51-2.50 Disagree/Slightly Satisfied; 1.00-1.50 Strongly Disagree/Not Satisfied

The result indicates that teacher respondents are moderately satisfied of school climate in terms of safety, teaching and learning, institutional environment, and interpersonal relations. However, it is noticeable that interpersonal relations gained the lowest assessment from the teacher respondents which could mean that the connections between the students, teachers, and the parents as well are less felt by the teacher respondents. Generally, the result reveals that teachers are moderately satisfied of the school climate as reflected in the over-all mean value of 2.74.

Table 2 presents the assessment of student respondents on their level of satisfaction of the school climate.

Table 2 Student Respondents' Assessment on their Level of Satisfaction of School Climate

School Climate Indicators	Mean	Qualitative Description	Interpretation
Safety	3.18	Agree	Moderately Satisfied
Teaching and Learning	2.71	Agree	Moderately Satisfied
Institutional Environment	2.74	Agree	Moderately Satisfied
Interpersonal Relations	2.99	Agree	Moderately Satisfied
Over-all Mean	2.90	Agree	Moderately Satisfied

Legend: 3.51-4.50 Strongly Agree/Highly Satisfied; 2.51-3.50 Agree/Moderately Satisfied; 1.51-2.50 Disagree/Slightly Satisfied; 1.00-1.50 Strongly Disagree/Not Satisfied

Based on from the results, student respondents are moderately satisfied with the school climate in terms of safety, teaching and learning, institutional environment, and interpersonal relations. The result further shows that among the four indicators of school climate, it can be said that student respondents are more satisfied in terms of safety while teaching and learning was found to be the least. Generally, the result reveals that student respondents are moderately satisfied with the school climate.

Table 3 presents the differences between the teacher and student respondents' level of satisfaction of the school climate.

Table 3 Differences Between the Teacher and Student Respondents' Level of Satisfaction of the School Climate

Indicators	Group	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
Safety	Teachers	3.37	0.20	8.17	0.00	Rejected	Significant
	Students	3.18	0.17				
Teaching and Learning	Teachers	3.10	0.17	16.73	0.00	Rejected	Significant
	Students	2.71	0.19				
Institutional Environment	Teachers	3.15	0.21	16.62	0.00	Rejected	Significant
	Students	2.74	0.18				
Interpersonal Relations	Teachers	2.74	0.18	-11.46	0.00	Rejected	Significant
	Students	2.99	0.17				
Over-all	Teachers	3.09	0.11	15.61	0.00	Rejected	Significant
	Students	2.90	0.09				

Generally, respondents have obtained an over-all computed t-value of 15.61 with a significance value of 0.00. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant difference between the assessment of student and teacher respondents as regards their level of satisfaction of the school climate. The result reveals that teachers and students have shown different level of satisfaction of school climate. This further reveal that teacher respondents are more satisfied with the school climate than the student respondents.

According to the findings above, this research came up with the following conclusions. (1) Teachers seems to be less satisfied in the teaching and learning processes particularly in the school library services, and the use of school resources and school equipment. (2) Accessibility and maintaining of some school facilities also do not seem to be felt much by the teachers as well as by the students. (3) Teachers may not feel much of their connection to their stakeholders the reason why they showed the lowest satisfaction level in interpersonal relations. (4) Students seems to be less aware of the feedbacking system, different learning activities offered by the school, the course content and grading system, and the school equipment available for their use. (5) While teachers seem to be least satisfied with the interpersonal relations, and students on teaching and learning, both of them have shown the highest level of satisfaction on safety. (6) Teachers have relatively the same level of satisfaction of the school climate regardless of their age, sex, educational attainment, and years of teaching experience. (7) Satisfaction level of students as regards the school climate do not differ regardless of their sex and the department they belong. (8) Teachers are more satisfied of school climate than the students in terms of safety, teaching and learning, and institutional environment, whereas students are more satisfied in terms of interpersonal relations. But generally, teachers' level of satisfaction is still a little bit higher as compared to that of students.

Based on the findings of the study, the proposed Hunan Shaoyang University Improvement Plan serves as a blueprint that will enumerate specific interventions that will address the concerns on safety, teaching and learning, institutional environment and interpersonal relations among the stakeholders most specifically the teachers and students^[2].

References

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Resume: Fei Shijun, 1972 -, born in Dongkou County, Hunan Province, China, an associate professor working in Shaoyang University and a doctor of education at Adamson University in the Philippines.