Impact of School Climate on Teachers' Workplace Organizational Deviant Behavior at High and Higher Secondary School Level

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Abstract: *This study aimed to investigate the impact of school climate on teachers' workplace organizational deviant behavior. The main objectives of the study were to analyze the impact of principal behavior, teachers' behavior towards their colleagues, school safety and school resources on teachers' workplace organizational deviant behavior. The study was descriptive in nature. The population of this study consisted of all the teachers of government high and higher secondary boys' schools of district Nowshera, Peshawar and Mardan. Using simple random sampling technique, 367 teachers were selected as a sample size from both urban and rural areas of the three sampled districts. Self-designed structured questionnaires were used to collect data from teachers about school climate and organizational deviant behavior of teachers. Confirmatory factor analysis technique was used and all the 5 variables were correlated with one another. Using structural equation model by AMOs, 4 null hypotheses were tested and all the null hypotheses were rejected. Data analysis revealed that school climate had significant impact on teachers' workplace organizational deviant behavior. In general, it was concluded that those schools where school climate was positive and improved, there teachers' behavior was less deviant. On contrary, teachers' behavior was more deviant in those schools where climate of the school was adverse and negative. Moreover, climate of urban schools was improved as compared to climates of rural schools and teachers' behavior was less deviant in urban schools as compared to teachers' behavior in rural schools. Less experienced teachers were less deviant as compared to more experienced teachers. It was recommended that school climate should be improved which would minimize organizational deviance of teachers.*

Introduction

According to Hoy and Miskel (2015), school climate denotes all the aspects of internal environment of the school that affect all individuals' behavior in the school and differentiates one school from another. School climate is a multidimensional and comprehensive term having different areas such as educational activities, staff relations, school environment and safety. (Wang and Degol 2016).

The National School Climate Center identifies four important aspects of school climate i.e., environment of the institution, relationship of organization members, safety measures and teaching and learning, process (Cohen, 2013). According to Cohen et al., (2009) school climate is the quality and character of school. Different experiences like setting goals, teaching and learning activities and relationship among school members provide base to school climate.

School Climate and its Importance

Teachers and students' willingness to be involved in such activities in the school which improve its performance, their feelings, their commitment to contribute and relationships of school members are significantly affected by school climate. Those schools where the characteristics of honesty, fairness, justice, respect, personal dignity and safety are reflected are considered effective schools due to its positive and favorable climate. If the characteristics of respect, fairness and honesty etc. are not found in school climate, then lack of equality, integration, discipline, unity, cooperation, effective relationship among staff and sustainability becomes destiny of that school (Dorina Rapti, 2012).

School Climate Versus School Culture

Both the terms are often used interchangeably with each other but school climate is the teachers', students' and staff individual feelings and experiences about the school while school culture denotes values and beliefs of the school shared across individuals along with social and physical long-term environment of the school. Climate is based on perception as well as culture is based on shared beliefs and values. (Kane et al 2016).

Deviant Behavior

Sometimes the behaviors of employees do not conform to the rules, principles and norms of the organization which are called "workplace deviant behaviors." When the rules are not followed by the employees intentionally, it has negative effect on the organization and its members (Ali Unal,2012). When social norms/principles of an institution are violated by its employees is known as deviance. Neglecting ethical principles is also called deviant behavior (Appelbaum et al,2005).

Deviant Behavior of Teachers

According to Spector & Fox (2002), deviant behavior is the act performed by teachers that damages an educational institution, its employees or both, directly or indirectly This action harms or is expected to create harm in an educational institution and its staff. Hostile behavior, deceit, robbery, hostility, unfairness, corruption, sabotage, dishonesty and whistle-blowing are included in deviant behavior. Bennett and Robinson (1995:556) state that deviant behavior is produced by the deliberate behavior of teachers when they violate important influential principles and, weaken the welfare of the school, its individuals, or both.

Types of Deviant Behavior

Robinson and Bennett have identified two dimensions of workplace deviance: minor verses serious violations and interpersonal versus organizational ones. Four groups of deviant behavior appeared as a result of these dimensions which is called 4Ps of workplace deviance.
(1) production deviance(minor-organizational).
(2) Property deviance (serious-organizational).
(3) political deviance (minor-interpersonal).
(4) personal aggression (serious-interpersonal) (Unal, 2012).

Relationship of School Climate and Deviant Behavior of Teachers

School climate and teachers' behavior are highly correlated as in positive school climate; teachers show high level of satisfaction and morale and their behavior is not or less deviant (Cohen and Geier, 2010). Deviant teachers badly affect the school climate as well as the schools cannot function smoothly. As deviant workplace behavior of teachers has negative effect on school and its students, therefore, an attempt has been made in this study to investigate the impact of school climate on teachers' workplace deviant behavior.

Rationale of the study

Effective functioning of schools is difficult due to involvement of teachers in deviant activities in schools which have made educational researchers interested to conduct studies in that area as studies in this area are scarce. (Khan, 2017). Rahman (2008:233) presenting harmful implications of teachers' deviance has observed that most of the students drop out from school every year due to deviance of teachers. According to him, research studies on deviant behavior of teachers, particularly in Asian states, are rare. Muhajir (2017) recommends that perceptions of teachers and parents about school climate should be measured that will provide more valuable information about factors affecting effectiveness of school climate. In Pakistan, Sarwar et al. conducted a study on workplace deviance in schools in (2010) which is the only accessible research in the area. As a teacher it is my personal experience that teachers exhibit different behaviors (positive and negative) in different schools due to different school climates. Therefore, an empirical study was required to be conducted to explore this phenomenon objectively and comprehensively.

Objectives of the Study

The main objectives of this study are as below:
a) To examine the impact of principal behavior on teachers' workplace organizational deviant behavior.
b) To investigate the impact of teachers' behavior towards their colleagues on teachers' workplace organizational deviant behavior
c) To explain the impact of school safety on teachers' workplace organizational deviant behavior
d) To investigate the impact of school resources on teachers' workplace organizational deviant behavior.

Hypotheses of the Study

The null hypotheses of the study are as under:

H_{01}: There is no significant impact of principal behavior on teachers' workplace organizational deviant behavior

Ho2: There is no significant impact of teachers' behavior towards their colleagues on teachers' workplace organizational deviant behavior

Ho3: There is no significant impact of school safety on teachers' workplace organizational deviant behavior

Ho4: There is no significant impact of school resources on teachers' workplace organizational deviant behavior

Theoretical Framework of School Climate

Different theories have been developed which provide base to school climate. The most relevant and important theories related to this study are explained and analyzed as below:

Organizational Support Theory

Appreciating the contributions of staff, giving attention to employees' welfare and considering their happiness is the level of employees' perceptions about support called perceived organizational support. The goals of the organization may be achieved because these perceptions deeply influence the staff. As a result, employees show extraordinary performance and commitment. When members of an organization are given respect and their contributions are accepted, it produces volunteer behaviors and effective performance in the staff. Reciprocally, the personnel strive their best to contribute to the organization and help the organization to achieve its established objectives by displaying high performance. When School, as an educational institute, provides support to teachers, it helps teachers to recognize their duties and responsibilities and they fulfill these duties with zeal and enthusiasm.

Theoretical Framework of Deviant Behavior of Teachers

Different theories have been developed which explain deviant behavior of employees in an

organization. The most relevant and related theories to this study have been analyzed as below:

Social Exchange Theory

Crede et al (2007:533) stated that teachers in the government schools will respond harmfully or positively towards actions as teachers will respond negatively towards biased behavior from principals and fair behavior of schools' head will be appreciated. Social exchange theory clarifies that an uncooperative or opposed school climate will be responded with deviant behavior. Furthermore, this theory described those teachers, who feel that they are treated unfavorably by their organizations are likely to sense disappointed, upset and dissatisfied. Clinard and Meier (2008:171) have divided the social exchange theory into four sub theories of social deviance. Social exchange theory advocates that when teachers feel they have been treated unfairly and inappropriately are more inclined to avoid and resist school rules and norms and display counterproductive behavior and actions to reestablish equilibrium in their social exchanges.

Conceptual Framework

The basic variables involved in this study are school's climate and deviant behavior. Impact of school climate as an independent variable will be measured on the deviant behavior which is dependent variable.

Methodology

Research Design

Quantitative research design had been used to investigate and explore the problem. According to Creswell (2014), the prime objective of quantitative research design is to investigate a social problem by collecting numerical data and analyzing collected data by relevant statistical methods and tests.

Sampling

According to Johnson & Christensen (2014), sampling is the procedure of taking a sample from population. The researcher draws a sample to study the specific features of a subgroup (known as sample) carefully chosen from a larger group (known as population) to comprehend the specific characteristics of the larger group. The approach/nature used for sampling was random/probability. So, 367 teachers were selected as a sample from the population for this study.

Sampling Technique

For selection of the sample (teachers), simple random sampling technique has been used as complete list of the population is available and results can be generalized. When every member of the population has an equal chance of selection, that sampling procedure is known as simple random sampling (Farooq, 2001). When the research is quantitative, random sampling is the most suitable type of sampling because the sample will be representative (Creswell, 2012). Using simple random sampling technique, the researcher selected a sample of 33 schools from Nowshera (18 schools from urban area and 15 schools from rural area), 40 schools from Peshawar (33 schools from urban area and 7 schools from rural area) and 36 schools from district Mardan (31 schools from urban area and 5 schools from rural area). And then total (99) teachers from district Nowshera i.e., from each school three (3) teachers, have been randomly selected as a sample. Furthermore, total (160) teachers from district Peshawar i.e., from each school four (4) teachers, have been selected randomly as a sample. Lastly, total (108) teachers from district Mardan i.e., from each school three (3) teachers, have been randomly selected as a sample. So, total number of sampled teachers from the selected three districts were (367).

Research Instrument

Questionnaire is mostly used to obtain information, measure attitudes or opinions

(Colton; and Covert, 2007). Therefore, two questionnaires (one for measuring school climate and the other for teachers' deviant behavior measurement) have been be used for data collection because attitudes and opinions of teachers have been measured in this study.

Structural equation model and confirmatory factor analysis were applied to test the hypotheses, find relationship among variables and analyze the data as these statistical tools have been used for finding impact by different researchers.

Data Analysis Technique

The collected data was organized, tabulated and compiled for interpretation and analysis. Data was analyzed by using AMOS version (2021)

Hypothesis Testing

Ho1: There is no significant impact of principal behavior on teachers' workplace organizational deviant behavior.

Table 1.

			Estimate	S.E.	C.R.	P	Result
Organizational	<---	Principal	-0.417	0.067	-6.245	***	Rejected

Estimate (β) = -0.417, SE =0.067   and P < 0.05)

Table 1 indicates that Principal behavior is negatively associated with teachers' workplace organizational deviant behavior (Estimate (β) = -0.417, SE =0.067 and P < 0.05). Therefore, null

hypothesis is rejected and accepting alternate hypothesis it is stated that principal behavior has significant impact on teachers' workplace organizational deviant behavior.

Table 2.

Explanation of Beta Negative Value		
Factors	**Principal Behavior**	**Teachers' organizational deviant Behavior**
Group 1 (Likert scale)	Agree Side	Disagree side
Group 2 (Likert scale)	Disagree side	Agree Side

From table 2 the negative beta value indicates that there are different groups available in data who have different opinions. When group No.1 was on agree side of principal behavior, then that

group was on disagree side of organizational deviant behavior of teachers, similarly if group No. 2 was on disagree side of principal behavior, then it was on agree side of organizational deviant behavior of teachers (opposite opinions).

Overall Comparison of Opinions of Urban and Rural Side Teachers
Table 3.

Factors		Principal behavior	Organizational teachers' deviant behavior
Respondent	Urban	More on Agree Side	More on Disagree side
	Rural	More on Disagree side	More on Agree Side

Table 3 depicts the overall explanation of the above table values. Teachers from urban area

schools were on Agree side of the principal behavior and disagree side of organizational deviant behavior, (negative trend of opinion),

similarly rural side teachers were on disagree side of the principal behavior and on agree side of the organizational deviant behavior. According to the questionnaire agree side means principal behavior is cooperative, disagree side means principal behavior is not cooperative, whereas agree side on organizational deviant behavior means high level of deviant behavior and disagree side means low level of deviant behavior. From the discussion of all table values, it has been found that rural side teachers have high level of deviant behavior as compared to the urban side teachers

Overall Comparison of Opinions of Teachers based on Experienced
Table 4.

Factors		Principal behavior	Organizational behavior
Respondent	Less than 5 years.	More on Agree Side	More on Disagree side
	5 – 10	More on Agree Side	More on Disagree side
	10 -15	More on Agree Side	More on Disagree side
	15 – 20	More on Agree Side	More on Disagree side
	More than 20 years	More on Disagree side	More on Agree Side

Table 4 depicts the overall explanation of the above tables' values. Respondents from the level less than 5 years ,5 – 10, 10-15, 15 -20 are on agree side of the principal behavior and disagree on the organizational deviant behavior, (negative trend of opinion), similarly the level more than 20 years are on disagree side of the principal behavior and on agree side of the organizational deviant behavior. According to the questionnaire agree side means Principal behavior is cooperative, disagree side means Principal behavior is not cooperative, whereas agree side in organizational deviant behavior means high level of deviant behavior and disagree side means low deviant behavior. From the discussion of all table values, it has been found that teachers having more than 20 years' experience have high level of organizational deviant behavior as compared to the other level teachers.

Hypothesis Testing
H02: There is no significant impact of teachers' behavior towards their colleagues on teachers' workplace organizational deviant behavior.

Table 5.

			Estimate	S.E.	C.R.	P	result
Organizational	<---	Teacher	–0.198	0.059	–3.326	***	**Rejected**

Estimate (β) = –0.198, SE =0.059   and P < 0.05

Table 5 indicates that teachers' behavior towards their colleagues is negatively associated with teachers' workplace organizational deviant behavior (Estimate (β) = –0.198, SE =0.059 and P < 0.05). Therefore, null hypothesis is rejected and accepting alternate hypothesis it is stated that teachers' behavior towards their colleagues has significant impact on teachers' workplace organizational deviant behavior.

Table 6.

Explanation of Beta Negative Value		
Factors	Teachers Behavior towards their colleagues	Teachers' organizational deviant Behavior

Group 1 (Likert scale)	Agree Side	Disagree side
Group 2 (Likert scale)	Disagree side	Agree Side

From table 6, the negative beta value indicates that there are different groups available in data who have different opinions. When group no.1 was on agree side of teachers' behavior towards their colleagues, then that group was on disagree side of organizational deviant behavior of teachers, similarly if group No. 2 was on disagree side of teachers' behavior towards their colleagues, then it was on agree side of organizational deviant behavior of teachers (opposite opinions).

Overall Comparison of Opinions of Urban and Rural Side Teachers

Table 7

Factors		Teachers' behavior towards their colleagues	Organizational teachers' deviant behavior
Respondent	Urban	More on Agree Side	More on Disagree side
	Rural	More on Disagree side	More on Agree Side

Table 7 depicts the overall explanation of the above table values. Teachers from urban area schools were on agree side of the teachers' behavior towards their colleagues and disagree side of organizational teachers' deviant behavior, (negative trend of opinion), similarly rural side teachers were on disagree side of the teachers' behavior towards their colleagues and on agree side of the organizational deviant behavior. According to the questionnaire agree side means teachers' behavior towards their colleagues is cooperative, disagree side means teachers' behavior towards their colleagues is not cooperative, whereas agree side on organizational teachers' deviant behavior means high level of deviant behavior and disagree side means low level of deviant behavior.

From the discussion of all table values, it has been found that rural side teachers have high level of deviant behavior as compared to the urban side teachers.

Overall Comparison of Opinions of Teachers based on Experienced:

Table 8

Factors		Teachers' behavior towards their colleagues	Organizational teachers' deviant behavior
Respondent	Less than 5 years.	More on Agree Side	More on Disagree side
	5 − 10	More on Agree Side	More on Disagree side
	10 -15	More on Agree Side	More on Disagree side
	15 − 20	More on Agree Side	More on Disagree side
	More than 20 years	More on Disagree side	More on Agree Side

Table 8 depicts the overall explanation of the above tables' values. Respondents from the level less than 5 years ,5 − 10, 10-15, 15 -20 are on agree side of the Teachers' behavior towards their colleagues and disagree on the organizational teachers' deviant behavior, (negative trend of opinion), similarly the level more than 20 years are on disagree side of the Teachers' behavior towards their colleagues and

on agree side of the organizational teachers' deviant behavior. According to the questionnaire agree side means Teachers' behavior towards their colleagues is cooperative, disagree side means Teachers' behavior towards their colleagues is not cooperative, whereas agree side in organizational teachers' deviant behavior means high level of deviant behavior and disagree side means low deviant behavior. From the discussion of all table values, it has been found that teachers having more than 20 years' experience have high level of organizational deviant behavior as compared to the other level teachers.

Hypothesis Testing

H03: There is no significant impact of school safety on teachers' workplace organizational deviant behavior.

Table 9

			Estimate	S.E.	C.R.	P	Result
Organizational	<---	Safety	-0.099	0.047	-2.103	0.035	Rejected

Estimate (β) = –0.099, SE = 0.047   and P < 0.05

Table 4.10 indicates that school safety is negatively associated with teachers' workplace organizational deviant behavior (Estimate (β) = –0.099, SE =0.047 and P < 0.05).

Therefore, null hypothesis is rejected and accepting alternate hypothesis it is stated that school safety has significant impact on teachers' workplace organizational deviant behavior.

Table 10

Explanation of Beta Negative Value		
Factors	School safety	Teachers' organizational deviant Behavior
Group 1 (Likert scale)	Agree Side	Disagree side
Group 2 (Likert scale)	Disagree side	Agree Side

Table 4.11 showing negative beta value indicates that there are different groups available in data who have different opinions. When group no.1 was on agree side of school safety, then that group was   on disagree side of organizational deviant behavior of teachers, similarly if group no. 2 was on disagree side of school safety, then it was on agree side of organizational deviant behavior of teachers (opposite opinions).

Overall Comparison of Opinions of Urban and Rural Side Teachers

Table 11

Factors		School safety	Organizational teachers' deviant behavior
Respondent	Urban	More on Agree Side	More on Disagree side
	Rural	More on Disagree side	More on Agree Side

Table 11 depicts the overall explanation of the above table values. Teachers from urban area schools were on agree side of the school safety and disagree side of organizational teachers' deviant behavior, (negative trend of opinion), similarly rural side teachers were on disagree side of the school safety and on agree side of the organizational deviant behavior. According to the

questionnaire agree side means school safety measures have been adopted in the school, disagree side means school safety measures have not been adopted in the school, whereas agree side on organizational teachers' deviant behavior means high level of deviant behavior and disagree side means low level of deviant behavior. From the discussion of all table values, it has been found that rural side teachers have high level of deviant behavior as compared to the urban side teachers.

Overall Comparison of Opinions of Teachers based on Experienced:

Table 12

Factors		School safety	Organizational teachers' deviant behavior
Respondent	Less than 5 years.	More on Agree Side	More on Disagree side
	5 – 10	More on Agree Side	More on Disagree side
	10 -15	More on Agree Side	More on Disagree side
	15 – 20	More on Agree Side	More on Disagree side
	More than 20 years	More on Disagree side	More on Agree Side

Table 12 depicts the overall explanation of the above tables' values. Respondents from the level less than 5 years ,5 – 10, 10-15, 15 -20 are on agree side of the school safety and disagree on the organizational teachers' deviant behavior, (negative trend of opinion), similarly the level more than 20 years are on disagree side of the school safety and on agree side of the organizational teachers' deviant behavior. According to the questionnaire agree side means school safety measures have been adopted in the school, disagree side means school safety measures have not been adopted in the school, whereas agree side in organizational teachers' deviant behavior means high level of deviant behavior and disagree side means low deviant behavior. From the discussion of all table values, it has been found that teachers having more than 20 years' experience have high level of organizational deviant behavior as compared to the other level teachers.

Hypothesis Testing:

Ho$_4$: There is no significant impact of school resources/physical aspect of school climate on teachers' workplace organizational deviant behavior.

Table 13

			Estimate	S.E.	C.R.	P	Result
Organizational	<---	Physical	−0.145	0.057	−2.526	0.012	Rejected

Estimate (β) = −0.145, SE = 0.057 and P < 0.05
Table 13 indicates that school resources/ physical aspect of school climate is negatively associated with teachers' workplace organizational deviant behavior (Estimate (β) = −0.145, S.E. =0.057 and P < 0.05). Therefore, null hypothesis is rejected and accepting alternate hypothesis it is stated that school resources/ physical aspect of school climate has significant impact on teachers' workplace organizational deviant behavior.

Table 14

Explanation of Beta Negative Value		
Factors	School resources/ physical aspect of school climate	Teachers' organizational deviant Behavior
Group 1 (Likert scale)	Agree Side	Disagree side
Group 2 (Likert scale)	Disagree side	Agree Side

Table 14 showing the negative beta value indicates that there are different groups available in data who have different opinions. When group no.1 was on agree side of school resources/ physical aspect of school climate, then that group was on disagree side of organizational deviant behavior of teachers, similarly if group no. 2 was on disagree side of school resources/ physical aspect of school climate, then it was on agree side of organizational deviant behavior of teachers (opposite opinions).

Overall comparison of opinions of Urban and Rural side teachers:

Table 15

Factors		School resources/ physical aspect of school climate.	Organizational teachers' deviant behavior
Respondent	Urban	More on Agree Side	More on Disagree side
	Rural	More on Disagree side	More on Agree Side

Table 15 depicts the overall explanation of the above table values. Teachers from urban area schools were on agree side of the school resources/ physical aspect of school climate. and disagree side of organizational teachers' deviant behavior, (negative trend of opinion), similarly rural side teachers were on disagree side of the school resources/ physical aspect of school climate. and on agree side of the organizational deviant behavior. According to the questionnaire agree side means school resources/ physical aspect of school climate measures have been adopted in the school and physical climate of school is improved, disagree side means school resources/ physical aspect of school climate measures have not been adopted in the school and physical climate of school is not improved, whereas agree side on organizational teachers' deviant behavior means high level of deviant behavior and disagree side means low level of deviant behavior. From the discussion of all table values, it has been found that rural side teachers have high level of deviant behavior as compared to the urban side teachers.

Overall Comparison of Opinions of Teachers based on Experienced:

Table 16

Factors		Physical aspect of school climate	Organizational teachers' deviant behavior
Respondent	Less than 5 years.	More on Agree Side	More on Disagree side
	5 – 10	More on Agree Side	More on Disagree side
	10 -15	More on Agree Side	More on Disagree side
	15 – 20	More on Agree Side	More on Disagree side
	More than 20 years	More on Disagree side	More on Agree Side

Table 16 depicts the overall explanation of the above tables' values. Respondents from the level less than 5 years ,5-10, 10-15, 15 -20 are on agree side of the physical aspect of school climate and disagree on the organizational teachers' deviant behavior, (negative trend of opinion), similarly the level more than 20 years are on disagree side of the physical aspect of school climate and on agree side of the organizational teachers' deviant behavior. According to the questionnaire agree side means physical aspect of school climate is improved and effective in the school, disagree side means physical aspect of school climate is not improved and effective in the school, whereas agree side in organizational teachers' deviant behavior means high level of deviant behavior and disagree side means low deviant behavior. From the discussion of all table values, it has been found that teachers having more than 20 years' experience have high level of organizational deviant behavior as compared to the other level teachers.

Conclusions

This study was conducted to find the impact of school climate on teachers' workplace organizational deviant behavior at government high and higher secondary schools (male). Quantitative research design has been used to investigate the impact. The nature of this study was descriptive. Data was collected through survey questionnaire from teachers. The sample of this study was 368 teachers from public sector schools. Data was analyzed and the conclusions drawn are as under:

1. In general, it was explored that there was significant impact of school climate on teachers' workplace organizational deviant behavior at government high and higher secondary schools. School climate consists of many components but four (4) most important elements viz principal behavior, teachers' behavior towards their colleagues, school safety and physical aspect of school climate were selected as independent variables. Organizational deviance of teachers was dependent variable of this study. As a result, it is concluded that all four elements of school climate had significant impact on organizational deviance of teachers in public sector schools.

2. The analysis indicates that principal behavior towards teachers significantly influenced organizational deviant behavior of teachers in school environment. Teachers' organizational deviance was to the minimum level when they found principal behavior as cooperative, supportive, helpful and friendly while, on contrary, high organizational deviance was observed among teachers where behavior of principal was rude, strict, offensive, autocratic and unfriendly.

3. In those schools' environment, where teachers' behavior towards other teachers was polite, cooperative and supportive, the teachers were satisfied, performing their tasks wholeheartedly, cooperating with one another, following school rules and principals' orders. Lake of cooperation among teachers, their mutual disagreements, conflicts, and not solving one another issues led them to organizational deviance in forms of coming late, leaving early the school, damaging school property, neglecting principal's orders, longer breaks and putting little efforts in performing their duties.

4. Adopting positive measures of school safety in schools like availability of first-aid-kits, physical and emotional safe environment, permission of casual leaves for teachers in emergency situation, presence of well-trained security guard and safety from external threats provided open school climate to teachers which resulted proper use of school resources, putting more efforts in competing assigned tasks, observing school timing and rules and helping one another on the part of teachers. In contrast, poor safety steps by school administration negatively affected teachers' behavior and they used school resources for personal use, took additional breaks, worked slowly intentionally, assigned own work to other teachers for completion In a nutshell, it is concluded that where school climate was positive and conducive,

organizational deviance of teachers were at low level, on contrary, deviant behavior of teachers was at very high level where school climate was negative, adverse, damaging and harmful.

Implications

The theoretical and managerial implications of this study for the field of education are as under:

Theoretical Implications:

- It is assumed that positive school climates lead to minimum level of teachers' deviant behavior.
- Different aspects/ dimensions of school climate were interdependent and correlated. It is inferred that positive change and improvement in one aspect of school climate will have positive influence on other aspects of school climate.
- It is implied that if proper plans and strategies for school climate improvement are not implemented, the quality of school climate would decline from bad to worse.
- Organizational deviance can be reduced if principal verify school resources physically on regular basis.

Managerial Implications

- It is necessary for a principal to assess his school climate to identify current atmosphere of school before starting school climate improvement process.
- Principal can identify legitimate and deviant behavior of teachers which promote either positive or negative school climate. Then, practical steps can correct negative behaviors.

Recommendations:

The following practical and pragmatic suggestions and recommendations are made based on the results and conclusions of the study:

Recommendations related to Individuals

- School principal should be friendly, cooperative, supportive and helpful.
- Every teacher should follow rules and regulations of the school.
- If a teacher is found involved either in organizational deviance without any valid reason, he should be punished under the efficiency and discipline rules.
- Principal should utilize his energies and skills to develop and promote positive school climate to avoid deviance of teachers.
- Meetings, workshops and seminaries should be conducted in schools to create awareness among school members about the harmful and destructive effects of deviant behaviors on school staff, resources and performance.
- Principals should be given power to take disciplinary action against deviant teachers in the schools.
- Teachers should be assigned that tasks to be completed as described in their job description by elementary and secondary education department.
- Teachers' qualifications, abilities, job description, interest and consultation should be considered in assigning them subjects/periods of different classes.

Recommendations related to Organization

- Directorate of curriculum and teacher education (DCTE) and directorate of professional development (DPD) should provide trainings to school principals and teachers about how to improve school climate and how to maintain already improved school climate.
- Strategies of school climate improvement should be included in current educational policy.
- Meetings of teachers at schools' levels should be convened to discuss cases of deviant behaviors and devise strategies to avoid deviant behaviors in future.

- Parents teachers' council (PTC) should physically verify school stock/ resources/ equipment /furniture etc. with stock register to avoid theft and misuse of school property.
- Government should implement tenure policy in letter and spirit and every teacher should be transfixed after completion of his tenure.

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