A Correlational Study Examining the Relationship between Restorative Practices and School Climate in Secondary Schools of Kotdiji, Sindh, Pakistan

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Abstract

The school environment has a dynamic contribution to the growth and development of an individual. As for the success of a school, there is a need for an operational disciplinary system and a constructive climate. Every leader or staff member wants to run his school systematically with sound discipline while few leaders and staff members use a punishment approach. Recently, a modern technique to a subject known as restorative exercise has been introduced in numerous schools and colleges for the development of faculty and schools, culture and environment. This study is undertaken in selected secondary schools of Kotdiji, Sindh, Pakistan, that is aimed at defining the connection between restorative practices and school ambit from the perspective of the school staff members in the selected schools. This study also describes the application of restorative practices in schools and focuses on positive behaviour and intervention support among the staff. A quantitative correlational study is conducted for the determination of restorative practice and its relationship with school climate. Findings suggest that there is a positive relationship between restorative practices, faculty and the school environment.

Keywords: *Restorative Practices, School discipline, School Climate.*

1. Introduction

In this study restorative practices and school climate was studied and explored. Restorative practices mean the communication between the staff, students, and parents; with the community and responding to challenging behaviour. The strategies and methods that build a positive relationship in an organization to prevent the violation. In order to build a congenial environment for the pupils, the faculty members perform an active role. The behaviour of students has remained an important topic of discussion for the researchers, mentors and administrators for a couple of years. They used the punishment strategy (Payne & Welch, 2015), as many researchers think that school discipline is inconsistent and incompatible with the smooth execution of the school. On the contrary, almost every school principal or manager tries to reduce the negative behaviour and build a strong safe and sound climate for communication within an institute or organization. Punitive practices decrease the achievement or success ratio of students, as in many of the schools the punishment policies are used to improve the behaviour of the students, unfortunately, these policies could not give the desired outcomes. Restorative thinking is a shift and drifts from punitive thinking and it drags schools to the reconciliation of the conflict and promotes a good climate (Mirsky, 2007); resolves conflicts in a helpful way. This study aimed to determine the relationship between the restorative practice and school environment of secondary schools Kotdiji, Sindh, Pakistan. Restorative practices will help the school leaders in the improvement of school climates such as the behaviour of students with students, staff, administrators, teachers, and community members; co-operation of teachers, staff members, and administration with one another; and fair play with students. This study will be beneficial for leaders who want to devise these strategies and achieve their goals within institutions.

1.1. Problem statement

This study aimed to identify the relationship between restorative practices and their impact on the school environment. Most of the schools use punishing discipline, consequently, suspension, expulsion, zero-tolerance policies and other undue strict body of the rules kept the students at bay from their desired goals. Though the operative disciplinary actions are necessary for the effective progress and development of schools, it is still a challenging dilemma for teachers. Research suggested that these policies highly affect students' behaviour and retard the process of graduation and its appropriate rate of high school students (Lee et al., 2011; Sharkey, & Fenning, 2012).

1.2. Purpose of the study

The purpose of this study is to determine the curative practices and their relationship with school climate in secondary schools of Kotdiji, Sindh, Pakistan. It explored the perceptions of the school teachers regarding the practices that either is helpful or not in the improvement of behaviour of students, staff and administrators. Furthermore, the strong school policies for the behaviour of students and effect results suspension of the student. The vital need of this study is to manage the negative behaviour of students and promote a fair and conducive environment in school.

Source: Wachtel (1999)

Figure 1. Conceptual framework

1.3. Research Question(s) and Hypothesis

RQ1. What are the insights of staff about the rapport between restorative practice and school environment amongst the secondary schools of Kotdiji, Sindh, Pakistan?

RQ2. What is the impact of restorative practices on the school environment and culture amongst the secondary schools of Kotdiji, Sindh, Pakistan?

Null hypothesis. There is no statistical connection among faculty insights to the extent of implementation of restorative practices and school environment among the secondary schools of Kotdiji, Sindh, Pakistan.

Alternate hypothesis. There is a statistical connection among faculty insights to the extent of implementation of restorative practices and school environment among the secondary schools of Kotdiji, Sindh, Pakistan.

1.4. Limitations

Different limitations were found during this study.

Firstly, single research cannot examine all allied components associated with restorative practices and the school environment. Secondly, this research is limited only to staff of selected schools in the rural area of Kotdiji, Sindh, Pakistan. Thirdly, this study does not contain the perception of parents and students. Finally, this study is limited to correlation only.

Zero-tolerance is a rigid approach to school discipline. On the other hand, everyone wants to jump into restorative practices due to their importance in modern ages. Most of the administrators and counsellors are doing tricky work in figuring out how to help schools begin to adopt better strategies and fit them into their institutions. Restorative practices is a set of strategies or a set of beliefs about power relationship and behaviour of peoples used on daily basis in an organization or institution. Hones a mentality, a set of convictions almost why individuals select positive behaviour and the control of connections. Moreover, a set of methodologies can utilize to establish, repair and redress the harm and its effects, build relationships and values empowerment. This undertaken study strengthens and serves to create a natural inspirational thing to know we're all looking to do. The International Institute of Restorative Practices created what is called the "social teaching window". It contains different types of disciplines based on the amount of CONTROL and SUPPORT. If there is a small amount of control or support, apparently negligible but necessarily effective at all. When control is high and low support then the discipline is called punitive. In contrast, support is high and low control, it's a lenient style or fashion. The main aim is high control and support; fashion of discipline that will make them accountable. It is hand in hand with trauma-informed social-emotional learning, indeed with positive Behavioural Intervention and Support (PBIS). Therapeutic homes are moreover not almost letting students "get away" with things but accountability and responsibility and results are still shown, but disgrace and corrective discipline are not. These practices work in a smooth way to inquire about the problem and try to settle the matter.

2. Review of Literature

Restorative practices were introduced by Ted Wachtel in 2004 "it is the social science that studies how to build and achieve social discipline through learning and decision-making" (Wachtel, 2013). Schools should ensure a favourable and comfortable climate through constructive disciplined methods (Skiba & Peterson, 1999). Most of the schools face difficulties in the conduct and disposition of good behaviours and are not achieving the desired goals. Conversely, well-disciplined schools are focusing on the students learning through effective practices to teach rather than punish the students (Hargreaves, & Hopkins, 2004). In the latter condition, the students leave the school due to punitive and negative behaviour. To overwhelm this dilemma, there is a dire need for a positive attitude and behaviour. Resultantly, the school climate will change along with the student's achievement. The dropping out of the students from school is a punishment consequence (Perry & Morris, 2014; Skiba & Peterson, 2000). To promote an effective environment of school constructive approaches of discipline should be used for the success of the students. RP approach is a positive school discipline approach and is applied by the various schools for the improvement of their culture and climate. Restorative practices are used for justice, a tactic used for the criminal justice system. It started to repair harm and bring coordination of strong relationships among the

communities, families, and friends (McCluskey et al., 2008). John Baillie the Assistant professor and Director of ongoing school education at International Institute of Restorative Practices (IIRP) Graduate School, stresses the truth that restorative practices are a plan of approaches or types of relationships in a school building which ranges from administration to staff, staff to pupils and pupils to pupils (Mirsky, 2014). How to implement Restorative Practices in a classroom? For the improvement of student behaviour and the creation of a positive school climate, you must shape a sense of civic and stronger relationships in the classroom. One approach is to set morning circles where each participant will take part in the discussion and wait for their turn in this way they build trust, shared values, behaviour, and mutual understanding (Costello, Wachtel & Watchel, 2009). It begins with the start of the day at the classroom door including greeting and shaking hands etc. (Goldys, 2016). The restorative practice has been used since the 1990s in Australia (Payne & Welch, 2018). During the 1980s and 1990s, zero-tolerance policies were implemented as a consequence of school violence (Curtis, 2013; Skiba et al., 2014), this broader term is concerned especially with school discipline (Monahan et al., 2014); predetermined results of punishments. Zero-tolerance is a rigid approach to school discipline. Nowadays, everyone wants to exercise restorative practices due to their importance in modern ages. The most common criticism of zero tolerance is the students were punished on the basis of colour and disabilities as compared with white students; racial disparity in United States schools were found (Thompson, 2016). This policy creates a highly negative impact on students' careers mainly for pupils from historically deprived groups in education students regardless of colour, caste, creed, handicapped children who possess some sort of disabilities (Gregory, Cornell & Fan, 2011; Thompson, 2016). Another policy is concerned with the increase of security. It remains the topic of debate that tough policies have a negative effect on the school setting such as the increase in suspension rate (Skyes et al., 2015), increase racial disparities (Skiba et al., 2002); school outcomes such as student involvement, dropout rate, poor performance, anxiety among the students (Bachman, Gunter & Bakken, 2011; Gonzale, 2015; Wun, 2016). These threatening strategies create a sense of fear which indicates the different ways that student misbehaviour is victimized and contributes to increasing the youth injustice system (Hirschfield & Celinska, 2011; Rocque & Snelling, 2018), Zero-tolerance allows the disruption and violence in school and community. However, no evidence is found that ensuring the prevention of impending misconduct make school nonviolent (Gregory et al., 2016) or improve the school environment (Skiba et al., 2014). On the other hand, research shows that out of school interruption or zero-tolerance do not improve behaviour (Hannigan & Hannigan, 2016). Implementation of zero-tolerance policies results in poor effects for school climate and prejudiced applications (Skiba et al., 2014). The main cause of disobedience is not addressed while encouraging performance, interference support is one of the approaches that report this issue. Restorative practices have deep roots in injustice where all the members of an organization collectively decide for the accidental situation and future planning (Braithwaite, 1999). It is measured as a new style in the schools in the United States (Gregory et al., 2016). Recent research indicated dropping off students on the lower performance has increased (Perry & Morris, 2014; Skiba & Peterson, 2000) based on race and colour in African-American and Latino students. These racial disparities increase the negative effect on the performance of students and spoil the school image (Carter, Fine & Russel, 2014). Punitive policies and suspension have decreased the 20 per cent of high schools' students who lose their chances for graduation so the effective disciplinary environment is an important component of human behaviour that affect on sound body of the organization.

3. Methodology

Every school leader aims to launch discipline strategies that provide a progressive school environment built a connection and increase student achievement. Quantitative research is used to determine the objectives, and an adopted questionnaire has been used in this study; for validity and reliability, the questionnaire has been sent to an M.Phil. Scholar named Abul Ala Mukhtar Soomro for checking of reliability and validity. He gave the positive remarks for questionnaires then

distributed using different sources such as WhatsApp, email, Google doc, and hard copies sent to the respondents of selected schools, during this study the identities of the respondents remained confidential.

3.1. Research Design

The quantitative correlational research design is used in this study which focuses on the objectives, with statistical data analysis; data gathered through a survey questionnaire (Creswell, 2013). This method is appropriate for this study because it enables a researcher to examine the relationship between two variables. The number of staff members in the 5 selected schools was 109 and the sample size for this study was 59 respondents'. Three types of correlational research are shown; a positive correlation increase in a variable adds in other variables, and a decrease in one also happens to a reduction in other variables. As such negative correlation declines in one variable, inclines other and vice versa. Zero correlation when one variable does not change the other and vice versa (Creswell, 2013; Neuman & Kreuger, 2003) in correlational study +1 and -1 coefficients are used where the correlation value near to +1 shows a solid and positive correlation, a value near -1 shows clear negative correlation and value uncorrelated displays zero correlation (Creswell, 2013).

3.2. Targeted population

This study took place in rural secondary schools of Kotdiji, Khairpur, and Sindh, Pakistan. The sample of this study included the staff members from five secondary schools and involved the 59 participants working in these schools and implementing restorative practices from a few years. The participants were categorized into groups based on their roles such as administrative, instructional, and non-instruction roles respectively. A cluster sampling design was used because the research only needed the staff members who are working in the selected schools and have implemented restorative practices. The snowball technique was used in this study.

3.3. Data Collection

Before conducting this study, consent and permission were received from the concerned heads of the selected schools. After the grant of permission, data was collected from the participants keeping the confidentiality of schools and participants. Quantitative research is used to determine the objectives, and the adopted questionnaire (from Concordia University-Portland College of Education) has been used in this study; questionnaire then distributed using different sources such as what's App, email, Google doc, and hard copies sent to the respondents of selected schools.

3.4. Data Analysis and Results

Using quantitative research data was imported from the MS-Excel file into SPSS version 23. An adapted questionnaire was used for the survey that was completed by the respondents contained 34 items 17, 17 items for restorative practice, and school climate respectively. In this study, (x) is the variable used to represent the respondents' average score for restorative practice, and (y) represented the respondents' average school climate score. The Pearson's correlation analysis used for the test of hypothesis "Relationship of restorative practice and school climate" through Likert scale-5 questions were analyzed.

This correlational analysis defined a strong positive correlation between the variables measured by the scale.

Figure.1 indicates a scatter plot of respondents' average score of school climate on the X-axis and an average score of restorative practice on the Y-axis; that shows a strong positive correlation. It is shown in the below graph that the cluster is closer to the line which indicates a positive correlation between these two variables.

Figure 2. Correlation between Restorative Practice and School climate analysis

Table.1. Pearson's correlation analysis indicated the strong positive correlation between staff perception about the use of restorative practices and good school climate. $r=.822$, $p<.001$. The number of respondents $n= 59$, and the value of $r=.822$ shows a strong positive correlation between the variables.

Table. 1. Correlation between Restorative Practice and School Climate.

	TQRP	TQSC
TQRP Pearson Correlation	1	.822**
Sig. (2-tailed)		.000
N	59	59
TQSC Pearson Correlation	.822**	1
Sig. (2-tailed)	.000	
N	59	59

** Correlation is significant at the 0.01 level (2-tailed).

The purpose of this research was to identify the relationship between restorative practice and the school environment.

On the given findings, we can accept the researched or alternate hypothesis and reject the null hypothesis.

The implementation of restorative practices and faculty has a close statistical relationship among the secondary schools of Kotdiji, Sindh, Pakistan.

Effective Strategies

- Restorative practice improves the school environment and relationships among the students, teachers, staff, and administrators; we must implement such discipline in our institutions.
- Positive discipline is better than the punitive one (Ashley & Bruker, 2009)
- Positive discipline strategies help the students in achieving the goals.
- This study will help for further investigation/ research studies.

4. Discussion and Conclusion

This study aimed to identify the effects of Restorative Practice and School Climate. The researched or alternate hypothesis shows there is a correlation between Restorative Practice and school environment which is found correct through this research. After the perception of staff members of selected schools also resulted that there is a strong positive correlation between restorative practice and school environment. Restorative practice is a philosophy that builds a positive relationship and produces a more effective learning environment by changing their mindsets; encouraging better relations within a school (staff and students). School climate depends upon the present condition of relationship; a healthy environment of school community raise the students' achievement (Thornton, 2004). In this study, it is found that leaders/educators/administrators must think about the changes in their system. The measured variables in five selected schools indicated a strong positive correlation between restorative practice and the school environment. This study will contribute to the field of education for further future studies. The evidence from this study and literature review concerned with restorative practice to school discipline policies show that there is a need for a paradigm shift in schools. Given the finding, the null hypothesis is rejected. Restorative practice is used to build relationships, teach empathy, academic content, and solve the issues related to campus and community. The much more productive results will produce a better learning environment and this philosophy is used in changing mindsets and acculturation and naturalization of a positive climate. In many circumstances we observe restorative practices including a few accidental accelerations by school staff, it looks like we ponder over our own mistakes and take responsibility and accountability to sustain relationships. Furthermore, it is a set of beliefs that holds the way to deal with the problems faced by the people within their context. Help them in their hard times and realize them to take responsibility for their wrong deeds or dealings and motivate them for improvement (Hansberry, 2016). This is a base study that provides the larger research endeavour. Hence the restorative practices produce the dynamic achievement and development of the stakeholders involved in the institution. Thus the restorative practices paradigmatically shift the punitive repercussions and pave the platform for the ever progressive and positive aspects or approaches of dealing with the concerned individuals within the spectrum of the organization or the institution.

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