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Investigating Teachers' Professional Dispositions and their Corresponding SchoolClimates: A Comparative Analysis of Qualified and Non-Qualified Teachers

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Abstract
Professionally qualified teachers are equipped with professional knowledge and skills. They are expected to exhibit professional knowledge, skills and dispositions collectively present professional competence of teachers. This research study was conducted to investigate the role of professional dispositions of teachers in developing school climate. The data was collected from 540 teachers (303 professionally qualified and 237 professionally non-qualified) and their 990 students (566 +424) from public schools located in four districts of Punjab province. Two separate questionnaires on likert scale were developed to measure teachers' dispositions and their corresponding school climates. The constructs of questionnaire were aligned with National Professional Standards for Teachers in Pakistan andconstructs of questionnaire measuring school climate were aligned with four domains given by Wang and Degol (2016). These questionnaires were validated through calculating CVIand reliability of the tools were ensured greater than 0.7 Cronbach Alpha. Descriptive (Mean, SD) and inferential statistics (t-test, correlation) were used during data analysis. The results revealed a significant difference in professional dispositions and their school climates of professionally qualified and non-qualified teachers. Professionally qualified teachers exhibit better behavior in schools than non-qualified teachers. However diversity has been found in the dispositions and school climates of professionally qualified teachers indicating varying effect of professional qualification. It is recommended that professional education may be pre-requisite in teacher induction.

Keywords: professionally qualified, school climate, teachers' dispositions

Introduction

Teachers play the key role in performing their duties at schools. The values, commitments and professional ethics influence their behaviors towards students, colleagues and communities. It affects students' learning, motivation, development as well as the teacher's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness in dealing, honesty, responsibility and social justice. For example, they might include a belief that all students can learn a vision of high and challenging standards or a commitment to a safe and supportive learning environment (National Council of American Teacher Education, 2001). Dispositions are habits of mind including both cognitive and affective attributes that filter one's knowledge, skills and beliefs and impact theaction one takes in classroom or professional settings. Dispositions influence the application and use of knowledge and skills, as defined in accepted standards of teaching. These are manifested within relationships as meaning-making occurs with others and they are evidenced through interactions in the form of discourse. Dispositions have been viewed as individuals' tendencies to put their capabilities into action. This view suggests that thedispositions are active and exist in the capabilities of individuals (Billet, 2008). Dispositions are formed over a lifetime (Wasicsko, 2007). Dispositions can be learnt in the same way as new knowledge and skills. The teachers who have caring relationships tend to be more motivated and perform better academically (Talbert-Johnson, 2006). In order to be effective, teachers must possess more

than knowledge and skills. They must also know how to apply and enact the knowledge and skills in ways that are sensitive to and effective for learners, thatis, to have a professional identity. When the teachers undergo through professional education programs, they are taught different courses which cause professional dispositions.

Professional dispositions

The National Council for Accreditation of Teacher Education (NCATE) defines teacher professional dispositions as professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These behaviors support students' learning and development (NCATE, 2001). Johnson and Rieman (2007) denoted professional dispositions as "attributed characteristics of a teacher that represent a trend of a teacher's judgments and actions in ill-structured contexts. According to Diez (2007) teachers have been identified as "having the knowledge and skills required to be an effective teacher and yet not using them for good in the classroom". The teachers must possess the knowledge of professional dispositions alongwith pedagogical knowledge and skills. The goal of teacher education programs is to develop highly effective teachers proficient in all three domains including knowledge, skills and dispositions. Teachers must possess certain critical dispositions to be effective in the classroom (Diez, 2006; Freeman, 2007; Raths, 2007). The professional dispositions expected from all teacher candidates include ability to demonstrate a commitment to learning and diversity, build rapport and serve as a strong role model to peers, colleagues and learners, display effective communication skills (oral and written) in all settings, demonstrate professional competence and conduct. Professional dispositions of teachers can be constituentof teachers' professional characteristics or behaviors such as work ethics, teaching preparation, punctuality and sense of humor.

Dottin (2009) suggests that teacher' dispositions can be developed in classrooms. Thisapproach sees dispositions as learnable qualities like knowledge and skills. Reiman and Johnson (2003) interpreted dispositions as the attributed characteristics of a teacher that represent dominant and preferred trends in teachers' judgments and actions in a variety of situations (Oja & Reiman, 2007). All the teachers reflect their knowledge and skills through their behaviors. And these behaviors are experience by the stakeholders within the schools. So living with all these groups (students, staff and head teacher) accumulate towards development of school climate. Because the concept of school climate can be comprehended by taking into consideration the cultures, safety practices, organizational structures within a school, teaching practices, diversity, principal-teacher relationships, teacher-teacher relationships, parent-teacher relationships and student-teacher relationships. The teachers' behavior in these areas is based upon their professionalism and these aspects form the basis of climate of that school.

School Climate

School climate is defined as the sum of beliefs, values and behaviors of students, teachers, head-teacher and parents (Rapti, 2012), the spirit of the school (Austin, O'Malley & Izu, 2011) and personality (Hoy & Miskel, 2010; Rapti, 2012). School climate refers to the conditions or quality of the learning environment (Austin, O'Malley & Izu, 2011). Prelow, Loukas & Jordan-Green(2007) states that school climate is a multidimensional construct that includes physical, social and academic dimensions. Physical dimension includes school building, the size of the school, tools and teaching resources and security and safety. Social dimension includes quality

of interpersonal relationships of all members of staff, fair and equal treatment of students by teachers and other staff members. Academic dimension includes the quality of teaching, teachers' expectations for students' achievement, monitoringof the students' progress and immediate reporting of results to students and parents (Brooks, 1999). According to Rapti (2012), the school climate affects the individual's feelings and the desire for commitment. In fact, the climate of the school is the subject of staff and students perceptions and is measurable. The school as a social interaction system forces the school heads, teachers and students to interact in the planning, decision-making and problem solvingfields in an administrative level. School climate takes into account the relations between its members (students, teachers, school staff, parents and community members). It is essential to create a sense of family within the school, where relationships between the school's community members are characterized by respect, openness, and listening. Actions as simple as greetings and smiles can improve school relations and climate (Hough, Kalogrides & Loeb, 2017). Building better teacher-student relationships is essential. Positive student and teacher relationships improve academic achievement, attendance and prevent dropout. Students develop positive relationships with teachers who listen to them, support them and treat them fairly. The qualityof teacher student interactions was "positively correlated with the performance of students" (Bassi, Meghir, and Reynoso, 2016). School climate is characterized by strong collaborative learning communities. Thereis a relationship between a good school climate and teacher competencies, teaching beliefs, cooperation between teachers, professional development and adoption of different teaching techniques (Faubert, 2009). While discussing this concept, the school climate and school culture are sometimes used interchangeably. Although these two concepts are similar in somerespects, they still have their differences. Usually the difference is that culture consists of "assumptions" and ideology, and the climate is defined as the perception of behaviors.

The teachers' behavior contributes towards development of school climate by adding something in its various constituent domains including academic climate, community relations, safety and institutional environment (Wang & Degol, 2016). Previous discussion reveals that professional education prepares a teacher to perform well in terms of attitude and behavior and eventually contributing in school climate. In Pakistan, teachers' recruitment policies has been waiving off the condition of pre-service professional education at the timeof initial induction. It resulted in recruitment of large number of professionally non-qualified teachers in public sector schools in the Punjab School Education Department, Government of the Punjab. That group of non-qualified teachers is supposed to acquire professional education after getting job within three to five years tenure. Both types of teachers perform, interact with students and colleagues and contribute in developing school climate. Those who have professional education with them may perform differently in schools with respect to those who have not studied courses of professional education. Literature discussed in previous lines highlights the importance of professional programs in development of professional dispositions of teachers. There is a need to investigate the difference produced inprofessional dispositions and relevant school climates of professionally qualified teachers (PQT) and professionally non-qualified teachers (PNQT). The questions arise how much professional dispositions contribute in development of school climate? What are the domains of school climate which are directly influenced by teachers' dispositions? What is the difference between professionally qualified and non-qualified teachers in terms of various standards of dispositions as per national professional standards? Answers to these questions will not only be helpful in finding the difference between qualified and non-qualified teachersbut also the effectiveness of teacher training courses.

Objectives of the study

The study was conducted to achieve the following objectives:

1. To measure the difference in professional dispositions of professionally qualified and non-qualified teachers.
2. To measure the difference in school climates of professionally qualified and non-qualified teachers.

Research Questions

1. What is the current level of professional dispositions of professionally qualified teachers?
2. What is the current level of professional dispositions of professionally non-qualified teachers?
3. What are differences on various aspects of professional dispositions between professionally qualified and non-qualified teachers?
4. What is the level of contribution of professional dispositions in developing school climates?
5. What is difference in school climates of professionally qualified and non-qualified teachers?

Methodology

Causal comparative research design was employed as the researcher has no role in intervention like experimentation (Creswell, 2002). The nature of problem and respondents guides for causal comparative researcher as it is *retro*spective, the independent variable is **not**(nor should it be) manipulated by the researcher, the groups are already formed, differences between the groups is not brought on by the researcher, typically a variable is to be compared. In this case the independent variable (professional dispositions) and dependent variable (school climate) have already been existed. Professional disposition has been measured according to seven delimited standards of national professional standards for teachers in Pakistan and school climate has been elaborated in terms of four domains referred by Wang and Degol (2016).

Population and Sample

Population of the study was consisting of the teachers recruited on contract basis in Punjab School Education Department, Government of the Punjab. Those teachers were included in the samples who were appointed under recruitment policies 2016-17 and 2017-18. The study was conducted to four districts of Punjab including Rawalpindi, Faisalabad, Sargodha and Rahim Yar Khan. Six hundred teachers (336 PQT and 264 PNQT) and their 1200 (672+ 528) students were selected randomly; including (150) teachers from each district and two studentsof each teacher. The response was received from 540 teachers and their 990 students which include 303 professionally qualified and 237 professionally non-qualified teachers and their 566 and 424 students respectively from the same schools where these teachers were teaching.

Instruments

The professional dispositions of teachers and their corresponding school climates were measured through two questionnaires; developed on Likert scale by the researcher. The questionnaire to measure professional dispositions of professionally qualified and non-qualified teachers was constructed according to dispositions' indicators as mentioned in standards of NPSTs including subject matter knowledge, human growth and development, Islamic and ethical practice, instructional planning, assessment, learning environment, collaboration, as approved by NACTE (2009), Government of Pakistan. Initially there were 48 items. The 990 students responded to the level of teachers' behaviors they observed duringtheir teaching and interaction in schools on the 5 point continuum from Strongly Agree to Strongly Disagree.

The school climate was measured through questionnaire to examine its aspects including academic climate, safety, community relations and institutional environment as given by Wang and Degol (2016). Initially 54 items were developed to collect data collection from 540 teachers and their 990 students.

Validation process

Both tools were validated through expert opinion having Ph. D in education for face validity followed by calculation of Content Validity Index (CVI). The range of valuing items was 4-1 highly relevant to not relevant respectively. Items pertaining CVI above 0.83 were retained while the items below CVI 0.83 were deleted from the questionnaire (Polit & Beck, 2006). Five (05) items were deleted from questionnaire measuring teachers' dispositions so final questionnaire was consisting of 43 items. Six (06) items were deleted from the questionnaire measuring school climate so final questionnaire was consisting of 48 items.

Reliability of Questionnaires

Reliability of both questionnaires was calculated through pilot testing. In the following tables reliability values have been described for both questionnaires along with their constructs.

Table 1

Reliability Co-efficient of Questionnaire Measuring Teachers Dispositions

Sr. No	Domain	Scope The teacher is committed to exhibit:	Items	α
1	Subject Matter Knowledge	command in the subject area	6	0.80
2	Human Growth and Development	command in the area of child development	2	0.72
3	Knowledge of Islamic Ethical Values	ethical values	7	0.81

4	Instructional Planning and Strategies	command in instructional planning	5	0.71
5	Assessment	expertise in assessment	5	0.70
6	Learning Environment	behavior regarding improvement of learning environment	7	0.80
7	Collaboration and Partnerships	behavior regarding collaboration with community	11	0.84

Scale Reliability (α value): 0.84, N= 137

For the questionnaire measuring teachers' dispositions, the construct wise reliability coefficient was calculated. according to table 1, with reliability co-efficient of constructs of subject matter knowledge (0.80), human growth and development (0.72), Islamic and ethical practice (0.81), instructional planning (0.71), assessment (0.70), learning environment (0.80), collaboration and partnership (0.84), the reliability coefficient was 0.84 for the overall tool. As the Cronbach Alpha value is greater than 0.7, it is acceptable for its usage.

Table 2

Reliability of Questionnaire Measuring School Climate

Sr No	Domain	Scope	Items	α
1	Academic climate	Items measuring teaching learning aspect contributing towards formation of academic Climate	10	0.86
2	Community relations	Items measuring various aspect contributing towards school-community relations	18	0.88
3	Safety	Items measuring various aspect contributing Safety	12	0.77
4	Institutional environment	Items measuring various aspect contributing towards school-community relations	8	0.78

Scale Reliability (α value) = 0.83, N=139

For the questionnaire measuring school climate, the reliability coefficient was calculated construct wise. with the reliability co-efficient of academic climate (0.86), community relations (0.88), safety (0.77) and institutional environment (0.78), overall reliability coefficient of the tool was 0.83. As the Cronbach Alpha value is greater than 0.7, it is acceptable for its usage.

Results and Findings

Table 3

Level of Professional Dispositions of Professionally Qualified and Non-Qualified Teachers

Aspects of Dispositions	Mean		SD	
	PQT	PNQT	PQT	PNQT
Subject Matter Knowledge	4.05	3.30	.603	.560
Human Growth and Development	4.02	3.20	.702	.681
Knowledge of Islamic Ethical Values	4.02	3.17	.618	.603
Instructional Planning and Strategies	4.03	3.20	.614	.595
Assessment	3.98	3.13	.684	.671
Learning Environment	3.96	3.12	.679	.588
Collaboration and Partnerships	3.87	3.10	.626	.577
Teacher Dispositions	3.49	3.19	.513	.519

Key: PQT= Professionally qualified teachers; PNQT= Professionally non-qualified teachers; N_{PQT}= 303, N_{PNQT}= 237

The table 3 reveals the level of professional dispositions of professionally qualified and non-qualified teachers. With reference to means score of PQT ranges from 3.49 – 4.05 while for PNQT its range is 3.10 – 3.20. it is evident from the difference in means score that professionally qualified teachers are comparatively better as compared to professionally non-qualified teachers. Overall the mean score of PQT is greater in subject matter knowledge, human growth and development, knowledge of Islamic values and instructional planning. While professionally non-qualified teachers were found better (within their own group) in subject matter knowledge, human growth and development and instructional planning while their means score is inclined towards neutral category with score range (3.10 – 3.30). if we see the values of standard deviation, we can conclude that professionally non-qualifiedteachers have less deviation from mean. It reveals all of non-qualified teachers have been grouped at same level. There is not much variation in the dispositions of non-qualified teachers. It might be due to absence of source of possible variation i.e. professional education. However greater value of standard deviation reveals that qualified teachers are not performing at same level. Even if there is comparatively a higher mean scores of qualified teachers overall but keeping in view the values of SDs we see that there are comparatively greater values of SD in three domains including human growth and development (SD_{PQT}=0.702, SD_{PNQT}=0.681), assessment (SD_{PQT}= 0.684, SD_{PNQT}=0.671), and learning environment (SD_{PQT}=0.679, SD_{PNQT}=0.588) of both groups. The value of standard deviation of PNQT regarding Instructional Planning and strategies was 0.595 tells that there is a comparatively more variation in their practices related to classroom teaching. It clearlyindicates that there is more variation in these areas. Qualified and non-qualified teachers havea great diversity in their performance in these areas. This diversity reveals that professional education in not playing its

role in developing specific dispositions in these areas. The teachers are not reflecting their professional education through their behaviors in these areas.

Table 4

Comparison of construct wise dispositions between professionally qualified and non- qualified teachers

Variable	Status	n	t	df	p
Subject Matter Knowledge	PQT	566	19.94	988	0.000
	PNQT	424			
Human Growth and Development	PQT	566	18.17	988	0.000
	PNQT	424			
Islamic and Ethical Values	PQT	566	21.51	988	0.000
	PNQT	424			
Instructional Planning	PQT	566	20.86	988	0.000
	PNQT	424			
Assessment	PQT	566	19.24	988	0.000
	PNQT	424			
Learning Environment	PQT	566	20.459	988	0.000
	PNQT	424			
Collaboration	PQT	566	19.59	988	0.000
	PNQT	424			

Key: PQT= professionally qualified teachers; PNQT= professionally non-qualified teachers

Table 4 reveals the difference between professionally qualified and non-qualified teachers regarding various aspects of professional dispositions. An independent-samples t-test was conducted to compare dispositions of teachers regarding subject matter knowledge. There was a significant difference in professionally qualified teachers and professionally non-qualified teachers under the conditions; t (988) =19.94, p = 0.00. These results suggest that professionally qualified teachers were found better than professionally non-qualified teachers.

Specifically, our results suggest that professional education enables a teacher to perform better regarding subject matter knowledge. An independent-samples t-test was conducted to compare dispositions of teachers regarding Human Growth and Development. There was a significant difference in professionally qualified teachers and professionally non-qualified teachers conditions; t (988) =18.17, p = 0.00. These results suggest that professionally qualified teachers were found better than professionally non-qualified teachers. Specifically, our results suggest that professional education enables a teacher to perform better regarding Human Growth and Development. An independent- samples t-test was conducted to compare dispositions of teachers regarding Islamic and Ethical Values. There was a significant difference in professionally qualified teachers and professionally non-qualified teachers under the conditions; t (988) =21.51, p = 0.00. These results suggest that professionally qualified teachers have been found better than professionally non-qualified teachers. Specifically, our results suggest that professional education enables a teacher to perform better regarding Islamic and Ethical Values. An independent-samples t-test was conducted to compare dispositions of teachers regarding Instructional Planning. There was a significant difference in professionally qualified teachers and professionally non-qualified teachers conditions; t (988) =20.86, p = 0.00. These results suggest that professionallyqualified teachers have been found better than professionally non-qualified teachers. Specifically, our results suggest that professional education enables a teacher to perform better regarding Instructional Planning. An independent-samples t-test was conducted to compare dispositions of teachers regarding Assessment. There was a significant difference in professionally qualified teachers and professionally non-qualified teachers under the conditions; t (988) =19.24, p = 0.00. These results suggest that professionally qualified teachers have been found better than professionally non-qualified teachers. An independent-samples t-test was conducted to compare dispositions of teachers regarding Learning Environment. There was a significant difference in professionally qualified teachers and professionally non-qualified teachers conditions; t (988) =20.45, p = 0.00. These results suggest that professionally qualified teachers have been found better than professionally non-qualified teachers. Specifically, our results suggest that professional education enables a teacher to perform better regarding Learning Environment. An independent-samples t-test was conducted to compare dispositions of teachers regarding collaboration. There was a significant difference in professionally qualified teachers (M=46.5, SD=7.52) and professionally non-qualified teachers (M=37.3, SD=6.92) conditions; t (988) =19.59, p = 0.00. These results suggest that professionally qualified teachers have been found better than professionally non-qualified teachers. Specifically, our results suggest that professional education enables a teacher to perform better regarding collaboration.

Even if there is comparatively a higher mean score in dispositions of different aspects of professionally qualified teachers than non-qualified overall but keeping in view the value of SD we see that $SD_{PQT} > SD_{PNQT}$. It clearly indicates that there is more variation in professionally qualified teachers. This diversity reveals that professional education in not playing its significant role in developing specific dispositions in teachers. The teachers are not reflecting their professional education through their behaviors in this standard of disposition.

Table 5

Comparison of teachers' dispositions of professionally qualified and non-qualified teachers

Variable	Status	n	M	SD	Df	*t*	*p*

					988	9.75	.000
Teachers' Dispositions	PQT	566	150.1	22.09			
	PNQT	424	136.2	22.46			

Key: PQT= Professionally qualified teachers; PNQT= Professionally non-qualifiedteachers

Table 5 reveals that means score of professionally qualified teachers (150.1) is greater than the mean score of professionally non-qualified teachers (136.2). It means behavior exhibited by professionally qualified teachers in school is comparatively better because students have responded in better category for each construct of professional disposition. An independent-samples t-test was conducted to compare dispositions of teachers. There was a significant difference in professionally qualified teachers (M=150.1, SD=22.09) and professionally non-qualified teachers (M=136.2, SD=22.46) conditions; t (988) = 9.75, p = 0.00. These results suggest that professionally qualified teachers were found better than professionally non-qualified teachers. Specifically, our results suggest that professional education enables a teacher to perform better regarding dispositions. Even if there is comparatively a higher mean score in professional dispositions ofprofessionally qualified teachers than non-qualified overall but keeping in view the value of SD we see that $SD_{PNQT} > SD_{PQT}$. It clearly indicates that there is more variation inprofessionally non-qualified teachers.

Table 6

Correlation between Teachers Dispositions and school climate of professionally qualified teachers

		AC	CR	SF	IE	SC
Teachers Dispositions	Pearson Correlation	.849**	.860**	.812**	.832**	.819**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	566	566	566	566	566

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

Key: AC=Academic Climate; CR= Community Relations; SF= Safety; IE= Institutional Environment; TD= Teachers' dispositions; SC=School Climate

The test of correlation was applied between teachers' dispositions of professionally qualified teachers and school climate. There is a strong positive correlation between professionally qualified teachers' professional dispositions and their school climates with r (566) = .819 and that the relationship was significant at 0.01 levels. However when measured correlation between teachers' dispositions and different domains of school climate, we see a high positive correlation between teachers' dispositions and community relations {r (566) =.860}, teachers' dispositions and safety {r (566) = .812}, teachers' dispositions and institutional environment {r (566) = .832} and teachers' dispositions and academic climate {r (566) = .849} at significance level 0.01.

Table 7

Correlation between Teachers Dispositions and school climate of professionally non- qualified teachers

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		AC	CR	SF	IE	SC
Teachers Dispositions	Pearson Correlation	.824**	.662**	.759**	.814**	.764**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	424	424	424	424	424

**. Correlation is significant at the 0.01 level (2-tailed).
Key: AC=Academic Climate; CR= Community Relations; SF= Safety; IE= Institutional Environment; TD= Teachers' dispositions; SC=School Climate

The test of correlation was applied between teachers' dispositions of professionally non-qualified teachers and school climate. There is a high positive correlation between professionally non-qualified teachers' professional dispositions and their school climates with r (424) = .764 and that the relationship was significant at 0.01 levels. However when measured correlation between teachers' dispositions and different domains of school climate, we see a strong positive correlation between teachers' dispositions and institutional environment {r (424) = .814} teachers' dispositions and academic climate {r (424) = .824}, teachers' dispositions and safety {r (424) = .759} while moderate positive correlation teachers' dispositions and community relations {r (424) =.662} at significance level 0.01. it shows the contribution of professionally non-qualified teachers behaviors are not contributing in developing community relation domains as their behavioral indicators are contributing in academic climate, safety and institutional environment.

Table 8

Comparison of School Climates of professionally qualified and non-qualified teachers

Variable	Status	N	t	df	*p*
School climate	PQT	869	29.52	1427	0.002
	PNQT	660			

Table 8 shows a significant difference in school climates. With respect to means score 187.0 of school climate of professionally qualified teachers have been found in a better situations ascompared to school climates with mean score 149.3 of professionally non-qualified teachers. An independent-samples t-test was conducted to compare school climates of professionally qualified and non-qualified teachers. There was a significant difference in school climates of professionally qualified teachers and non-qualified teachers conditions; t (1527) = 29.52, p =0.002. These results suggest that school climate of professionally qualified teachers were found better than professionally non-qualified teachers.

Even if there is comparatively a higher mean score in school climates of professionally qualified teachers than non-qualified overall but keeping in view the value of SD we see that $SD_{PQT} > SD_{PNQT}$. It clearly indicates that there is more variation in professionally qualified teachers .

Discussion and Conclusion

The findings of this research study showed a significant difference between professionally

qualified and non-qualified teachers in terms of their professional dispositions (table 1). The teachers working with professional qualification have been found better not only overall but also various sub-factors of dispositions including subject matter knowledge, human growth and development, Islamic and ethical practice, instructional planning, assessment, learning environment and collaboration. Sources of variations are in line with the research findings (Torphy, Liu, Hu & Chen, 2020) although there is a difference in various aspects depending upon the difference in teacher education programs. Actually dispositions of teachers were reported by the students in terms of their observable behavior. Teachers' dispositions have been assessed by many researchers (Steensen, 2009; Jensen, Whiting & Chapman, 2018) in a variety of ways however in the recent study (Häkkinen, Virtanen, Virtanen, Näykki, Pöysä- Tarhonen, Niilo-Rämä & Järvelä, 2020). Moreover the school climates of professionally qualified teachers have been found comparatively better than those of professionally non- qualified teachers (table 8). Previous findings in the researches (Romero & O'Malley, 2020; Zhang, Mulhall, Flowers & Lee, 2021). The results of Coelho & Dell'Aglio (2019) indicatedthat investments in improving students' school satisfaction can be promoted with improvement in the school climate, with emphasis on the teacher-student relationship. similarly the research study by Zhang, Mulhall, Flowers & Lee (2021) suggest the importance of strengthening anti-bullying school climate to help students overcome bullying reporting concerns to achieve effective outcomes. It can be concluded that teachers' dispositions have been proven as a strong source of school climates as found by Suárez & Wright (2019). The findings of correlations tables concluded that teachers' professional dispositions of both groups professionally qualified and non-qualified significantly contribute in developing academic climate, institutional environment, safety and community relations.

The lower mean score on various factors of dispositions of professionally non-qualified teachers guide us that professional education is necessary to develop professional dispositions in teachers. Punjab school education department and public sector recruiting agencies may be invited to review the policy to recruit professionally non-qualified teachers in schools.
Meanwhile higher values of SD in dispositions of PQTs indicate that qualified teachers reflect differently in school situations. This variation might be due to different teachertraining institute from which they received their professional education. The quality of teacher training institute might be one of the reasons of this varying behavior of teachers. This variation in teachers' dispositions caused a difference in school climate.

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