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A COMPARATIVE ANALYSIS OF CLASSROOM CLIMATE IN PUBLIC AND PRIVATE PRIMARY SCHOOLS OF KARACHI

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ABSTRACT

Classroom climate is a significant factor of the quality of education, which has a profound impact on the student engagement, academic success and socio-emotional maturity. In Karachi, whereby the primary education is divided into resource-disparate segments such as the state and the privately-run sectors, it is assumed that the learning conditions in the privately-run sectors are superior. A structured teacher questionnaire was used to measure four dimensions of classroom climate, such as Student Relations and Cooperation, Classroom Environment, Work Habits and Task Completion, and Teacher Student Relations on 68 primary school teachers (35 public, 33 private) in the South and East districts of Karachi to collect the data.

The statistical analysis of the results and independent samples t-tests had a striking result that no significant differences are fund between the public and the private school in the overall classroom climate ($t(66) = 0.52$, $p=0.605$) or any of the dimensions. Both industries showed a mediocre positive climate with an average of between 3.29 and 3.68 out of 5 points. Work Habits dimension gained the highest rating in the two sectors and Teacher-Student Relations was the weakest area across the board.

These findings conflict with the account of the private school superiority in psycho-social learning conditions and indicate that classroom climate, as per the experience of teachers, is incredibly homogenous among educational sectors of Karachi. The conclusion is that the quality improvement efforts should go beyond the dichotomy of the public and the private and address the issue of enhancing the teacher-student relationships. The results provide evidence-based information to policymakers, school administrators and teacher educators on the need to create equitable and positive learning contexts among all primary students in Karachi.

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INTRODUCTION

Background of the Study

Primary school years are a developmental period with the classroom environment serving as the third teacher (which is critical) (Fraser, 2012) as it influences cognitive and social-emotional development in addition to formal learning. This climate which is generally understood as classroom climate involves the social, emotional and instructional features that the students and teachers undergo. It is a multi-dimensional concept, and it usually consists of aspects like teacher support, peer relationship, classroom organization, and engagement (Wang et al., 2020). Studies always show that positive classroom climate is not just a beautiful backdrop but a direct factor when it comes to increased student motivation, performance and psychological well-being (Hattie, 2009; Reyes et al., 2012).

The primary school sector is highly polarized into government-funded state schools and a huge number of the privately-run ones in terms of Karachi and its most complex educational environment, where the Sindh Education Department manages the state schools and a wide range of privately-run institutions (Khan, 2019). As the largest city in Pakistan with a population of more than 16 million, Karachi is characterized by unusual educational issues such as high student-teacher ratios in governmental schools (16:1), extreme fee costs in the privates (500 to 50000) (Andrabi et al., 2008). Although these two are sometimes contrasted with each other,

the less tangible, but equally vital, psycho-social classroom environment is not scrutinized empirically, as much as it could be. The climate in those classrooms has to be considered as it is the short-term environment where the curriculum is implemented and where the daily educational experiences of the students are formed.

Problem Statement: A lapse in Comparative Climate Evaluation.

Although the significance of the classroom climate and the evident structural disparities between the types of schools in Karachi have been acknowledged, there is still a substantial gap in the research. The comparative research done in the area has been majorly in the areas of resource allocation, efficiency of administration and performance in the standardized tests (Aslam, 2009). Nevertheless, quantitative, instrument-based research on an attempt to measure and compare the perceived classroom climate of the primary schools in the public and the private systems is lacking. This gap is consequential. In the absence of strong, data-informed analyses of the respective dimensions of climate that differ across sectors, the initiatives to improve may be put in the wrong place or be generic. An example that can be presented here is that the private schools might have an improved infrastructure, but the classroom climate might be very competitive or pressurizing. On the other hand, even though they may lack the resources, the public schools may encourage stronger community ties. The Teacher-Rated Classroom Climate Scale (TCCS) offers an acceptable instrument to operationalize and measure this compound construct by teacher perception, one of the most important viewpoints that are not considered when the student outcomes are taken as the sole indicator. Without such a direct comparative study with a standardized tool such as the TCCS, the stakeholders do not have a finer evidence base on which to base specific interventions to be employed in the very core of the learning process- the classroom environment.

The results of this paper have practical importance to various stakeholders:

To Policymakers (Sindh Education Department): An empirical study would assist in abandoning resource-based policies and construct climate-driven interventions (e.g., emotional support training of teachers, classroom management training) to fit the deficiencies found specifically in each sector.

Research Objectives

This study aims to bridge the identified gap by conducting a quantitative comparative analysis. Its specific objectives are to:

- To compare and analyze the general classroom climate in both the public and the private primary schools in Karachi.
- To identify the factors that differentiate the classroom climate in public and private primary schools in Karachi.
- To examine the level of student engagement in classes of both public and private primary schools.

Research Questions

Guided by the objectives, this study seeks to answer the following questions:

- What are the similarities and differences in the overall classroom climate in both the public and the private primary schools in Karachi?
- How do mentioned factors impact the classroom climate in public and private primary schools in Karachi?
- Why the level of student engagement in classes of both public and private primary school is different?

Significance of the Study

The results of this paper have practical importance to various stakeholders:

1. **To Policymakers (Sindh Education Department):** An empirical study would assist in abandoning resource-based policies and construct climate-driven interventions (e.g., emotional support training of teachers, classroom management training) to fit the deficiencies found specifically in each sector.
2. **To Leaders and Management:** Provides a diagnostic benchmark. TCCS allows principals to assess the climate at their school concerning their own schools and make specific changes in areas such as student engagement or teacher-student relationships.
3. **In the case of Teacher Professional Development**: The importance of teacher in climate creation needs to be sharpened, and therefore, it may be decided upon the content of the in-service training programs to be more guidance in creating good interpersonal and teaching conditions.
4. **In the case of Academic Research**: adds a methodological model of measuring classroom climate within Pakistani setting, and sets the baseline data point of future longitudinal or qualitative studies about the cause and effect of climate variations.

Delimitations and Limitations

Delimitations: The study will be narrowed down to (a) schools in Karachi city focusing on primary education, (b) teacher perceptions based on the TCCS and (c) the comparison of the public and the private sector.

Limitations: The study confirms that it has some limitations: (a) The cross-sectional design is unable to provide clear picture in time.. (b) Society may be subject to social desirability bias due to depending on the teacher perceptions that have been self-reported. (c) Although attempts were done to obtain a representative sample, the sample might not be representative to all schools in Karachi due to the access constraints.

LITERATURE REVIEW

This paper assesses theoretical and empirical literature that forms the focal point of this paper. It starts by unravelling the theoretical hybrid of classroom climate and its traditional effect on education. It further explores the international and domestic body of research relating the public and private schools concluding in a clear definition of the niche that this study will occupy to the environment of primary education in Karachi.

Conceptual Framework: The Classroom Climate.

Meaning Classroom climate, which has also been applied interchangeably with classroom environment, is based on the seminal study of Moos (1979) and Fraser (2012). According to their ecological models, any human environment, including classrooms, may be explained on the basis of three general dimensions, which include Relationship Dimensions (type and intensity of the personal relations), Personal Development Dimensions (possibilities to grow, self-enhancement), and System Maintenance and Change Dimensions (level of order, clarity of expectations, and responsiveness to change).

These dimensions give specific and measurable constructs in the case of the primary school. This theory has been translated into a working tool, Teacher-Rated Classroom Climate Scale (TCCS). It usually includes such sub scales as:

- **Supportive Teacher-Student Relationships**: This is seen as warm, respectful and accessible of the teacher (Hamre and Pianta, 2001).
- **Peer Collaboration and Respect:** The level of students collaboration and support for each other.
- **Classroom Organization and Order:** Clarity of rules, routines and effective use of instructional time (Emmer and Stough, 2001).
- **Instructional Engagement and Challenge:** The degree to which the lessons are involving, relevant and thought-provoking.
- **Emotional Safety and Well-being:** Sensation of safety, appreciation, and absence of scorns in students.

This multi-dimensional perspective transcends the simplistic indices of the discipline or the happiness to give a holistic and evidence-based picture of the psycho-social ecosystem of the classroom.

The Relationship between Classroom Climate and Educational Results

The large amount of research that confirms that classroom climate is not a peripheral issue but a direct mediator of educational achievement is quite convincing. Wang et al. (2020) conducted a meta-analysis and found that positive classroom climates affect academic performance with a moderate to strong impact, as many different methods of instruction do.

The mechanisms of this influence are fully in the literature. An emotional-supportive climate and good relationship lessen anxiety among the students, give them a feeling of belonging and encourages them to be involved (Reyes et al., 2012). The excessive organization and behavioral control reduces the disruptive off-task behavior, and in this way, academic learning time is maximized (Emmer & Sabornie, 2015). Moreover, schools with high emphasis on collaboration and mutual respect improve the social skills of students and their prosocial behavior, which leads to the overall connectedness of a school (Zullig et al., 2010). Essentially, effective pedagogy will be successful provided that a positive climate is achieved.

Comparison across the Globe and Nation: Public vs. Private School Settings

Comparative effectiveness of public and private schools is a worldwide debate, the outcome which is much contextualized by national policies and methods of funding. In developed economies such as the United States, research (e.g., Lubienski and Lubienski, 2013) frequently results in the conclusion that the variation in achievement declines with the consideration of the socioeconomic status of students, indicating that peer effects and family background might be equally as important as the type of sector.

This is not usually the case in developing countries such as Pakistan. A study by the new researcher (Andrabi et al., 2008) noted the revolution revolution of the private schools, in which the low-cost learning in the private schools can attain similar or even better results compared to the public schools, with less use of per-child costs, in part, because of the high teacher accountability. Nevertheless, these studies mostly concentrate on the outputs (test scores) and showcased inputs (teacher presence, facilities). Comparison of the process variable which is the daily classroom climate is less investigated. The work of Aslam (2009) in Pakistan implies that the practices of teachers vary by sector, which is one of the main elements of climate, however, a systematic, instrument-based comparison of the overall social-emotional-instructional environment is still missing.

The Karachi Environment: A Topography of Inequality

The largest and socio-economically varied city of Pakistan, Karachi, is a microcosm of the educational issues in the country. Overcrowding, lack of resources and bureaucratic inertia are some of the challenges facing the public sector, which is under Sindh government (Halai, 2011). The variety of the private sector is immeasurable as it encompasses elite, internationally-modeled institutions and schools with low fees in informal settlements.

Physical disparities (e.g., level of infrastructure, teacher qualification, and student achievement), have been reported as unequal in sectors in local studies (e.g., Khan, 2014). Nevertheless, research limited to Karachi (e.g., Hussain, 2022) has reported the difference in infrastructure but has not studied classroom climate on the same level. The gap in research demonstrates a critical aspect in that although the hardware of education (buildings, salaries, textbooks) has been compared, the software, the relational and instructional climate behind the classroom walls have not undergone rigorous and comparative quantitative analysis through a validated research tool such as the TCCS. This gap restricts an overall idea of the quality of education in the city.

Literature Review and Discovery of the Gap in Research

According to the literature, three points are made:

Classroom climate is a theoretically-based multi-dimensional construct and has a demonstrated significant effect on student development.

There are valid measures such as TCCS that can be used to consistently measure the teacher perceptions of this climate.

In Pakistan and Karachi, although comparing between the public and the private is popular, they have placed little emphasis on systematic and quantitative study of classroom climate, focusing rather on the inputs and the end results.

Thus, this research will fill this particular empirical and contextual gap. Its question is: As measured by the validated, multi-dimensional, Teacher-Rated Classroom climate Scale (TCCS), are there significant differences in the perceived classroom climates of both public and private primary schools in Karachi? In responding to this, the study changes the comparative conversation of what schools must have to what happens in experience of teachers and students on a daily basis, which offers a more subdued foundation of improvement plans.

RESEARCH METHODOLOGY

The chapter outlines the methodology that was used to carry out the comparative analysis of the classroom climate. It specifies the research design, population and sampling, instrumentation, data collection process, and data analysis methods applied in the study to warrant the reliability, validity, and ethical nature of the study.

Research Design

The research design used in this study was a non-experimental, quantitative and a comparative research. The survey strategy employed was cross-sectional whereby numerical data were collected at one time in two different groups of teachers in Karachi, in public and private primary school. It is an appropriate design to describe a phenomenon and investigate the relationships between variables without manipulation (Creswell and Creswell, 2018), which is why it is the best option to compare the existing conditions in the two sectors.

Population, Sampling Technique and Sample.

Population: The study sample was comprised of all teachers working in the present period in primary sections (Grades I-V) of both government and private schools in the Karachi metropolitan region, Pakistan.

Sampling Technique: The sampling technique used was purposive sampling technique of the selection of schools in two of the major districts of Karachi South and East to be able to provide a geographical

representation of the diverse educational environment within the city. In the 30 schools selected (15 private, 15 public) convenience sampling was applied so that teacher participants available and willing to participate at the time of data collection were recruited. Such two-step sampling is typical in scholarly research in the field involving education where random samples may be limited due to administrative access.

Sample: In the end, 68 primary school teachers represented the sample (N = 68). This consisted of 35 teachers (51.5) in 15 primary schools that were in the public and 33 teachers (48.5) in 15 primary schools that were in the privates. This is a sufficient sample size to provide descriptive results and powerful inferential statistics such as independent samples t-tests which are the main analytical methods to be used within the frame of this comparative study (Field, 2018).

Table 3.1: Demographic Profile of the Sample

Demographic Variable	Category	Public (n=35)	%	Private (n=33)	%
Highest Qualification	Graduate	16	45.7%	10	30.3%
	Post Graduate	16	45.7	22	66.7%
	Mphil/MS	3	8.6%	1	3.0%
Area of School	District South (Karachi)	15	100%	15	100%
	District East (Karachi)	15	100%	15	100%
School Type	Public	35	100%	0	100%
	Private	0	0%	33	0%
Years of Experience	0-3 years	~15	42.9%	~14	42.4%
	4-6 years	~6	17.1%	~6	18.2%
	More than 6 years	~14	40.0%	~13	39.4%

Instrumentation

The Teacher Classroom Climate Scale (TCCS), created and tested by Sorlie, Ogden, and Olseth (2024) was the main data collection tool.

1. **Description & Adaptation:** The TCCS is a new, psychometrically sound, self-report measure that is created to assess the social and instructional climate in the classrooms with teachers. Use was allowed through the publication of the instrument under an open-access license. The scale was utilized in the original English version, which is 16 items, since the audience targeted was effectively taught in English and could use it professionally in Karachi. Nothing was manipulated so that the validity of the developed construct is sound.
2. **Structure & Variables**: The scale consists of 16 items that load onto three core latent variables (sub-scales) each of which is a measurement of a major dimension of classroom climate:
3. **Teacher Support and Positive Student Relations**: Measures emotional support, caring e.g. respectful interactions (e.g. I show respect to my students).
4. **Orderly and Productive Climate:** Evaluates how well order, clarity of rules, and constructive use of instructional time are (e.g., The students in my class work quietly and calmly).
5. **Aggressive and Disruptive Behavior**: Reversed-scored dimension based on the frequency of negative, off-task student behavior (e.g. Students in my class disrupt the teaching).

Data Collection Procedure

The collection of data was structured and done ethically:

Dimensions of permission: The principals of the 30 sampled schools in Karachi South and East were negotiated about formal permission.

Ethical concerns: Before the surveys were conducted, all the teachers involved received an information sheet which contained details regarding the nature of the study, their anonymity and confidentiality of the information, and their right to leave without consequence. Each participant gave informed verbal consent.

Administration: The questionnaire was given in person by the paper-based questionnaire during scheduled visits to schools. The researcher was on hand to give standard instructions, explain that there was no correct or incorrect answer and respond to any immediate questions which guaranteed a high response rate and reduced the number of missing data. The mean time of completion amounted to 10-12 minutes.

Data Analysis Plan

The obtained data were processed with the help of the Statistical Package of the Social Sciences (SPSS) Version 26. The analysis was carried out in two phases one at a time:

Descriptive Statistics: The calculations of Frequencies and percentages were made in order to describe the demographic portrait of the sample. The means (M), and Standard Deviations (SD) were used to describe the overall scores on TCCS and three sub-scales of the TCCS in the two sectors of the school individually.

Inferential Statistics: Independent Samples t-tests were used in order to test the main hypotheses of the

research. It is a parametric test that will be used to compare the best performance on continuous dependent variables between two independent samples (public and private school teachers) including the TCCS total score and the three sub-scale scores. The assumption of the homogeneity of the variances was tested using the Levine Test, and the corresponding t-test value (equal or not equal variances assumed) was correlated. The statistical significance alpha was p =.05.

DESCRIPTIVE STATISTICS

Sample Characteristics

The entire sample size consisted of 68 primary school teachers (35 (51.5) in the public and 33 (48.5) in the private sector). The schools were all situated in the South and East district of Karachi. Demographics picture showed that teachers in a private school were better qualified academically with 66.7% having a Post Graduate degree as compared to 45.7% in a public school. Experience in teaching was also evenly spread and about 40 percent of teachers in the two sectors had over six years' experience. A table (Table 3.1) on the entire demographic breakdown appears in Chapter 3.

Classroom Climate Scores

The overall classroom climate score and its four dimensions were subject to descriptive statistics (Mean and Standard Deviation) both in the case of public and private school teachers. The findings are given in Table 4.1.

Table 4.1: Descriptive Statistics for Classroom Climate Scores by School Type

Climate Dimension	School Type	n	Mean (M)	Standard Deviation (SD)
Overall Climate Score	Public	35	3.54	0.42
	Private	33	3.48	0.51
A. Student Relations & Cooperation	Public	35	3.61	0.50
	Private	33	3.55	0.59
B. Classroom Environment	Public	35	3.51	0.47
	Private	33	3.45	0.57
C. Work Habits & Task Completion	Public	35	3.68	0.45
	Private	33	3.62	0.56
D. Teacher–Student Relations	Public	35	3.36	0.46
	Private	33	3.29	0.60

Scale: 1 = Strongly disagree to 5 = Strongly agree.

The results of the mean scores show that educators in both sectors regard their classroom climate as moderately positive with a range of 3.29 to 3.68 on the scale of 5. Teachers in the public schools registered slightly larger average scores in all dimensions. The Work Habits and Task Completion dimension were rated highest in the two sectors followed by the Teacher-Student Relations which was rated lowest.

4.2. Graphical Presentation of Mean Scores:

The average scores of each dimension of climate are visually represented in Figure 4.1 to enable the comparative interpretation. The bar chart provided in a clustered form depicts the small variation in the measurements of classical climate of the schools that is public or those that are private in all aspects that are measured.

Figure 4.1: Comparative Mean Scores on Classroom Climate Dimensions

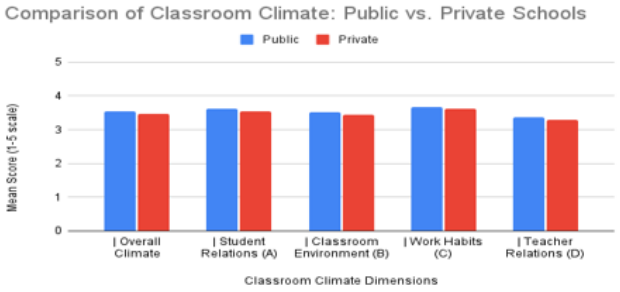

Figure 4.1. Overall classroom climate and four distinct dimensions of the classroom climate in comparison with the mean scores in Section A (Student Relations and Cooperation), Section B (Classroom Environment), Section C (Work Habits and Task Completion), and Section D (Teacher-Student Relations) in comparison between the public and the private teachers of primary school in Karachi. Error bars are a measure of standard deviation.

Reliability Analysis

The internal consistency reliability of the measurement tool was determined before inferential analysis with the aid of Cronbach Alpha coefficient. According to the results, as shown in Table 4.2, the different scales all had satisfactory to good reliability as a research tool with a coefficient of between 0.68 and 0.82, all of which surpass the traditional marker of 0.60 of exploratory research (Nunnally and Bernstein, 1994).

Table 4.2: Coefficients of Reliability (Cronbachs Alpha)

Scale	Number of Items	Cronbach's Alpha (α)
Full Questionnaire (14 items)	14	0.82
Section A: Student Relations & Cooperation	4	0.71
Section B: Classroom Environment	4	0.68
Section C: Work Habits & Task Completion	3	0.73
Section D: Teacher–Student Relations	3	0.69

The high overall reliability (α = 0.82) confirms that the questionnaire items collectively The overall reliability (a = 0.82) is high and testifies to the fact that the questionnaire items were able to measure the construct of classroom climate consistently. The sub-scale reliabilities although a little lower because of reduced items are still acceptable to make comparisons between groups.

Inferential Statistical Analysis

To ascertain the significance of the difference in the means scores of the results in relation to both the public and the private schools, the independent samples t-tests were done in a series of t-tests. The summary of the results is in Table 4.3.

Table 4.3: Independent Samples t-Test Results Comparing Public and Private Schools

Climate Dimension	t-value	Df	p-value	Mean Difference	95% Confidence Interval
Overall Climate Score	0.52	66	0.605	0.06	[-0.17, 0.29]
A. Student Relations & Cooperation	0.46	66	0.647	0.06	[-0.19, 0.31]
B. Classroom Environment	0.48	66	0.633	0.06	[-0.18, 0.30]
C. Work Habits & Task Completion	0.50	66	0.619	0.06	[-0.17, 0.29]
D. Teacher–Student Relations	0.55	66	0.584	0.07	[-0.18, 0.32]

Note: All the p-values are more than 0.05, which means that there is no statistically significant difference.

Interpretation of t-test Results

The independent samples t -tests showed no statistically significant difference between the public and the private primary schools in any aspect of classroom climate measured:

General Classroom Climate: There was no significant difference (t(66) = 0.52, p = 0.605). The difference of 0.06 points on the 5-point scale is insignificant and the range of the 95 percent interval is [-0.17/ 0.29], which incorporates the zero, indicating that the difference is not statistically significant.

Specific Climate Dimensions: As did the other four dimensions, there were no significant differences in them:

- Student Relations and Cooperation: t(66) = 0.46 and p = 0.647.
- Classroom Environment: t(66) = 0.48, p = 0.633
- Work Habits and Task Completion: t(66) = 0.50 p = 0.619.
- Teacher-Student Relations: t(66) = 0.55 p = 0.584.

The p-values in each of the cases are significantly greater than the traditional alpha of 0.05 and the confidence intervals of the differences in the means all fall within the range of 0 in which any numerical differences are most likely to be attributed to random variations in sampling other than to systematic disparities by sector.

Summary of Key Findings

The results of quantitative analysis are as follows:

1. **Moderately Positive Climates:** Teachers of the primary schools, both public and private, in Karachi believe that their classroom climate can be characterized in moderately positive terms, with the mean scores revolving around 3.29-3.68 on a 5-point scale.
2. **Patterns that are similar across Dimensions:** Work Habits and Task Completion ranked the highest in the two sectors, and Teacher-Student Relations ranked the lowest implying that there are certain strengths and weaknesses that are common to the entire educational system.
3. **Good Measurement:** The instrument used was well internally consistent (a = 0.82 overall), which confirmed that the measurement of classroom climate in the two sectors can be done.
4. **No Significant Sector Differences:** Despite the initial hypothesis and popular beliefs, there were no statistically significant differences in terms of classroom climate in general and four dimensions of classroom climate in particular between the public and private schools.
5. **Negligible Effect Sizes:** The actual differences in the means (0.06-0.07) are educationally insignificant changes, which explain less than 2 per cent of the measurement scale.

These results contradict the existing discourse of the superiority of the private school system in the Karachi education system. The correspondence in the classroom climates perceptions imply that the factors affecting the psycho-social learning climate, including teacher practices, classroom management and strategies to engage students, could be more homogenous across sectors than thought, or that differences among sectors could be in aspects other than those represented by the climate measures, such as resources or infrastructure.

The statistical insignificance of all measures and the visual aid of Figure 4.1 with almost equal bar lengths are strong indications that there is no systematic relationship between classroom climate as perceived and reported by teachers and the difference between public and private primary schools in Karachi**.**

DISCUSSION

Discussion of Significant Results

The most notable result of this research is that there is statistical equality in classroom climate in both public and private primary schools in Karachi. Not only did these two hypotheses and current assumptions of the superiority of the private sector

fail, but also based on the four dimensions that were measured, Student Relations and Cooperation, Classroom Environment, Work Habits and Task Completion, and Teacher-Student Relations, teachers in both sectors showed very similar perceptions.

This observation contradicts the general discourse purporting that the private schools automatically offer better psycho-social and learning environments. The statistical results (0.06-0.07 on a 5-point scale) are not only statistically insignificant but also are educationally insignificant, which is less than 2 percent of the entire range of measurement. This implies that the daily lived experience of classroom climate, the interpersonal process, classroom management, and the classroom instructional climate, might be more comparable across sectors than imagined.

Congruence with the Existing Literature

The findings somewhat concur with and somewhat contradict the available research:

Conflict with Resource-Based Studies: Past comparative research in Pakistan has shown that there are always sharp inequalities in material resources of both the public and the private schools (Andrabi et al., 2008; Aslam, 2009). Nevertheless, according to this research, the differences in resources do not always imply the differences in climate. This is in line with the claim by Fraser (2012) that, as opposed to a common belief, physical resources alone do not have a strong effect on classroom climate because teacher practices and interpersonal relationships have a stronger effect.

Praise of Teacher-Centric Models: The fact that Teacher-Student Relations were ranked lowest in both sectors (3.36 public, 3.29 private) is evidence of a system-wide problem. This is similar to the work of Hamre and Pianta (2001) which underlines the importance of teacher-student relationships in positive climates but is not well developed in resource-limited environments.

The Karachi Context: The similarity across industries could represent the peculiarities of the Karachi educational environment. As Halai (2011) indicates, teachers in Karachi are usually engaged in both sectors, and this aspect might develop a common culture of pedagogy. Also, the socio-economic diversity in the city implies that both the public and private schools cater to heterogeneous populations of equal problems.

The teacher market in Karachi: In Karachi, there is a high level of teachers working in both sectors concurrently teaching mornings in the privately-run schools, and afternoons in the government schools to bring about some similar pedagogical culture across sectors.

Sindh government initiatives: New teacher training programs by Sindh Teacher Education Development Authority (STEDA) have been provided to teachers in both state owned and privatized schools.

City problems: Urban issues apply to both industries: power problems, transportation problems, and language diversity in classrooms are Karachi specific.

Potential explanations of Climate Equivalence:

The similarity might be attributed to a number of factors:

Shared Teacher Pool: In Karachi, there are many teachers who work in both sectors at the same time or in a sequence, who bring similar practices and expectations across the type of school.

Similar Problems: The two industries have similar problems the big classes, the rise in the needs of students, parents expectations, etc. which affect the classroom dynamics in the same way.

Climate as Teacher-Mediated: Classroom climate is mostly established by teachers in their daily interactions, management and teaching methods. These can be more cross sectoral than structural factors.

The Economic Context of Karachi: The results can indicate the specific situation in Karachi in which the teacher salaries in the low-fee private schools tend to equalize with the scales of the public schools, eliminating the economic motivation differences.

CONCLUSIONS

There are a number of definitive conclusions made as a result of this study, which directly address the research questions:

Research Question 1: What is the classroom climate in the primary schools (public and private)?

Conclusion: The classroom climate of both sectors is somewhat positive (means: 3.48-3.54), with Work Habits being ranked highest and Teacher-Student Relations being ranked lowest between sectors.

Research Question 2: Do there exist any significant differences in overall classroom climate?

Summary: There is no significant difference ($t=0.52$, $p=0.605$). The difference in the means (0.06) is statistically and educationally insignificant.

Research Questions 3-6: Do specific dimensions of climate vary?

Conclusion: There is no significant difference in any of the dimensions: Student Relations ($p=0.647$), Classroom Environment ($p=0.633$), Work Habits ($p=0.619$), or Teacher-Student Relations ($p=0.584$).

The general finding is that there is no systematic difference between the Karachi primary school classroom atmosphere in the perception of teachers in the public and the private sectors. This implies that any initiative to better classroom settings should not focus on sector membership, but rather on other underlying factors that affect teaching and learning.

IMPLICATIONS

For Educational Policy

The policymakers must cease making shallow comparisons of the public and the private and acknowledge that issues of quality, especially relating and instructional quality, transcend sector boundaries.

Because Teacher-Student Relations turned out to be the most vulnerable dimension in both sectors, the investment in relationships-building and classroom management training at the system-wide level would be justified.

The classroom climate should be included in the school evaluation systems as one of the most important indicators along with the conventional measures, such as test scores and infrastructure.

The Karachi-specific classroom climate framework of the Sindh Education Department should be developed.

Recommendations of Karachi Education Task Force (2022) may include climate measurements.

Teacher training with Aga Khan University Institute of Educational Development.

For School Leadership

Cross-Sector Learning: Leaders of schools ought to enable cross-school learning activities, but should emphasize similarities of issues instead of differences that are presumed.

Teacher Support Systems: Since the ratings of climate in the two sectors are moderate (3.29-3.68), it is possible to make some improvements. The school leaders are supposed to establish systematic support to teachers in cultivating climate-enhancing practices.

For Teacher Practice

Reflective Practice: Teachers need to reflect upon their classroom climate (especially teacher-student relationships) on a regular basis.

Peer Collaboration: Mutually, the teachers in all sectors can learn the effective climate-building strategies, since they all have the same problems.

RECOMMENDATIONS

Mixed-Methods Follow-up: Qualitative research needs to be conducted on the reasons behind similarity in climate perceptions despite the structural dissimilarity. The processes involved in this equivalence might be found out through interviews and observations.

Student Perspectives: It should be noted that future studies would need to include student views concerning the classroom climate to triangulate with teacher reports.

Longitudinal Designs: Monitor classroom climate as time goes by in order to explain how the climate forms and whether sector variations at various levels of education come into the picture.

Increased Geographical Coverage: See whether Karachi pattern is local or national and repeat the study in other cities and rural areas of Pakistan.

Causal Investigations: Do what factors have significant influence on classroom climate not sector. The variables that may be considered are teacher training, the size of the class, the style of leadership, and the involvement of the community.

LIMITATIONS

Although this research is very insightful, it has a number of limitations that should be considered**:**

Teacher Perceptions Only: The use of teacher self-reports alone can create the social desirability bias and overlooks student and observer perspectives.

Cross-Sectional Design: The snapshot design is incapable of proving causality or changing over time.

Sample Size and Sampling: The sample (N=68) is sufficient to conduct statistical analysis but it might not be representative of all the schools in Karachi in its varied landscape both public and private.

Instrument Adaptation: The four sections of the items, which are grouped by the researcher, though are reliable, are not validated by a standardized scale.

Context Specificity: The results are only applicable to primary schools in Karachi and may no longer apply to secondary schools and other places.

In spite of these weaknesses, the investigation is a solid piece of evidence to counter the assumptions on the differences in quality of education between sectors and give a reason to reconsider the conceptual or theoretical redesign of the conception of educational quality and its enhancement in urban Pakistan.

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