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## School Climate And It's Importance

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### Introduction:

School climate has been defined in different ways by philosophers and psychologists. Some defines school climate very broadly as total environment of school including parents and community school climate will have a direct influence on motivation of students for learning. So the school climate will influence outcomes directly and indirectly, mediated by students motivation.

The National School Climate council stress that a sustainable, positive school climate is one that fosters youth development and learning necessary for productive, contributing and satisfying life in a democratic society such a climates includes:

1. Norms, values and expectations that support people feeling socially, emotionally and physically safe.
2. Members of the school community who are engaged and respected;
3. Students, families and educators that work together to develop and contribute to a shared school vision.
4. Educators who model and nurture an attitude that emphasizes the benefits and satisfaction that can be gained from learning and
5. Members of the school community who contribute to the operations of the school and the care of its physical environment.

These factors matter and show the importance of school climate.

### Culture and climate Defined:

1. Culture is defined by our beliefs and what we value.
2. Climate is defined by our organizational structure of behavioral supports and our attitude by how we implement those supports.
3. Student outcomes area by product of our culture.

Improving school climate and student behavior through positive behavior support.By Doug Maraffa.

### Culture and climate:

1) Positive attitude
2) Preparedness.
3) Personal touch.
4) Sense of humor
5) Creativity
6) Willingness to admit mistakes
7) Forgiving.
8) Respect
9) High expectations.
10) Sense of belonging.

"University of Memphis study."

Students learn best and achieve their full potential when they are physically, socially, emotionally and academically safe – in safe and orderly classrooms.[1] PSEA SUPPORT.

Comprehensive, evidence based efforts to increase students achievement by establishing a positive school climate as reflected in the character and quality of school life. School climate reflects muple aspects of people's experience of school life, including – norms, goals, values and interpersonal relationships.[2]

The elements that comprise a school's climate are extensive and complex. As a result, researchers have identified the following factors that influence school climate.

1) Number and quality of interactions between adults and students (Kuperminc, Leadbeater and Baltt, 2001).
2) Student's and teacher's perception of their school environment, or the school's personality. (Johnson, and Zimmerman, 1996)
3) Environmental factors (Such as the physical buildings and classrooms, and materials used for instruction)
4) Academic performance (Johnson and Johnson, 1993)
5) Feeling of safeness and school size (Freiberg, 1998)
6) Feelings of trust and respects for students and teachers (Manning and Saddlemire, 1996)

Clearly, school climate is multi-dimensional and influences many individuals including students, parents, school personnel and the community. Additionally school climate can significantly impact educational environments, as Freiberg (1998) notes, "School climate can be a positive influence on the health of the learning environment or a significant barrier of learning" (p.22)

## Why is School climate Important?

Research show that school climate can affect many areas and people within schools. For ex. A positive school climate has been associated with fewer behavioral and emotional problems for students (Kuperminc et.al., 1997).

Additionally, specific research on school climate in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students (Haynes and Corner, 1993). Furthermore, researchers have found that positive school climate perceptions are protective factors for boys and may supply high-risk students with a supportive learning environment yielding healthy development, as well as preventing antisocial behavior (Haynes, 1998, Kuperminc etal., 1997)

School climate research suggests that positive interpersonal relationships and optional learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior (MC Envoy and Welker, 2000). Regarding the role of teachers and administrators, Taylor and Tashakkori (1995) associated with increased

job satisfaction for school personnel.  Finally, student perspectives level to another.  Attending a new school can be frightening for students and this apprehension can adversely affect students.  Perception of their school's climate and learning outcomes.  Therefore, research has shown that providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school (Freiberg, 1998).

Previous school climate research supports the conclusion that many factors comprise this complex concept.  Furthermore, school climate can play a significant role in providing a healthy and positive school atmosphere, Freiberg (1998) notes, "The interaction of various School and classroom climate factors can create a fabric of support that enables all members of school community to teach and learn at optimum levels." (P.22)  It has been found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development (Freiberg, 1998, Johnson and Johnson, 1993, 1997, Kuperminc et al., 1997).

School climate if, positive can provide an enriching environment, both for personal growth and academic success.

## School Climate and Learning:

As school administration struggle with reform to improve student's academic performance, their concerns must encompass more than instructional change.  Primarily on school climate and its relationship to learning it also provides information on assessment instruments for measuring school climate.

## School culture:

School culture reflects the shared idea-assumptions, value and beliefs that give an organization to identity and standard for expected behaviors.

These ideas are imbedded in the organization and to a great extant, operate unconsciously.  They are so ingrained that they are often taken for granted, understanding shared by teachers, staff and student structure their response to demands made from outside (e.g. by parents and the community) and from inside (e.g.-by the central administration and its communication of directions from the school).

## Components of school climate :

Although there is no consistent agreement in the literature on the component of school climate or their importance most writers emphasize caring as a core elements.  However some place safety for must which the school family fells valued and able to pursue the school mission.

Several aspects of school's physical and social environment comprise its climate. One organization identified the eight areas.

1) Appearance and physical plant
2) Faculty relations.
3) Student interaction.

4) Leadership / decision making.
5) Disciplined environment
6) Learning environment
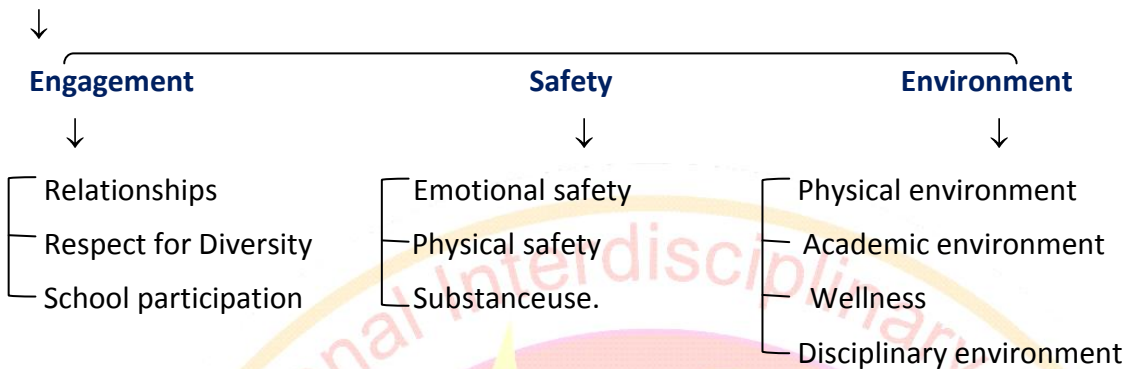7) Attitude and culture
8) School community relations.

| Supports learning | Impdes learning |
|---|---|
| **School building contains a limited number of students** | School building contains a large number of students. |
| **Students are and feel safe and comfortable on school property.** | Students are harassed by other student in halls, restrooms. |
| **Classroom are orderly** | Class rooms are disorganize |
| **Areas for instruction and activity are appropriate for those use.** | Classroom are in room not intended for that use. |
| **Noise level is low** | Noise level is high. |

## Conclusion :

School culture and school climate are useful terms for the intangibles that can affect learning. As such they deserve serious attention in the effort to improve performance. Comprehensive models that have been developed for school reform have invariably included change in school culture and school climate. School environments vary greatly. Whereas some school feel friendly, inviting and supportive, others feel exclusionary, unwelcoming and even unsafe. The feelings and attitudes that are elicited by a school's environment are referred to as school climate. The National School Climate Council (2007) defines school climate as "norms, values and expectations that support people feeling socially, emotionally and physically safe." (P.4)

School climate is a product of the interpersonal relationship among students, families, teachers, support staff, and administrators. Positive school climate is fostered through a shared vision of respect and engagement across the educational system. The National School Climate Center identifies five elements of school climate – (1) Safety (e.g. rules and norms, physical security, social- emotional security). (2) Teaching and learning (e.g. support for learning, social and civic learning). (3) Interpersonal relationships (e.g. respect for diversity, social support from adults, social support from peers). (4) Institutional environment (e.g. – school connectedness, engagement, physical surroundings) and (5) staff relationships (e.g. leadership professional relationships).

## Aspects of School Climate

↓

| **Engagement** | **Safety** | **Environment** |
| ↓ | ↓ | ↓ |
| Relationships | Emotional safety | Physical environment |
| Respect for Diversity | Physical safety | Academic environment |
| School participation | Substanceuse. | Wellness |
| | | Disciplinary environment |

## U.S. Department of Education's Safe and Supportive School Model

A positive school climate is recognized as an important target for school reform and improving behavioral, academic and mental health outcomes for students (Thapa etal., 2012).

According to Kolb (1984), the learning cycle begins when the learner interacts with the environment (Concrete experience).

School promoting engaging learning environments tend to have fewer student absences (Gottfredson et al., 2005) and improvements in academic achievement across grade levels. (Brand et al.,  2003; Stewart, 2008)

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