

# Study of School Climate in 21st Century and Ways to Improvement

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**Abstract:** The subtle differences characterizing the psycho-social setting of organizations that differentiate one organization from the other falls under the domain of organizational climate. The concept was firstly shown the day light by William Foote Whyte's study in 1940's. This focussed the study of interpersonal relationships of workers and customers of 12 restaurants in Chicago. Firstly organizational climate was referred to as 'the general flow of behaviour and feeling in a group' - A.W. Halpin and D.B. Croft, 1962. The concept was then thought of as a quality of interaction between person and environment (Rensis Likert,1961; Roger Braker, 1968). Recent works defines it as group characteristics largely caused by the way other groups, especially those high up on hierarchy ladder, function. Now it has become a very useful metaphor for thinking about and describing the social system. Organisational climate is also referred to as the "situational determinants" or "Environmental determinants" which affect the human behaviour.

**Keywords:** School Climate, its impact, student, teacher, environment etc.

## I. INTRODUCTION

The subtle differences characterizing the psycho-social setting of organizations that differentiate one organization from the other falls under the domain of organizational climate. The concept was firstly shown the day light by William Foote Whyte's study in 1940's. This focussed the study of interpersonal relationships of workers and customers of 12 restaurants in Chicago. Firstly organizational climate was referred to as 'the general flow of behaviour and feeling in a group' - A.W. Halpin and D.B. Croft, 1962. The concept was then thought of as a quality of interaction between person and environment (Rensis Likert,1961; Roger Braker, 1968). Recent works defines it as group characteristics largely caused by the way other groups, especially those high up on hierarchy ladder, function. Now it has become a very useful metaphor for thinking about and describing the social system. Organisational climate is also referred to as the "situational determinants" or "Environmental determinants" which affect the human behaviour.

A.W. Halpin and D.B. Croft introduced the concept of organizational climate in the field of education. School climate, defined as "the quality and character of school life," profoundly affects student learning and achievement. According to the National School Climate Centre, a safe and caring school environment is one in which students feel positively connected to others, feel respected, feel that their work is meaningful, and feel that they are good at what they do. School climate is a group phenomenon that reflects the school community's norms, goals and values, and school climate emerges based on ways in which students, parents and school staff experience school life. "School" should not be equated with a building. It is a complex environment with many participants and stakeholders—children, parents, teachers, school leaders, staff, community partners and more. We should strive for creating a positive, supportive school climate, absolutely essential to promote academic and intellectual development. All lessons in the Curriculum contribute to positive school climate in the present global hub,

as the focus is on encouraging everyone – adults and students – to be more thoughtful, respectful, caring, and compassionate in their communication and interaction with each other and with animals.

## II. PHYSICAL CLIMATE

For the purpose of writing this article the school climate has been subdivided into three parts for study-

- I. Physical climate
- II. Social and Emotional climate
- III. Academic climate

Physical climate consists of facilities and "Living Schoolyards" such as buildings, library, staff, students, playgrounds etc;. "We shape our buildings, and afterwards our buildings shape us." - Winston Churchill. Physical learning environments needs to sustain multiple modes of learning - supporting both individual and group work, providing space for presentation and exploration, promoting interaction and a sense of community, and fostering both formal and informal learning. The two fundamental features of the Physical Environment which we should configure to help 21st century learning are the Facilities and the Schoolyard. Inside the plan of the offices we incorporate the association of time, space and individuals. We incorporate the plan, or game plan, of furniture and assets. We associate the inside to the outside consistently. Not exclusively do Living Schoolyards help scholastic accomplishment, they are basic to a youngster's (and an adult's) physical and passionate wellbeing. Joining these schoolyards into the educational modules and lives of our understudies opens the way to an extent of encounters which will enable our understudies to create worldwide capabilities, Eco proficiency, physical wellness, nourishment, inventiveness, cooperation, free and associated aptitudes. These schoolyards are rich with opportunities to learn the sciences first hand (instead of reading about them in a textbook), as well as opportunities to increase knowledge and understanding in math, language arts, history, geography, and even world languages, the arts and media production!

The Living Schoolyards also contribute to curriculum projects related to many social and environmental issues, offering students an opportunity to experience at a young age "making a difference in the world". No school should be without an authentic Living Schoolyard!

It takes more than a pretty new building and the latest technologies to create 21st century school facilities. The school climate is constantly undergoing changes.-

physical learning environment matters! At 21st Century Schools we have spent years teaching about the relationship between the Physical Environment and student achievement. Teachers should convert their traditional "box" classrooms with rows of students, desk, etc., into a transformed environment that supported what we knew were best practices in curriculum and instruction.

20th Century Classrooms	21 <sup>st</sup> Century Classrooms
Typical classroom – teacher-centered, fragmented curriculum, students working in isolation, memorizing facts. Venetia Elementary, Jacksonville, Florida – 5th grade, Mrs. Johnson, 195960.	The “Zoo School”, aka The School for Environmental Studies, is an alternate, public school in Minnesota. A perfect example of real life, relevant, project-based 21st century education.
<b>Physical Environment</b>	
Cemetery Method – students are in rows, very quiet and very still	No rows – classrooms have a variety of learning spaces, multi-purposed, in which students move about freely
Learners work in isolation.	Learners work collaboratively.
Classroom is within 4 walls.	Classroom expands to the campus itself, then to the community – from local to global. The Global Classroom.
Teacher-centered: teacher is center of attention and provider of information	Student-centered: teacher is facilitator/coach. Students use information they have located to construct their knowledge and understanding.
Teacher controls everything the students do (or at least attempts to do so.)	Students are self-directed, moving from independent activities to interdependent activities as needed.
<b>Emotional Environment</b>	
“Discipline problems” – educators do not trust students and vice versa. No student motivation.	No “discipline problems” – students and teachers have mutually respectful relationship as co-learners; students are highly motivated
Little to no student freedom	Great deal of student freedom
Low expectations	High expectations – “If it isn’t good, it isn’t done.” We expect, and ensure, that all students succeed in learning at high levels. Some may go higher – we get out of their way to let them do that.
Curriculum/School is irrelevant and meaningless to the students	Curriculum is connected to students’ interests, experiences, talents and the real world.

Changing the environment helps teachers and students to break free from old habits: "One of the things you can do is create an environment where you cannot function the same way as you used to. When you improvise, you start learning and developing." Sometimes children may want no tables and chairs in the classroom. They use laptops in their studies, so they liked to sit on the floor, with their backs to a wall, so they could look at a laptop screen together. Kids need experience of a whole different learning environment.

The role of technology is important in supporting the goal of meaningful learning. It can help blend physical and digital environments. For example, students can do their homework online, contact experts on the subject of learning, and learn from the online community. Technologies allow students to turn any environment into a learning environment. Unfortunately, the environment in which most children learn remains the same: a building divided into classrooms and linked by corridors. Classrooms comprise of tables and seats, normally masterminded with the goal that kids confront an instructor and an intelligent whiteboard – what might as well

be called the Victorian writing board. Mechanical upgrades not just give more intuitive approaches to understudies to get the hang of amid a class, yet in addition they give the capacity to improve or make up for lost time with lessons.

### III. SOCIAL AND EMOTIONAL CLIMATE

Passionate condition is an imperceptible measure of 'sentiments' – once in a while it can have a 'vibe decent' factor where the youngsters, staff and guardians feel positive, and at others it can have a 'not all that great' feel about it when kids, staff or parent are down or troubled. Passionate Environment are portrayed by Respect, Caring, Acceptance, Trust, High Expectations, Belief in each other, Joy and Fun. Academic environment may be defined as one that best prepares students for their future professional life and contributes towards their personal development, psychosomatic and social well-being. A number of diverse factors significantly influence the way students perceive and experience their education.

We must create an emotional and academic environment in the classroom which supports student's development. Students in the 21st century will not be engaged in a curriculum that is textbook-driven, delivered to them in a classroom that is teacher-centred. When students are engaged - they are learning. When students are not engaged, they are not learning. And this is what creates behavioural problems, from absenteeism to disruptive behaviour in the classroom. Obviously, there are also a myriad of other factors which affect behaviour, but an engaging curriculum can overcome many of those.

Neuroscience has confirmed that our emotional states are directly related to how well we learn. Indeed, even emotions like humiliation, fatigue, or dissatisfaction - not just dread - can goad the mind to enter the famous "battle or flight" mode. Diminishing anxiety and building up a positive passionate atmosphere in the classroom is ostensibly the most fundamental segment of instructing. Social-emotional learning is defined as the skills used to understand and manage our own emotions, and recognize and show empathy for the emotions of others, help students to establish positive relationships, set goals, and undertake responsible decision making.

Developing a safe space and process for students to explore their own unique strengths and interests can happen in a variety of ways in the classroom. Assessments are great starting points but only become meaningful with reflection and application throughout the content over time. The proper emotional environment provides self-awareness, described as student's ability to accurately recognize their own thoughts and emotions and understand how these might influence their behaviour. Self-Management reflects the student's ability to successfully regulate their emotions and behaviours in different situations. Social Awareness champions the capacity of the understudy to take the viewpoint and feel for others, including those from differing foundations and societies. Relationship Skills, delivers the understudy's capacity to set up and keep up solid and compensating associations with different gatherings and people. Mindful Decision Making features the understudy's capacity to settle on useful decisions about individual conduct and social cooperation in view of moral measures, security concerns, and social standards. For proper development of emotional environment a student needs to have the feeling of Belongingness and Love. Giving students a voice and choice is also giving them power. You can allow them to select the line from the creed they want to discuss each day. Giving understudies a chance to share something is another method for giving them voice, therefore addressing a requirement for control. At the point when instructors keep up elevated requirements and offer help, understudies will meet them. We must enable them to find and construct their abilities as students by keeping up elevated standards. In morning meetings, it is each student's choice to add to the sharing/discussion. It is each student's choice to decide what to share. Schools should also establish clear programs to address the pervasive problem of bullying. The policies and practices that the school uses to address incidents are foundational elements of an effective bullying prevention program.

Students should be provided with such a school climate that persuades them for Self Direction. In this case students have choices about what to do, when to do it, where to do it and how to do it and should have fun. At the point when students are occupied with thorough, applicable and true educational modules, planning items, showing and performing, looking into their interests - they are having some good times.

Coordinate, as opposed to contend. Have students cooperate to plan and improve a release board. Urge them to cooperate to choose what the subject and substance of their announcement board will be. Ensure that every child contributes a piece of artwork or writing sample to be included. You can further reinforce this activity by cutting out paper in the shape of paw prints or bones and asking students from other classes to write something they learned from viewing the bulletin board - these comments can be posted around the board as a border and will remind students how they helped teach other children in the school-community.

#### IV. ACADEMIC CLIMATE

Have students work together to create a motto or saying that reflects core social and emotional learning tenets or the unique qualities so as to boost within them social and emotional strength. Collaboratively, students can generate ideas and establish guidelines for choosing a motto. Encourage students to be creative and considerate of others as they come up with ideas and make their selections. Once a motto is chosen, have students decorate posters, buttons, or t-shirts and share their motto with other students, staff, and families.

Select (or have students nominate) a group of students to be "teachers for a day" for at least part of the day. Encourage students to develop lesson plans, create activities, or select books or other resources to share as part of their lesson. Invite students' family members to join the classroom on that particular day and participate in the lesson to make the school climate dynamic and happening.

No matter what the size of a school's student population, it is critical to offer small learning communities (SLCs) where teachers, students and families are able to get to know one another well and be mutually supportive.

A Learning Centre within the school can be many things: a place in a classroom, a location on campus, a location in the community and/or a virtual location, it should offer options/choices for student activities and a variety of resources. Similarly, students should have a choice in selecting which learning centres they wish to utilize.

Restorative justice, a need of 21<sup>st</sup> century school climate, is a philosophy based on a set of principles provides ways to effectively address behaviour and other complex school issues, including offering a supportive environment, improving school safety and providing alternatives to suspension and expulsion. Restorative justice programs have formal guidelines and trained individuals to deal with conflict and violations of school rules.

Launch a "The Leader in Me" Program to enable students to build up the fundamental abilities and qualities understudies require so as to flourish in the 21st century. Create global

students who have the right stuff and self-assurance to prevail as pioneers in the 21st century.

School to Home Communication through school messages, phone calls, meetings, the student and parent PowerSchool portals and Twitter posts act as an effective communication tool for our students and families.

Extracurricular activities like School, Student Council, Spirit Week (Each day represents a different activity; however, each activity is planned around a cooperative, team building approach), Adventure Days etc also plays a great role in boosting the climate of a school in this 21<sup>st</sup> century.

Naviance, a program that helps students stay focused on their self-generated academic, social and career goals. These Student Success Plans will guide student all the way through graduation.

School climate is more than physical spaces. In the 21st century it is becoming increasingly important to encourage students to sign up for internships and community service projects, or network with peers using social networking tools to gather and share data on global issues. This encourages students to acquire knowledge in a context that is meaningful to them and take responsibility for their own learning.

Teaching Tolerance help students explore the variety of the human experience. The importance of empathy has been linked to everything from business to career success and has a huge impact on the ability of students to form successful relationships throughout life. It provides them with the curiosity needed to ask meaningful questions about the world and a solid platform for critical thinking around real-life challenges.

Children, as young as preschool can be wonderful participants in project-based learning, and they can be introduced to the concept of research as well. In fact, all the exploring they do, everywhere they go, is actually research! It is a natural part of a young child's curiosity (an important 21st century skill), that is usually drummed out of them shortly after they enter school. As global students, we invite understudies to analyze their general environment and explore conditions outside their normal experience. In doing all things considered, they open themselves to request and troubles past their standard scope of commonality from a combination of sources. Setting aside a few minutes to examine this strategy itself, and the shortcoming they may feel about investigating issues that have no "right" answer, is an open entryway for advancement. Teachers then incorporate aspects of the curriculum, such as maths or science, into that activity.

## V. CONCLUSION

The majority of educators still believe that literacy means the old 3 Rs - "reading, 'writing and 'arithmetic". However life in the 21st century requires much more than that. If you want students who are engaged, students who are learning, then you need to design and implement a 21st century learning experience. This means a curriculum that is based upon the 3 R's - Relevant, Rigorous and Real World!

21st century schools have moved away from the old, teacher-centered paradigm. 21st century schools create ways to

support students in becoming self-directed, independent and interdependent. Teachers are authentically facilitators. Because this type of classroom can actually run itself, the teacher/facilitator is free to move from one student to the next or from one group to the next, to provide individualized support. Not only is this much easier than giving the same lecture to the whole group, day after day, it is far more effective in terms of student learning. In the developing countries you see a typical teacher-centred classroom. We have dubbed this strategy as the Cemetery Method. Students are seated in rows of desks facing the front of the room, where the teacher is. The teacher controls everything. Students even are expected to raise their hand for permission to speak or to answer a teacher-directed question. As you can imagine, there is nothing happening in this classroom that would help students develop 21st century skills. Obviously this teacher is not teaching creatively, but didactically. The teacher decides what will be learned, how it will be learned and when it will be learned. All students are expected to learn the same thing, in the same way, at the same time. Step into a classroom in the 21st century, and the odds are it won't look all that different from one in the 20th century. One decade into the 2000s, many schools and universities have been frustrated in their efforts to upgrade their facilities and resources because of shrinking budgets. Many schools and universities have had to put the brakes on facility improvements because of a shortage of funds. 21st century schools have moved away from the old, teacher-centered paradigm. A big problem in most schools today is the lack of implementing technologies in a meaningful way. It seems that a majority of educators, from teachers to superintendents equate having technology in their schools with being "21st century". Unfortunately, in most cases, the tools are being deployed as digital versions of the traditional, low level, paper and pencil worksheet. How the tool is used really matters! As worldwide students, we welcome understudies to examine their general surroundings and investigate circumstances outside their regular experience. In doing as such, they open themselves to inquiries and difficulties past their usual range of familiarity from an assortment of sources. Making time to discuss this procedure itself, and the weakness they may feel about looking into issues that have no "right" answer, is an open door for development.

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