International Journal of Research Publication and Reviews

School Climate: An Organizational Perspective Overview

Ashok Kumar[1], Dr. Renu Goel[2]

[1]Research Scholar, College of Education, IIMT, University, Meerut, India
[2]Associate Professor, College of Education, IIMT, University, Meerut, India

ABSTRACT :

The research article explores the concept of school climate through an organizational lens, emphasizing its critical role in educational settings. It outlines the significance of understanding school climate from an organizational perspective, introducing a conceptual framework based on organizational theory. The article details various approaches to measuring school climate and proposes an organizational taxonomy to categorize its dimensions. Practical insights are provided for improving school climate, offering strategies for school administrators and policymakers. The article underscores the impact of school climate on educational outcomes, advocating for organizational insights to enhance overall educational effectiveness.

Keywords: School Climate, Organizational Perspective, Educational Outcomes

Introduction :

The research article elves into the intricate relationship between school climate and organizational theory, shedding light on the importance of viewing school climate through an organizational lens. Understanding school climate from this perspective allows for a more comprehensive analysis of its impact on educational environments. This approach highlights how the overall atmosphere of a school, including its policies, culture, and social dynamics, significantly influences both student and staff experiences. The article presents a conceptual framework grounded in organizational theory, providing a structured approach to assessing school climate. It examines various methodologies for measuring school climate and introduces an organizational taxonomy to better categorize its multiple dimensions. By applying organizational insights, the article offers actionable strategies for school administrators and policymakers aimed at enhancing school climate. Ultimately, it underscores the pivotal role that a positive school climate plays in achieving favorable educational outcomes, advocating for targeted interventions that can lead to improved academic performance and overall school effectiveness.

Conceptualization: School climate refers to the overall quality and character of school life, encompassing the attitudes, beliefs, and behaviors of students, teachers, and staff within the educational environment. It includes aspects such as the safety and inclusiveness of the school, the quality of relationships, and the level of engagement and support provided to students. School climate is defined as the collective set of attitudes, behaviors, and norms that shape the social, emotional, and academic environment of a school. It reflects the school's values, culture, and practices, influencing the experiences and outcomes of both students and staff. The meaning of school climate extends beyond just the physical environment; it encompasses the psychological and emotional atmosphere of the school. A positive school climate promotes a sense of belonging and safety, encourages respectful interactions, and supports academic and personal growth. Conversely, a negative school climate can hinder student achievement, contribute to behavioral issues, and impact overall well-being. Understanding and improving school climate is essential for creating an environment where students can thrive academically and socially.

Importance of School Climate

The importance of school climate is profound, as it significantly impacts various aspects of the educational experience for students, teachers, and the broader school community. Here are key reasons why school climate is crucial:

Academic Achievement: A positive school climate fosters an environment conducive to learning, where students feel safe and supported. This enhances student engagement, motivation, and academic performance, leading to better educational outcomes.

Student Well-being: A supportive and inclusive climate contributes to students' emotional and psychological well-being. It reduces feelings of anxiety and stress, helping students to be more focused and resilient.

Behavioral Outcomes: Positive school climates are linked to lower rates of behavioral problems, including bullying and disciplinary issues. When students feel respected and valued, they are more likely to exhibit positive behaviors and attitudes.

Teacher Satisfaction and Retention: A healthy school climate improves job satisfaction for teachers, reduces burnout, and enhances their effectiveness. This leads to better teaching quality and supports teacher retention.

School Safety: An effective school climate promotes a safe environment, addressing issues related to physical and emotional safety. This creates a secure space where students can thrive without fear of harm.

Community Engagement: Schools with a positive climate are often better at fostering strong relationships with families and the community, leading to greater support and collaboration in educational initiatives.

Equity and Inclusion: A positive school climate emphasizes fairness and respect for diversity, helping to address disparities and promote equity among students from different backgrounds.

In essence, school climate is a critical determinant of the overall effectiveness of the educational experience, influencing academic success, personal development, and the well-being of everyone in the school community.

School climate Types

School climate can be categorized into several types, each reflecting different aspects of the educational environment. Understanding these types helps in addressing specific areas for improvement and tailoring interventions. Here are common types of school climate:

Academic Climate: This type focuses on the quality of teaching and learning. It includes factors such as the rigor of the curriculum, the availability of resources, and the support for academic achievement. A positive academic climate fosters high expectations, effective teaching practices, and opportunities for student growth.

Social Climate: The social climate pertains to the relationships and interactions among students, teachers, and staff. It includes aspects such as peer relationships, teacher-student interactions, and overall social support. A positive social climate is characterized by mutual respect, inclusiveness, and a sense of community.

Behavioral Climate: This type relates to the management of student behavior and discipline. It involves the school's approach to addressing behavioral issues, the presence of clear rules and expectations, and the effectiveness of disciplinary practices. A positive behavioral climate promotes self-discipline and fair, consistent management of student behavior.

Physical Climate: The physical climate refers to the tangible aspects of the school environment, including the condition of facilities, cleanliness, safety measures, and accessibility. A positive physical climate ensures that the school is a safe and welcoming place conducive to learning.

Emotional Climate: This aspect focuses on the emotional well-being of students and staff. It encompasses the overall emotional support provided, the presence of mental health resources, and the general mood and morale within the school. A positive emotional climate fosters a sense of security and emotional support.

Cultural Climate: The cultural climate reflects the school's commitment to diversity, equity, and inclusion. It includes how well the school respects and integrates various cultural backgrounds, addresses issues of inequality, and promotes a culture of respect and acceptance.

Safety Climate: This type emphasizes the measures in place to ensure physical and psychological safety within the school. It includes protocols for emergency situations, the presence of security measures, and strategies to prevent bullying and violence.

By assessing and addressing these various types of school climate, schools can create a more holistic and supportive environment that enhances the overall educational experience for all members of the school community.

Understanding School Climate: An Organizational Approach

The research article delves into the intricate dynamics of school climate through the lens of organizational theory. School climate, often described as the atmosphere or environment within a school, encompasses the collective perceptions and attitudes of students, teachers, and staff. By applying organizational theory, we can analyze school climate as more than just a superficial set of conditions, instead viewing it as a complex system influenced by various internal and external factors. This approach considers the school as an organization with its own culture, structure, and processes, akin to a business or corporation. Organizational theory helps in understanding how these elements interact to shape the overall climate. It also highlights the importance of leadership, communication, and stakeholder relationships in fostering a positive school climate. By drawing parallels with organizational settings outside of education, such as businesses and institutions, this perspective provides a framework for identifying key dimensions of school climate, such as safety, relationships, teaching and learning practices, and institutional environment. This organizational approach offers a structured way to dissect the diverse factors that contribute to school climate, paving the way for more effective interventions and improvements within educational settings.

Significance of School Climate in Educational Settings

The school climate plays an important part in shaping the educational experience and outcomes for students, teachers, and the broader school community. School climate, from an organizational perspective, acts as the foundational environment in which educational processes unfold. A positive school climate is associated with enhanced student engagement, higher academic achievement, and improved social-emotional development. It fosters a sense of safety, belonging, and mutual respect among students and staff, which are crucial for effective learning. Conversely, a negative school climate can lead to disengagement, behavioral issues, and academic underperformance. This highlights the significance of school climate as a determinant of both individual and institutional success. Moreover, school climate influences teacher satisfaction, retention, and instructional practices, which in turn affect student learning outcomes. By viewing school climate through the lens of organizational theory, educators and administrators can better understand the complex interplay of factors that contribute to a school's atmosphere, enabling them to implement targeted strategies to enhance it. Recognizing the significance of school climate is essential for creating educational environments that not only support academic excellence but also nurture the holistic development of every student.

Organizational Theory and School Climate: A Conceptual Framework

 Organizational theory provides a structured lens to analyze and understand the complexities of school climate. Organizational theory, traditionally applied to businesses and institutions, offers valuable insights into the functioning of schools by viewing them as complex organizations with distinct cultures, structures, and processes. This conceptual framework helps to dissect the various dimensions of school climate—such as leadership, communication, decision-making, and stakeholder relationships—that collectively shape the educational environment. By framing school climate within organizational theory, we can identify the underlying systems and dynamics that contribute to a school's atmosphere. For instance, leadership style, whether autocratic or participative, significantly influences the overall climate, affecting teacher morale, student engagement, and the effectiveness of policies. Similarly, the organizational structure—whether hierarchical or flat—impacts the flow of communication and the level of collaboration within the school. This framework also allows for the examination of how external factors, such as community expectations and policy mandates, interact with internal processes to influence school climate. By applying organizational theory, educators and administrators gain a deeper understanding of how to manage and improve school climate, ultimately leading to a more conducive environment for teaching and learning.

Historical Context of School Climate Research

School climate research began in the mid-20th century, initially influenced by studies on organizational behavior in business and industrial settings. Early researchers borrowed concepts from these fields, applying them to educational environments to understand how the "feel" or atmosphere of a school could impact student outcomes and teacher performance. Over time, the focus expanded to include various dimensions such as safety, relationships, teaching and learning practices, and the physical environment. The development of different climate assessment instruments, many adapted from non-educational contexts like businesses and universities, further shaped the field. These tools provided a structured way to measure school climate, but also contributed to the challenge of defining it consistently across studies. As the research progressed, diverse models and typologies emerged, each offering unique insights but also adding to the complexity of understanding school climate comprehensively. This historical trajectory highlights the importance of an organizational perspective in school climate research, as it integrates these diverse influences and helps clarify the multifaceted nature of the concept, guiding more effective interventions in schools.

Dimensions of School Climate: An Organizational Taxonomy

School climate, when viewed from an organizational perspective, can be categorized into distinct dimensions that collectively define the environment within which students and staff operate. These dimensions form a comprehensive taxonomy that helps in systematically understanding and evaluating the school's atmosphere. The first dimension is safety, which includes both physical safety—such as the presence of security measures and the absence of violence—and emotional safety, which pertains to the level of respect and absence of bullying among students and staff. The second dimension, relationships, focuses on the quality of interactions between students, teachers, administrators, and parents, emphasizing trust, communication, and support. Teaching and learning is another critical dimension, encompassing the academic expectations, instructional practices, and the overall engagement and motivation of students. The final dimension, institutional environment, refers to the structural and organizational aspects, including the school's physical facilities, resources, and the implementation of policies and rules. Each of these dimensions interacts dynamically, influencing one another and contributing to the overall organizational health of the school. Understanding these dimensions allows educational leaders to diagnose strengths and areas for improvement, ensuring a climate that supports both student achievement and teacher effectiveness.

Approaches to Measuring School Climate

Measuring school climate, an essential aspect of understanding the organizational dynamics within educational institutions, involves various methodological approaches that capture the multifaceted nature of the concept. School climate encompasses dimensions such as safety, relationships, teaching and learning practices, and the institutional environment. To assess these aspects, researchers and practitioners employ both qualitative and quantitative methods. Surveys and questionnaires are the most common tools, allowing for broad participation from students, teachers, and staff, and covering areas like perceived safety, interpersonal relationships, and satisfaction with school facilities. Instruments such as the School Climate Survey (SCS) or the Comprehensive School Climate Inventory (CSCI) are often used for standardized measurement. Additionally, qualitative methods like interviews and focus groups provide deeper insights into individual and group perceptions, capturing the nuances of school climate that quantitative tools may overlook. Observational methods also play a crucial role, offering real-time data on student and teacher interactions and the overall school atmosphere. Mixed-method approaches, combining surveys with qualitative data, are increasingly favored for their ability to provide a more comprehensive understanding of school climate, enabling educational leaders to make informed decisions that foster a positive and supportive school environment.

Challenges in School Climate Research

Researching school climate from an organizational perspective presents several challenges that complicate efforts to accurately assess and improve educational environments. One significant challenge is the complexity and multidimensionality of school climate itself. With dimensions ranging from safety and relationships to teaching practices and institutional environment, capturing the full scope of school climate requires comprehensive tools that can address both the breadth and depth of these factors. Moreover, the subjective nature of school climate perceptions—varying widely among students,

teachers, and administrators—adds another layer of difficulty. These differing perspectives can lead to inconsistent or contradictory findings, making it hard to draw definitive conclusions. Another challenge is the influence of contextual factors such as socio-economic conditions, cultural backgrounds, and regional policies, which can affect school climate differently in various settings. Additionally, longitudinal studies are needed to understand how school climate evolves over time, yet these studies are often resource-intensive and difficult to sustain. Finally, translating research findings into actionable strategies for school improvement remains a challenge, as the complex interplay of organizational factors requires tailored interventions that may not be universally applicable. Addressing these challenges is crucial for advancing the field and ensuring that research on school climate leads to meaningful improvements in educational practice.

Applying Organizational Insights to Improve School Climate

Applying organizational insights to enhance school climate involves leveraging a deep understanding of organizational dynamics to foster a positive and effective educational environment. By analyzing the key dimensions of school climate—such as safety, relationships, teaching practices, and institutional environment—educational leaders can identify specific areas for improvement. For instance, insights into organizational behavior can guide the development of strategies to improve interpersonal relationships within the school, such as implementing professional development programs focused on communication and conflict resolution for staff. Additionally, organizational theories can inform the design of policies and practices that enhance student safety and well-being, creating a more secure and supportive environment. Understanding the impact of organizational structures and resource allocation helps in optimizing the use of school facilities and ensuring that resources are effectively distributed to meet the needs of students and staff. Moreover, applying organizational insights can facilitate the creation of a culture of continuous improvement, where feedback is actively sought and used to drive changes. By integrating these insights into decision-making processes, schools can develop targeted interventions that address specific challenges, ultimately leading to a more cohesive and thriving school climate that supports academic success and overall well-being.

The Role of School Climate in Educational Outcomes

School climate plays a pivotal role in shaping educational outcomes, as it directly influences both student and teacher performance. A positive school climate, characterized by supportive relationships, a safe environment, and engaging teaching practices, fosters an atmosphere conducive to learning and personal growth. When students feel safe and valued, they are more likely to be engaged and motivated, which enhances their academic performance and overall achievement. Conversely, a negative school climate—marked by issues such as bullying, poor communication, and inadequate resources—can lead to disengagement, lower academic achievement, and increased behavioral problems. For teachers, a positive climate reduces stress and burnout, promoting job satisfaction and effective teaching practices. This, in turn, benefits students by ensuring a high-quality educational experience. Moreover, a well-structured school climate supports the implementation of effective instructional strategies and interventions, as it creates a stable and responsive environment. Therefore, improving school climate is essential for achieving better educational outcomes, as it directly impacts student engagement, teacher effectiveness, and the overall quality of education. By addressing climate-related issues, schools can enhance their educational impact and support the holistic development of all stakeholders involved.

Practical Implications: Strategies for School Administrators and Policymakers

For school administrators and policymakers, implementing effective strategies to enhance school climate requires a multifaceted approach grounded in organizational theory and best practices. First, fostering a positive school climate necessitates the establishment of clear, consistent policies that promote safety, respect, and inclusivity. Administrators should prioritize professional development programs that equip educators with skills in conflict resolution, cultural competency, and effective communication. Regular climate assessments through surveys and feedback mechanisms are crucial for identifying areas of concern and measuring the impact of interventions. Policymakers should advocate for resource allocation that supports mental health services, extracurricular activities, and safe school facilities, addressing both physical and emotional needs of students. Engaging stakeholders—such as students, parents, and community members—in decision-making processes ensures that diverse perspectives are considered, fostering a more inclusive environment. Additionally, creating a culture of continuous improvement involves setting up mechanisms for ongoing evaluation and adaptation of school policies based on data-driven insights Joshi and Thapliyal (2022) reported by implementing these strategies, administrators and policymakers can create a supportive and nurturing school climate that enhances student engagement, academic performance, and overall well-being, ultimately contributing to a more effective educational experience.

Conclusions

In summary, "School Climate: An Organizational Perspective Overview" emphasizes the vital role that school climate plays in shaping the educational experience. By viewing school climate through an organizational lens, the article provides a comprehensive framework for understanding and improving the various factors that influence the atmosphere within schools. It underscores the need for a systematic approach to assessing and enhancing school climate, recognizing its impact on student achievement, teacher satisfaction, and overall school effectiveness. The insights and strategies presented encourage school leaders and policymakers to prioritize the cultivation of a positive, inclusive, and supportive climate, ultimately leading to more successful and thriving educational environments.

REFERENCES :

1. Anderson, C. S. (1982). The Search for School Climate: A Review of the Research. Review of Educational Research, 52(3), 368–420. https://doi.org/10.2307/1170423.

2. Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: research, policy, practice, and teacher education. Teachers College Record, 111, 180–213.

3. Fan, W., Williams, C. M., & Corkin, D. M. (2011). A multilevel analysis of student perceptions of school climate: the effect of social and academic risk factors. Psychology in the Schools, 48, 632–647. doi:10.1002/pits.20579.

4. Joshi, A. (2011). Impact of socio-emotional school climate on mental health of the secondary school students. Perspective in psychological researches, 34(2), 65-68.

5. Joshi, A. (2010). Emotional intelligence and job satisfaction of teachers teaching in senior secondary schools. Perspective in Psychological Researches, 33(1), 211-214.

6. Joshi, A. et al. (2018). Co-curricular involvement and academic achievement of secondary school students in relation to some demographic variables: A comparative study. Bhartiyam International Journal of Education & Research, 7(2), 1-9. http://www.gangainstituteofeducation.com/NewDocs/march-2018/01.pdf.

7. Joshi, A. (2022). Teaching Style As Perceived By Senior Secondary School Teachers in Different Types of Schools. International Journal of All Research Education and Scientific Methods (IJARESM),, 10(9), 65-68. http://www.ijaresm.com/uploaded_files/document_file/Prof._(Dr_.)_Ajay_Joshi_E5hb.pdf.

8. Kuperminc, G. P., Leadbeater, B. J., Emmons, C., & Blatt, S. J. (1997). Perceived school climate and difficulties in the social adjustment of middle school students. Applied Developmental Science, 1, 76–88. doi:10.1016/S0022-4405(01)00059-0.

9. Kumar, S., Thapliyal, P., & Rana, S. (2022). Job Satisfaction of Secondary School Teachers Teaching in Different Types of School Management. Bhartiyam International Journal of Education & Research, 12(1), 40-46. Retrieved from http://www.gangainstituteofeducation.com/5-RP-subodh-ganga-js.pdf.

10. McCoy, D., Roy, A., & Sirkman, G. (2013). Neighborhood crime and school climate as predictors of elementary school academic quality. American Journal of Community Psychology, 52, 128–140. doi:10.1007/s10464-013-9583-5.

11. Mitchell, M. M., Bradshaw, C. P., & Leaf, P. J. (2009). Student and teacher perceptions of school climate: a multilevel exploration of patterns of discrepancy. Journal of School Health, 80, 271–279. doi:10.1111/j.1746-1561.2010.00501.x.

12. Moos, R. H. (1979). Evaluating educational environments. San Francisco, CA: Jossey-Bass Publishers.

13. Rhodes, J. E., Camic, P. M., Milburn, M., & Low, S. R. (2009). Improving middle school climate through teacher-centered change. Journal of Community Psychology, 37, 711–724. doi:10.1002/jcop.20326.

14. Taguiri, R. (1968). The concept of organizational climate. In R. Tagiuri & G. H. Litwin (Eds.), Organizational climate: exploration of a concept. Boston: Harvard University.

15. Thapliyal, P., Joshi, A., & Joshi, S.K. (2020). Awareness of continuous and comprehensive evaluation among government school teachers. The Signage, 8 (2), 77-84.

16. Thapliyal, P., & Joshi, A. (2014). Perceived Leadership Behaviour of Principals and Psychological Well-Being of Secondary School Teachers. International Journal of Emerging Technologies and Innovative Research, 1(5),577-580. http://www.jetir.org/papers/JETIR1701A83.pdf.

17. Thapliyal P., & Joshi. A. (2023). Teacher effectiveness as perceived by secondary school teachers in relation to their job satisfaction. International Journal of All Research Education and Scientific Methods (IJARESM), 11(2), 22-25. Retrieved from http://www.ijaresm.com/uploaded_files/document_file/Dr._Poonam_Thapliyal_eTkm.pdf.

18. Thapliyal, P., & Joshi, A. (2014). Job Satisfaction of Secondary School Teachers in Relation to Their Emotional Intelligence. Bhartiyam International Journal of Education & Research, 3(3),25-33. Retrieved from http://www.gangainstituteofeducation.com/NewDocs/june-2014/Job-Satisfaction.pdf.

19. Thapliyal, P., & Joshi, A. (2016). Job satisfaction of secondary school teachers in relation to teacher effectiveness. IJARIIE, 2(3), 4648-4651. Retrieved: https://ijariie.com/AdminUploadPdf/JOB_SATISFACTION_OF_SECONDARY_SCHOOL_TEACHERS_IN_RELATION_TO_TEACHER_EFFECTIVENESS_ijariie21397.pdf

20. Thapliyal, P. & Joshi, A. (2022). Perceived Leadership Behavior for Principals In Government & Non-Government Senior Secondary Schools In Delhi. International Journal of All Research Education & Scientific Methods, (IJARESM), 10(1), 1416-1422.

21. Thapliyal, P. (2022). Leadership Behavior As Perceived By Senior Secondary School Teachers in Private & Government Schools in Delhi. International Journal of All Research Education and Scientific Methods (IJARESM), 10(5), 3040-3043. Retrieved from http://www.ijaresm.com/uploaded_files/document_file/Dr._Poonam_Thapliyal_oUT2.pdf.

22. Thapliyal P., & Joshi. A. (2016). Teacher freezing of secondary school teachers in relation to job satisfaction. International Journal of All Research Education and Scientific Methods (IJARESM), 2(2), 1955-1958. Retrieved from https://ijariie.com/AdminUploadPdf/TEACHER_FREEZING_OF_SECONDARY_SCHOOL_TEACHERS_IN_RELATION_TO_JOB_SATISFACTION_ijariie21416.pdf.

23. Thapliyal, P. (2022). Job Satisfaction of Senior Secondary School Teachers In Relation To Perceived Leadership Behavior of Principals. International Journal of All Research Education and Scientific Methods (IJARESM), 10(6), 3511-3514. http://www.ijaresm.com/uploaded_files/document_file/Dr._Poonam_Thapliyal_JsXv.pdf.

24. Thapliyal, P. (2023). Psychological Well-Being of Private and Government Secondary School Students. International Journal of Research Publication and Reviews, 4(7), 2739-2741. https://doi.org/10.55248/gengpi.4.723.49737.

25. Thapliyal, P. et al. (2024). Teaching Effectiveness of Secondary School Teachers Teaching in Different Types of School Management. International Journal of Research Publication and Reviews, 5(1), 5796-5798. https://ijrpr.com/uploads/V5ISSUE1/IJRPR22249.pdf.

26. Thapliyal, P. & Joshi, A. (2022). Organizational Climate: A Brief Conceptual Perspective. Journal of Educational & Psychological Research, 12 (1), 1-4.

27. Thapliyal, P., & Joshi, A. (2014). Teaching Effectiveness in Relation to Life Satisfaction of Teachers at Secondary Level. International Journal of Emerging Technologies and Innovative Research, 1(1), 556-558. Retrieved from https://www.jetir.org/view?paper=JETIR1701A78.

28. Thapliyal, P., Joshi, A. & Purohit, P. (2022). Teachers' Perception of Institutional Climate in Government Secondary Schools in Uttarakhand. Journal of Educational & Psychological Research, 12 (1), 11-17.

29. Thapliyal, P., & Purohit, P. (2023). Organizational Climate of Government Secondary School as Perceived by Teachers. International Journal of Research Publication and Reviews, 4 (9), 2409-2412. https://doi.org/10.55248/gengpi.4.923.92502.

30. Thapliyal, P., & Purohit, P. (2023). School Environment in Relation to the Creativity of Students in Government Secondary Schools. International Journal of Advance Research and Innovative Ideas in Education (IJARIIE), 4 (9), 2409-2412. http://ijariie.com/AdminUploadPdf/School_Environment_in_Relation_to_the_Creativity_of_Students_in_Government_Secondary_Schools _ijariie21634.pdf.

31. Uniyal, N.P.(1999). Interactive effects of self-concept, level of aspiration, students activism, institutional environments and social motivation of students studying in high education institutions, Unpublished D.Phil. Thesis, N.H.B., Garhwal University, Srinagar.

32. Watkins, N. D., & Aber, M. S. (2009). Exploring the relationships among race, class,gender, and middle school students' perceptions of school racial climate. Equity &Excellence in Education, 42(4), 395–411. doi:10.1080/10665680903260218.

33. Way, N., Reddy, R., & Rhodes, J. (2007). Students' perceptions of school climate dur-ing the middle school years: Associations with trajectories of psychological andbehavioral adjustment. American Journal of Community Psychology, 40, 194–213.doi:10.1007/s10464-007-9143-y

34. Wilson, J., Pentecoste, J., & Bailey, D. (1984). The influence of sex, age, teacher expe-rience and race on teacher perception of school climate. Education, 104, 444–445.