

The Effects of School Culture and Climate on Student's Achievement

Student's Name

Institutional Affiliation

Effects of School Culture and Climate to a Student's Achievement

Article Review

The School culture and the environment have a profound impact on the child's well-being and overall performance. Children tend to thrive in a place where they can experiment and also advance on their talents. The school management should ensure that they check the culture of the school and if it is enabling to the children to reach their potential. Children desire to be at a place where they can freely mingle with their peers without restrictions based on their race, color on gender. The top performing schools understand the need to have a healthy environment which not only builds up confidence in children, but it also makes them resilient and performs well in school. This essay will be a review article on the study done on *the effects of the school culture and climate on student's achievement* by Macneil, Prater and Busch.

Article Summary

The research sought to evaluate whether there is a considerable difference in the education environment between the exemplary schools, recognized and acceptable schools. The researchers used ten dimensions by the Organizational Health Inventory to differentiate the situation among the different schools to also enable them to determine the school that has the best atmosphere for student's learning (MacNeil, Prater & Busch, 2009). There were differences in the way the different schools were run by the administrators further revealing that the cultural aspect of a school is positively correlated with the student's performance. Students are likely to excel in a space where they feel accepted as individuals, are allowed to mingle with their peers freely and even experiment with the environment (MacNeil, et.al, 2009). Children between the ages of three and eighteen years feel strongly about self-discovery, and this also sharpens their brains and allow them to understand concepts that they are taught in class. According to the study, there was a however little difference between the

cultural environment in the exemplary and recognized schools while there was a high difference between the recognized and the acceptable schools (MacNeil, et.al, 2009). The study suggests that parents should be on the lookout and ensure that they have performed a background check before enrolling their children or transferring them to a new school. While adults have the ability to adapt and adjust to the new environment, the children may struggle a little longer, and this may reflect poorly on their performance. In this case, the study recommends that children should be exposed to their potential schools so that the parents can well assess whether the school will be the right fit for their child. The research defends the fact that when children are exposed to the standardized tests, those that learn within a healthy environment are likely to perform well as compared to those who are not in an enabling environment (MacNeil, et.al, 2009).

The researchers contend that the school leader just like in organizations has the power to influence the outcome of the school (MacNeil, et.al, 2009). In this case, what comes out is that after the inception of a new school principal, in most case, most of them will find it important to change the standard practices and even some of the staff. The research, however, proposes that the principal should first assess the culture and the environment of the school. Further, students despite their academic ability will positively respond to a better environment. If for instance a gifted child is placed in an atmosphere that does not seem to appreciate her efforts and she is always considered an average, she may not perform well despite having so much potential. The principle, in this case, should study the environment that is most likely to bring better result and implement in his new school. A change of culture may include how the teachers approach the students during a crisis and even how fellow students are punished (MacNeil, et.al, 2009). It is important to ensure that instilling discipline does not make matters worse and that the child understands the full implications of their actions. Students should also be given their private time to mingle and learn from each other.

A class three student, for instance, may learn a lot from a class five student and the interaction will not only enhance the child's confidence but also ensure that they shine in their class. This research suggests that although the principle may not directly influence the student's learning, he has the potential to change the environment and by extension modify the performance. The principle has the power to alter the attitude of the teachers within the school (MacNeil, et.al, 2009). It is evident that motivated teachers are likely to be supportive of their students and also ensure that they understand the concepts in class. Disgruntled teachers perform poorly when it comes to discipline, and they are likely to approach their jobs as a mere job which is there to serve their needs simply. Indeed, the culture of a school gives it meaning and stability which flows to the attitudes of the individuals.

Analysis

This research paper is founded on facts drawn from the primary research carried out in 29 schools in South East Texas (MacNeil, et.al, 2009). The students were subjected to a series of tests which were used to grade the different schools. An analysis of the schools' climate was also done to determine the connection between the school's culture and performances (MacNeil, et.al, 2009). Students are indeed influenced by the environment and the culture in which they are. The authors are hence right to conclude that the structure and even the number teachers may not affect the performance and the character of the students but instead what matters is the culture formed from the school. Indeed, the school administration has the power to impact on the student's performance. Dictatorship and restructuring of the school may not indeed ease some of the challenges that are experienced in most schools, but they may not make a significant change. The teachers should love their jobs to impact the same knowledge to the students positively.

Strengths

The research is based on primary research which then makes the results unique and authentic. The study used the ten goal dimensions to assess the school's climate and their ability to deal with stress from time to time which also removes and prejudice in any school. The dimensions include morale, resource utilization, goal focus, communication strategy, optimal power distribution, cohesiveness, autonomy, innovation, problem solving and adaptation. The study concludes that teachers can have a change of mindset and attitude and this will positively influence their outcome. Students thrive in an enabling environment, where they feel loved, appreciated and they are confident that they will be treated with care. It is important that the discipline administration within the school is fair and objective; students should always understand why they have to go through a punishment and how that will make them better citizens. The article is also right to suggest that the environment can turn a mediocre student to an excellent student with the right platform. Likewise, gifted students can reach their potential if the culture within the school allows it.

Weakness

The study has however failed to illustrate that sometimes, the performance of the students' may be based on the biological status and not the culture. While the school culture may indeed influence their results, it cannot change the chemical structure of the students. The study also needs to assess the impact of the culture on various categories of students like the gifted children, the sports enthusiasts, and the special needs children. The school culture should accommodate all the kinds of students' and ensure that they enable them to become better people in the society.

Practical Implications

This research will indeed influence my teaching career. I now understand that my attitude as a trainer will affect the perception that the students have towards the school and even the management. The research has indeed educated me on the need to have an enabling

environment which will allow students to experiment with their personality, mingle with the rest and even make mistakes. Students should not always be admonished for all errors that they make, but they should receive counseling and guidance to be able to do the right thing. The research also illustrates that the teachers can indeed affect the outcome of the student's performance by the way he or she approaches his work. It is hence the responsibility of the teachers to ensure that they change the climate within the school setting to well accommodate them and make sure that it is also suitable for any form of learning.

Reference

MacNeil, A. J., Prater, D. L., & Busch, S. (2009). The effects of school culture and climate on student achievement. *International Journal of Leadership in Education*, 12(1), 73-84. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.469.588&rep=rep1&type=pdf>