

SCHOOL CLIMATE AND ITS EFFECT ON THE SCHOOL PERFORMANCE

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Abstract: *In the educational process, school performance is determined by the implication of several factors: students, teachers, school climate, family, etc. Recent studies reveal that schools should focus not only on developing students' academic skills, but also on developing socio-emotional competences. The motivation of this study comes from the need to assess the current situation in Romanian schools to prepare and implement positive behavioral intervention at classroom level in schools. The study conducted was directed by the idea that any educational system can be improved by adapting it to the always changing social environments and implementing programs that have been proved by solid studies and researches that are efficient. When focusing on developing those soft skills, schools systematically help students to strengthen their socio-emotional skills, which leads to the cultivation of a positive learning environment that will be followed by a more engaging attitude of students in their learning process which will foster academic learning, thus school performance. Summarizing, students that don't feel safe and happy at school are less able to concentrate and maintain their attention and therefore learning is hindered.*

Key words: *school climate; school performance; organizational climate; positive discipline; challenging behaviors.*

1. Introduction

Violence is an increasingly growing phenomenon, encountered in society especially in educational settings worldwide including in Romania where social changes have supported the evolution of a new models of aggressive acts. Mostly, traditional approaches to school discipline are still based on punitive and restrictive policies. In the past, the teacher figure represented an authority, which is now questioned, facing a number of issues and especially with students that are challenging his authority. In traditional education, the use of punitive measures and reactive practices is practiced to confront the challenging behaviors of students, in other words, discipline was associated with punishment. Nowadays, education is aiming to ensure inclusive, positive learning environments, by defining conceptions, developing attitudes regarding student discipline have to change. In today's society, students' learning must focus on the way, the way in which they reach success and responsibility. It is claiming that this type of behavior, social behavior, can be taught, learned and trained.

The current state of romanian educational systems reveals a different orientation, the emphasis is mainly on developing cognitive skills, leaving in the background the the development of socio-emotional abilities, therefore, the holistic development of the student is not balanced in school curriculum. The articles is analysing the researches that focused on developing both side of the child's personality, focusing on a systemic sociological approach. The systemic approach is a general framework of thinking and also a method of global research of an educational system, which aims to highlight its structures, functions and internal organization, as

well as its external links with the social environment and other systems. It starts from conceiving education as „an open system in relation to the environment, respectively in relation to the global social system and the natural-economic-political-cultural-community social system” (Constantinescu, 1998: 155), thus the educational system is in a permanent exchange of information with the environment and other systems, constantly oriented towards modernisation and innovation, with the possibility of restructuring and self-organization, depending on the signals received from this environment and the effects of one's own behavior. From the view of the educational system as an open system can help us to conceptualize it as a whole and to individualize the many elements of the system; helps sort out observations and data about complex interacting elements and the types of relationships between them; allows the global critical examination of existing educational systems, the analytical openness to quantification, formalization and modeling.

The motivation of this study comes from the need to assess the current situation in Romanian schools to prepare and implement positive behavioral intervention at classroom level in schools. More and more researches show that schools produce multiple outputs (academic achievements, skills, attitudes, social behaviors), so ideally, the whole product of education should be taken into account in the case of a research on climate and school success. Positive aspects were identified in the present paper, which, by analysis of different studies, including the establishment of the notion of school success not only the students' environments, but also their well-being and resilience. The new philosophical approach of the discipline at school level aims to facilitate positive discipline of the students, of the class of students, creating a positive school climate and a supportive environment for the personal, social and academic development and growth of the students. Discipline means teaching, focusing on prevention and remediation in the current approach to education, it is a new type of behavior management (positive discipline of students), as opposed to the traditional approach based on fear, intimidation, punishment or aggression of any kind.

The article aimed to make an analysis of researched and studies done in this field and propose optimal solutions for improving the school climate and reducing violence in the educational environment, which will implicitly lead to increasing students' school performance. The study conducted was directed by the idea that any educational system can be improved by adapting it to the always changing social environments and implementing programs that have been proved by solid studies and researches that are efficient. Positive discipline of the child consists in teaching of some essential principles and facts (actions), both by giving reward, and corrective feedback. It refers to ways of setting boundaries in a firm, but caring way. Positive discipline rewards positive and appropriate behavior and corrects inappropriate ones and encourages the respect for the child, for the individuality of each child, implies the understanding child needs, temperament and abilities, without trying to change it excessively, just making him to behave socially appropriate.

2. Organization and organizational climate

People form and group themselves into different organizations, by interacting with each other on a daily basis, making decisions about their personal daily activities or about the functions assigned to them. The human being cannot live alone, isolated

from his fellows and in order to achieve his goals, he must live in interaction and cooperation with others, in social groups.

Public administrations, industrial, commercial and service enterprises as well as political parties or associations of all kinds, whose employees, members, activists and/ or customers, constitute organizations, ie formalized and hierarchical human ensembles in order to ensure the cooperation and coordination of their members for achieving given goals. Depending on the purposes of the technologies used, the mechanisms of authority and coordination applied within them, as well as their ways of legitimation, these social objects are very different, have divergent characteristics and modes of functioning. (Boudon, 1997: 397). Any organization is made up of human agents whose behavior must be understood, whose cooperation is indispensable, but who each retain a degree of autonomy and who pursue interests that are not necessarily convergent. Any organization has an organizational structure consisting of the coherent set of rules of collective action that provide normative protection to the effective cooperation of specialized individuals. An organization is a social process structured by interpersonal interactions in order to achieve common goals.

In today's society, according to Anthony Giddens (2000: 313) organizations play a greater role in our lives than in any other previous era. The organization can be defined as an association of people, formed in order to attain certain objectives. Examples of organizations include business corporations, government agencies, schools, universities, hospitals, prisons. Contemporary society is more than ever, "a society of organizations", according to Zamfir (2006: 74). Economic, educational, scientific researchers and political organizations are the most active actors in the rapid development of today's society. Organizations make a deep mark on our lives. The organization is "a rational, institutionalize form of interaction of a group of people, justified by the interest (or pretext) of achieving a common goal" (Preda, 2006; 17).

Therefore, more and more experts (Zamfir, 1999; Vlăsceanu, 1993; Boudon, 1997; Giddens 2000) in social sciences consider that the organization is a structured system of human interaction in order to achieve common goals. Sociologists (Zamfir, 1999; Vlăsceanu, 1993; Boudon, 1997; Giddens 2000) included in the defining of organizations the following characteristics: an organization involves a group of human beings, there is one or more explicit goals formulated, usually considered common to all the members of the organization; there is a form of rational, institutionalized structure of the component parts of the organization; group members interact with each other to achieve their common goals, within an organization behaviors of any member in line with the social order.

Organizational climate is a fundamental concept in the field of psychosociology. It refers to the set of social and human characteristics of the organization as a complex system; respectively, the decision-making practices are taken along the hierarchy, the functioning of the management bodies, the reanalysis of the social functions of the unit, the general strategy for stimulating the performance in the activity and the participation in the management, the cooperation relations between the work teams, between sections, services, offices, hierarchical relations, etc.

The concept of organisational climate reffers to all factors and variables that significantly influence the activity and the department of the members of the organization and its functional structures - respectively, norms and regulations, organizational (or environmental) constraints, motivational strategies, ways and

techniques of transmitting information, etc. In this sense, the organizational climate must be analyzed in close interdependence with the organizational culture, representing a product of the interaction between the formal and the informal dimension of the organizational culture. Organizational climate can and must be used in two distinct ways:

1. to designate the general characteristics of the unit as it manifests itself in relation to all working groups, or at least to the vast majority of them;
2. to designate the specific organizational environment of a work team, characterized both by general and particular aspects. It is therefore advisable, when analyzing a work team, to take into account its particular organizational climate that is the group psychological climate.

Each individual participant or each working group contributes to the crystallization of an organizational climate. In particular, however, the climate is determined by the style of general management of the unit, which is why - as already mentioned - it is considered as a central element of the organizational climate.

The complexity of the climate, in terms of content and its determinations, requires an understanding that, in perfecting the methodology of influencing it in a positive way, it is not enough to act solely only one factor - objective or subjective - but it should be taken into account all given factors, the close interdependencies that exist between them. In general, there is a consensus in the psycho-organizational literature regarding the multidimensional concept of climate, be it psychological or organizational. Among the significant factors of the organizational climate, it can be listed: internal communication, organizational structure, political climate, opportunities for professional development, evaluation, promotion, support in case of personal problems, job satisfaction (defined, by subfactors: participation in decision-making process, autonomy, power and control, relationships with colleagues, relationships with subordinates, relationships with superiors, pay and benefits).

School as organisation

As it has been previously shown, the school is an organizational institution. A series of specialists in the sociology of education and in educational sciences analyze the school through the perspective of the characteristics of an organization. Thus, Cristea (1998: 429) defines the school in pedagogical terms, as the basic unit of the educational system, a social institution specialized in carrying out the educational activity according to the pedagogical objectives and principles of the educational process, stated at the level of education policy. Păun (1999) defines the school as an organization constituted from a system of activities structured around explicitly formulated purposes (goals, objectives), which involve a large number of individuals who have well-defined statuses and roles within a differentiated structure, with the role of management and coordination of educational activities. Păun (1999) adds the fact that the development of the school takes place on two levels: the development of the school as a institution and the development of human resources (school staff). In pedagogical textbooks, the school is considered as an institutional factor of education. The school is an organized social framework specific to the development of educational actions in accordance with the pedagogical aims regulated by school policies. In school, education is provided, behaviors are modeled, knowledge is acquired. „A healthy school should provide a positive climate to support students' learning, development and well-being, provide adequate safety, support and academic challenges, activities

and engaging activities" (Constantinescu, Constantinescu and Dumitru, 2019: 13). Also in this regard, a number of studies (Evertson and Neal, 2006) show that students with challenging behaviors spend less time involved in academic activities and have fewer positive interactions with their peers and teachers. Challenging behaviors are increasing and schools fail to provide a safe environment.

The goals of an organization have a transindividual character, in the sense that the organization subordinate their individual goals to its members, having a priority character in relation to them. „However, they must not ignore the goals and aspirations of the individuals that make up the organization or be divergent with them. There must be a minimum of compatibility between each sets of goals, which is not achieved by eliminating or disregarding the individual ones, but rather by incorporating and integrating them into organizational goals" (Paun, 1999: 8-9). The school as an organization responds to several categories of goals: social goals, the goals of the respective school institution and individual goals. The school goals may vary, depending on the type of the institution. For example, a secondary school has distinct purposes in relation to a primary school and even to other types of secondary schools (high schools, vocational schools, etc.). Not always the individual goals of principals, teachers, students are consistent with the other purposes mentioned above. For example, some specific goals of students are related to connect with other children of the same age or to engage in attractive activities and the school should create opportunities for the students to work together.

Specific for a school as a social organization is the fact that it acts simultaneously to achieve several educational purposes. Some of these purposes are of quite general (the educational ideal) and have an axiological dimension that orients all educational activities carried out at the level of the entire educational system, in which the school unit is only one part. There comes other types of objectives, named *finalities*, that are specific to a certain category of schools. Specific objectives of some educational disciplines are added, provided to be studied in school and for the achievement of which all the necessary conditions are to be created. Specific to school organizations is the fact that the different social categories that make up the community of the school organization expect educational purposes to meet their particular needs and interests, but as these needs and interests can be very diverse, the consensus on the school's priority goals it is difficult to achieve and mostly tension are caused by that fact. For this reason, clarifying the school values in terms of the priorities to be pursued with priority is of crucial importance for the proper functioning of school organization.

The classroom as a social group

Life is an immense network of interactions with other human beings, a network that is formed by a wide variety of social groups. The need for people to connect in groups is both social and practical. From a social point of view, being isolation can have disastrous consequences. From a practical point of view, people depend on the collaboration of its members for everything from food to shelter, education and leisure. In the social space, the term group covers a large diversity of collective formations that occupy different places and varied functions in society. Goodman (1992: 87) defines the group as „two or more individuals who have a common sense of identity and influence each other in structured ways based on a common set of perspectives on each other's behavior”.

The main elements which are decisive for the social group formation are:

a) the existence of a principle of organization (formal or informal) which implies: the establishment of common objectives and tasks, models of action, hierarchical and functional relations, means of control and sanction;

b) a system of values and attitudes. In order to achieve the proposed objectives, the group is constantly in a position to make choices (express options) between different possibilities and means of action. In each group there is a recognized hierarchy of values, there are deep attitudes that correspond to adherence to these values, which translates into the behavioral coherence of the members of that group. At the same time, the values of the group presuppose certain symbolic representations (flag, badge, stamp, etc.), as well as their own material conditions of manifestation (environment, local, territory, etc.);

c) the feeling of belonging to the group (the consciousness of "us"). This element, which appeared in direct connection with the first two, is the expression of the social cohesion of the group, on the basis of which the group solidarity, the community of its will and action develop.

In fact, all the elements analyzed above, studied in interaction, ensure a more complete definition of the social group. They allow to differentiate the social group from a series of other categories (crowd, statistical grouping, social circle, etc.), thus, the crowd cannot be considered a social group, as it lacks both the purpose and the organizational structure; also, the reunion (meeting) which, although it has a purpose, does not present a crystallized organization.

Social groups are formed through the interaction produced in: ordinary situations, similar to individuals, as features and needs in relation to them, as in the case of youth who, enrolling in a certain faculty, constitute the social group of the year of study and the social group of the student group; or special situations, by the creation by them of common needs of several individuals, as well as in case of a calamity (fire, shipwreck) when the individuals, until then, not connected to each other, form groups as self-help groups in order to overcome the difficulty.

The ensembles of people (social groups) differ in terms of the degree of cohesion. Social cohesion is high when people think, feel and act as members of the group, and not as isolated individuals (Chelcea, 2008: 185). The groups can be divided into primary and secondary groups. The prototype of the primary group is the family, mostly with regard to friends' groups, classmates and teams formed at work. The secondary group consists of a large number of people, the relationships between the group members are indirect and the sense of relatedness and belonging to the group is weaker. Thus, students attending the same college form a secondary group. The relationships between members of secondary groups have a shorter duration and are impersonal which means emotional involvement. But it is not excluded that, in the long run, interpersonal relationships stabilize and acquire an emotional load (Zamfir and Chelcea 1999: 65).

The classroom is a social group composed of an equal number of members and a coordinator, whose relations are governed by common rules. From the point of view of the organization, school groups, as well as social ones in general, can be: formal groups and informal groups. Formal groups are officially organized, the relations between the members of the groups being regulated by certain norms. In classrooms, activities with common objectives, relations of functional interdependence are created

between its members. At the same time, we observed that in schools, the classroom is a social group, with a high degree of socialization, training, development and formation of students' personality, leaders acting to achieve goals and ensure group cohesion.

The group factors that influence the group formation of students and especially the cohesion of the school group are external and internal. Studies conducted in Romanian context (Constantinescu, Constantinescu and Dumitru, 2017a; Constantinescu, Constantinescu and Dumitru, 2017b) identify low communication skills of teachers with students, insufficient pedagogical training, motivation low for their profession as important factors in the expansion of disruptive behaviors in schools. To be more specific, we would consider as a behavioral problem any behavior that impedes the learning and development of students and affects the well-being and the quality of the educational process in the school environment and beyond it.

3. School climat

Due to its specificity, the school is an organization in which the climate, together with culture and management, is an essential variable that influences the quality of activity and the performance of teachers and students. Closely related to classroom management is the "school climate", a concept that refers to the atmosphere, morality, emotional state of the class, and it represents the health indicator of an educational group, which can be taken as a value criterion for differentiating some classes of students. The effects of the school climate are multiple: at the behavioral, cognitive, affective, attitudinal and motivational levels. A positive school climate supports adaptive, socially accepted behaviors and discourages the selection of disruptive behaviors. Exposure to an appropriate development environment facilitates both motivation and development, and exposure to an environment unsuitable for the development can create a rupture between the person and the environment that leads to decreased motivation and detachment from the institution's objectives.

When teacher-student relations are positive, based on trust, mutual respect, appreciation, students are more likely to have a positive attitude towards the school, and the perception of the school is a confident one, simultaneously with the increase of satisfaction for the time spent at school. A positive attitude towards school means a more active engagement in school life and in the learning process, which leads to better school results and learning performances. The school involvement of the students in the form of the effort made in reaching the school requirements and by participating in the school activities, helps the school success. "Managing disruptive behaviors in the classroom to ensure a positive school climate is a concern expressed by teachers in Romanian schools, confirming the expansion of problematic behaviors and the need to address them seriously" (Constantinescu, Constantinescu and Dumitru, 2019). Indiscipline is a reality and its incidence is high and affects almost every school and every class, implicitly any student.

School climate dimensions and effects

Despite the fact that it is difficult to establish a generally accepted definition of school climate, most researchers agree that the concept of school climate is a multidimensional one that includes physical, social and academic dimensions. The physical dimension refers to elements such as the appearance of the school, the number of students and teachers in the school, the organization of classes, available resources, safety and comfort. Relationship issues between students, teachers and

other staff, teachers' behaviors towards students or with the involvement of students and teachers in decision-making processes, are defining for the social dimension. The academic dimension of the school climate refers to the quality of instruction, teachers' expectations regarding students' performance, monitoring students' results and communication with their parents. The educational climate in schools has five defining dimensions: safety, relationships, teaching and learning, the institutional environment, the school development process. Although there is no common opinion on the defining elements for the educational climate, researchers at the National Center for School Climate (NSCC) have tried to synthesize studies done on the school climate and have proposed five major areas that help comprehend school climate (external environment, safety, teaching and learning, relationships, staff). If we tried to include in a single classification the dimensions of the school climate, identified by specialists in the field of education, we would get a global and detailed picture of the factors that influence the efficiency of educational processes from the perspective of the school climate. The teaching-learning process is included in the relationships that are established between teachers and students, first of all, the classification proposing 3 major dimensions: the physical environment (organization of learning spaces / safety in the school space / relationships within the school), psychosocial environment (sense of belonging / student results) and organizational development (teaching and non-teaching staff training / equipping with new materials) which include related sub-dimensions. Organizational development appears as a major dimension because, in the current context characterized by instability and rapid change, it is an element that should be in the permanent attention of schools.

Speaking of school, we are referring to the place where two distinct worlds meet that can easily contradict each other, the world of teachers and students. How do we approach the two realities? Theoretically we have a multitude of solutions, in practice there is still an open question in the minds of teachers and researchers in the field of education. A positive attitude towards school means a more active involvement in school life and in the learning process, which leads to better school results. A research-based curriculum that specifies the results of social and emotional learning by age can be useful for teachers in creating a positive social and emotional climate in the classroom and at school. Teachers and principals need to understand their own role in creating the school climate. Understanding the importance of social and emotional dimensions, and the interaction between cognitive, emotional and social skills by teachers and their application would be useful in creating a positive and healthy school climate (Segal, 1999).

4. School climate and school performance factors

A series of factors of the school climate are discussed in relation to the school success such as structural, relational or aiming at the instructive-educational process. Bio-ecological theory is one of the pillars of school success concepts, stating that, within a school, student development is influenced by all aspects from the structure and conditions of the building, to the disciplinary practices and curriculum of the school and up to interpersonal relationships between students and teachers (Way et al., 2007). The ecological model organizes the school climate elements at the level of microsystem (family, school, peer group, etc.), mesosystem (for example, school-family relations) and macrosystem (for example, the relations between school and peer

groups in the neighborhood, social networks of family, community). At the center of this system is the individual. The ecological cultural model offers a perspective on the relationships between personal traits, culture, ecological contexts and school climate. In the theory of social control the emphasis is on the importance of the quality of the academic climate to strengthen the attachment to the school and the trust in the moral code of the school (Roth, Dămean, Iovu, Mihai-Bogdan, 2009).

The theory of matching between the developmental stage and the environment provides an explanation of how the school climate is able or not to support the needs of students, especially in the transition from one educational cycle to another, with a direct influence on school success. Thus the cultural and social capital of the parents influences the school success of the children. As an institutionalized form of cultural and social capital, the way in which parents' studies and occupations influence children's perception of the school climate and the relationship with school success is pursued.

Teacher-student social capital is also important for school success. A favorable climate allows the members of the organization to focus on the tasks and stimulates their enthusiasm for work, so that everyone can make the most of their abilities. In a school unit the organizational climate can be determined by multiple factors: structural factors, instrumental factors, socio-affective and motivational factors.

The structural factors are related to the organizational structure of the respective school unit, in other words to the way in which the component members of the school unit are grouped and interact. The most important are:

- the school size - in schools with a large number of students and teachers the climate is "colder", unlike smaller schools, in which relationships are more intimate, people know each other better and establish closer emotional ties ;

- the human composition of the school - the average age of the employees, the predominance of teachers of a certain sex, the homogeneity of the professional training, the differences or the approaches from the aspect of the extracurricular social position can largely explain the climate in a school. For example, the predominance of young people can explain a climate of enthusiasm and the desire for the introduction of innovations, the atmosphere of competitiveness. A possible predominance of females can explain the existence of a climate of conscientiousness, professional self-exigency, but also manifestations of envy, an atmosphere dominated by everyone's family problems. Lack of homogeneity in the professional training of school staff sometimes generates complexes of superiority and inferiority that affect the school climate; too large discrepancies in terms of extracurricular social position can generate tension. The instrumental factors refer to the conditions and the means that the respective school unit offers for the accomplishment in good conditions of the professional attributions. The physical environment and difficult material conditions of the school can underlie feelings of professional dissatisfaction, for example, when students and teachers work in unheated, unhealthy spaces or do not have the minimum equipment with the necessary teaching materials. The leadership style of the principal (authoritarian, democratic, careless, bureaucratic) can be mobilizing for some and demobilizing for others, can disconnect or can generate a climate of collegial participation in solving school problems, or a disengaged behavior (lack of effort to form a team, negativity, low interest in increasing the prestige of the school). Communication strategies selected within the school can generate a climate of

collegiality (open relationships, friendships, mutual help, tolerance) or a family climate (emotionally impregnated relationships, interactions that continue during free), but also a climate dominated by the feeling of non-communication, of overload, with tasks that come untimely, without anyone being able to explain their reason.

Many students leave school without having developed prosocial skills, which lead to a flexible adaptation to the knowledge society. Moreover, educators and students are frustrated by the existing educational system, which does not provide sufficient opportunities for interaction and social acceptance. These frustrations arise due to traditional approaches of student group leadership, which are based on educator-centered instruction. Of course, educational innovations try to solve issues related to present school climate, by providing theoretical and practical support in terms of effective management of the group of students, so as to create an organizational climate that allows the development of positive feelings of social involvement. In this way students can naturally solve problems and difficulties that arise along the way, developing an approach that overcomes external pressures, by promoting mutual respect, tolerance and personal responsibility. Managerial styles are therefore manifested within a human construct, based on cyclical and hierarchical relationships, the mutual influence being a source of cohesion, self-regulation and direction of students' behavior. The premise from which it starts is that an organization cannot develop without cooperation, and the individual-organization relations must not be formulated in terms of conflict, but in terms of synergy (each takes into account the whole and acts in the same direction). It is necessary to restructure the relations between the members of the organization, having as principle the recognition of the merits of each one and the mutual respect. The theoretical approach of the interactions at the level of the organization from a dynamic and creative perspective, but especially the applicative value of this model, determined us to analyze the possibility to transfer it in the educational practice.

5. Conclusion

Social and school diversity promotes inclusive education for all students and can become possible by implementing a support framework for the creation and development of a positive educational climate and promotes proactive strategies for defining, teaching and maintaining appropriate behaviors of students (e.g., civic, social, relational, intercultural) to create positive, inclusive and equitable school environments. Through a behavior management, the teacher can prevent the development of conflict situations in the classroom where there are students with emotional-behavioral difficulties, challenging behaviors. The teacher's task is to direct the students' energies in constructive activities, towards appropriate, positive, constant behaviors. The child needs to be helped, loved, understood, defended, guided and to feel important to those around him. In order to have a positive impact on students, we must offer them love and respect. Discipline is not equivalent to punishment, and its long-term goal is to "teach" the child what are self-control and learning, to teach him which way to go, following us like a disciple, out of love and conviction, not out of fear and pain. Educational policies should also relate to school climate research and should take into account the importance of a positive school climate in promoting the emotional health of students and teachers, but also in obtaining the best possible school results. Diagnosing the school climate from the

perspective of students and teachers is a very common practice in other educational settings across USA and Europe, carried out by authorities at different levels, with the help of school counselors. In the USA, but also in other European countries, there are national centers for school climate research, which would be useful in Romania too, simultaneously with the expansion of research on the evaluation and improvement of the school climate at the national level (Missouri Schoolwide Positive Behavior Support).

Psychosocial interventions and changes in the educational system-local educational policies should be based on diagnoses of the school climate, the tools resulting from research being useful in this endeavor. A research-based curriculum that specifies the outcomes of social and emotional learning across ages can be useful to teachers in creating a positive social and emotional climate in the classroom and in schools. Understanding the importance of social and emotional dimensions, and the interaction between cognitive, emotional and social skills by teachers and their application would be useful in creating a positive and healthy school climate.

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