



# School Effectiveness, Teaching Effectiveness and School Climate Change

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## **Authors' contributions**

*This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.*

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## **ABSTRACT**

Teacher effectiveness and school effectiveness are crucial factors that contribute to the overall success of educational systems worldwide. The quality of education, teacher effectiveness, and the climate of the school can significantly impact the academic and social outcomes of students. They deserve ongoing attention and research to ensure that our educational systems can prepare students for the challenges and opportunities of the 21<sup>st</sup> century. This paper explores the main issues that have been identified regarding school effectiveness, teaching effectiveness, and school climate change, and analyse how these issues can be addressed. Furthermore, the main issues "school effectiveness", "teaching effectiveness", and "school climate change" are explored and analysed proving that the quality of education, teacher effectiveness, and the climate of the school can significantly impact the academic and social outcomes of students.

*Keywords: Teacher effectiveness; school effectiveness; school climate change; students' outcomes.*

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## 1. INTRODUCTION

Teacher effectiveness and school effectiveness are crucial factors that contribute to the overall success of educational systems worldwide. Effective teachers possess strong pedagogical skills, subject knowledge, and the ability to create a positive learning environment that fosters student engagement, motivation, and learning outcomes [1]. On the contrary, school effectiveness refers to the capacity of schools to provide quality education that meets the needs of all learners, regardless of their socio-economic background or abilities [2]. The effectiveness of schools is determined by various factors, including the quality of curriculum and instruction, school leadership and student support services [3]. School climate change, on the other hand, is a significant issue that has gained increasing attention from educators, policymakers, and the general public in recent years. School climate change refers to the various factors that impact the school environment, such as school culture, safety, and inclusivity [4]. The climate of a school can profoundly impact student outcomes, including academic achievement, attendance, and overall well-being [5]. These three areas are interrelated, as teacher effectiveness and school effectiveness play a critical role in fostering a positive school climate that is conducive to learning and growth [2].

Additionally, the issue of school climate change has become increasingly relevant as educators recognise the importance of creating safe, welcoming, and inclusive environments that support the diverse needs of all learners [1]. Teacher effectiveness, school effectiveness and school climate change are essential topics in the field of education [6-8]. They deserve on going attention and research to ensure that our educational systems can prepare students for the challenges and opportunities of the 21<sup>st</sup> century [3]. In this paper we will explore the main issues that have been identified regarding school effectiveness, teaching effectiveness, and school climate change and analyse how these issues can be addressed and have impact on the academic and social outcomes of students.

## 2. TEACHER EFFECTIVENESS

One of the main issues that I find most concerning is teacher effectiveness. According to Munro, the term teacher effectiveness refers to the ability of a teacher to create a positive learning environment that promotes student

academic success [1]. Effective teachers possess a combination of knowledge, skills, and abilities that allow them to effectively plan, deliver, and assess instruction [9]. These teachers are able to use a variety of instructional strategies to meet the needs of diverse learners, provide meaningful feedback to students, and effectively manage the classroom [10]. A highly effective teacher can positively impact the academic and social outcomes of students [1]. Effective teachers can create a positive classroom environment that encourages learning, promotes academic achievement, and fosters student engagement. However, not all teachers are effective in their teaching practices. Some teachers may struggle to engage students, fail to provide adequate feedback, or lack knowledge of the subject matter [9]. As a result, ineffective teaching may negatively impact student academic outcomes, increase dropout rates, and contribute to a lack of interest in learning.

Addressing the issue of teacher effectiveness requires a comprehensive approach that includes pre-service teacher education, on-going professional development, and support for teachers in their classroom practices [10]. Pre-service teacher education should focus on preparing teachers to be effective instructors, emphasizing the importance of subject knowledge, pedagogy, and classroom management. On-going professional development can help teachers stay up-to-date with the latest teaching strategies and techniques, and receive feedback on their classroom practices. Support for teachers in their classroom practices can involve coaching, mentoring, and peer support [9]. Hammar Chiriac, Forsberg & Thornberg [11] point out the importance of teachers having a support group/team where they can work together with colleagues on their professional assignments.

Effective teachers also possess strong content knowledge in their subject area. This knowledge allows them to effectively plan and deliver instruction that is relevant and engaging to students. Effective teachers are able to differentiate instruction to meet the needs of diverse learners, provide students with opportunities to apply their knowledge in real-world contexts, and use a variety of instructional strategies to promote student learning [1]. In addition to content knowledge, effective teachers also possess strong pedagogical skills. Pedagogical skills refer to a teacher's ability to

deliver instruction in a way that is engaging and effective for students [1]. Effective teachers use a variety of instructional strategies, such as cooperative learning, direct instruction, and project-based learning, to meet the needs of diverse learners [9]. They may also provide opportunities for students to engage in critical thinking, problem-solving, and creativity.

Effective teachers are also skilled at providing meaningful feedback to students [12]. Feedback is critical to student learning as it helps students understand what they are doing well and what they need to improve upon. Effective teachers provide both formative and summative feedback to students, using a variety of assessment strategies to evaluate student learning [9]. They also use feedback to adjust instruction, ensuring that students are making progress towards their learning goals. Furthermore, effective teachers possess strong classroom management skills. Classroom management refers to a teacher's ability to create a classroom environment that is safe, orderly, and conducive to learning [12]. Effective teachers use a variety of strategies to manage the classroom, such as establishing routines and procedures, providing clear expectations for behaviour, and using positive reinforcement to promote desired behaviours [9]. Consequently, by focusing on teacher effectiveness, schools can create a positive learning environment that promotes student success.

### 3. SCHOOL CLIMATE CHANGE

The climate of a school is an important factor in student success. School climate change refers to the changes that occur within the culture and environment of a school Hoy et al., [4]. School climate is one of the variables that have been often associated with other variables in several studies, as with the variables of student achievement, teacher behavior, job satisfaction of teachers, teacher work motivation, teacher work spirit, teacher creativity, teacher work performance, and teacher discipline [13]. It is a critical factor in creating a positive learning environment that promotes student success. The school climate encompasses the attitudes, values, behaviours, and relationships that shape the learning environment. When schools focus on improving the school climate, they create an environment that is conducive to learning and can significantly impact teacher effectiveness [4].

A positive school climate can promote student engagement, improve academic outcomes, and

foster positive relationships among students, teachers, and parents. Conversely, a negative school climate can contribute to a lack of student engagement, decreased academic performance, and increased disciplinary issues. School climate change requires a multi-faceted approach that includes creating a positive school culture, developing positive relationships among students and teachers, and promoting student engagement [14]. Creating a positive school culture involves promoting a sense of community, promoting positive behaviour, and emphasizing respect for diversity [2]. Developing positive relationships among students and teachers can involve creating opportunities for collaboration and teamwork, promoting positive communication, and encouraging mutual respect. Promoting student engagement can involve providing opportunities for active learning, promoting student-centred instruction, and emphasizing the relevance of the curriculum.

One of the key ways in which school climate change is involved with teacher effectiveness is through teacher morale. Teacher morale is a critical factor in teacher effectiveness, and it is heavily influenced by the school climate [14]. When teachers feel supported and valued, they are more likely to be effective in their teaching. When teachers feel unsupported, unvalued, or disconnected from the school culture, they are less likely to be effective in their teaching. In addition to teacher morale, school climate change can impact teacher effectiveness through the availability of resources and support [2]. Teachers who have access to resources such as professional development, instructional coaching, and technology are better equipped to deliver effective instruction. When schools prioritize providing teachers with the resources and support they need, they can create an environment that supports teacher effectiveness.

Another way in which school climate change can impact teacher effectiveness is through the creation of a positive learning environment [2]. A positive learning environment is one in which students feel safe, valued, and supported. When schools prioritize creating a positive learning environment, teachers are better able to deliver effective instruction. They can focus on teaching, rather than managing disruptive behaviour or dealing with unsafe conditions. School climate change can also impact teacher effectiveness through the development of relationships. Effective teaching is heavily influenced by the quality of the relationships between teachers and

students, as well as among teachers. When schools prioritize developing positive relationships, teachers are better able to create a sense of community within their classrooms [1] and this sense of community can significantly impact student engagement and academic success.

School climate change can impact teacher effectiveness through the development of a culture of continuous improvement [15]. Effective teaching requires on-going reflection and growth. When schools prioritize a culture of continuous improvement, teachers are encouraged to reflect on their teaching practice and seek out opportunities for growth [1]. This can lead to the development of more effective teaching practices and improved student outcomes. School climate change is a critical factor in creating an environment that supports teacher effectiveness. When schools prioritize creating a positive school climate, they create an environment that supports teacher morale, provides resources and support, creates a positive learning environment, fosters positive relationships, and encourages a culture of continuous improvement [15]. Furthermore, by elucidating teachers' insider perspectives regarding their working conditions aligned to their work with school climate, well-functioning teacher teams are experienced as a safe place to work on creating and maintaining a positive school climate [11]. By focusing on school climate change, as a result, schools can create an environment that is conducive to learning and promotes teacher effectiveness.

#### 4. SCHOOL EFFECTIVENESS

The concept 'school effectiveness' refers to a body of research which investigates the factors responsible for determining school performance. It is also an educational movement that explores the determinants of school success. Research in school effectiveness has been widely undertaken by many researchers and institutions. For the last two decades several theories of educational effectiveness or school effectiveness have been designed and what they have in common is the focus on the importance of learning level, teacher effectiveness and individual student factors. Some theories lay the emphasis on internal factors such as teaching and learning and others focus on leadership and culture as necessary conditions for achieving school effectiveness [16].

School effectiveness is another critical issue that impacts student academic outcomes. School

effectiveness refers to the extent to which a school is able to achieve its goals and objectives, as well as the impact it has on student learning and development [17]. Effective schools are those that are able to provide high-quality education and create a positive learning environment that promotes student success [18]. Teacher effectiveness and school climate change are two critical factors that are closely involved in school effectiveness [19]. Effective schools have strong leadership, a positive school culture, and a focus on academic achievement. Effective schools also provide a safe and supportive learning environment, foster positive relationships among students, and emphasize the importance of student engagement [18].

To improve school effectiveness, schools must focus on developing a clear mission and vision, providing effective leadership, and promoting a positive school culture. Schools should also prioritize academic achievement and provide appropriate resources and support to achieve this goal. Teacher effectiveness is one of the key factors that contribute to school effectiveness (Hargreaves, 2000). Effective teachers are able to engage students, deliver high-quality instruction, and support student learning and development. When schools prioritize hiring and retaining effective teachers, they are more likely to achieve their goals and objectives. Effective teachers also contribute to a positive school climate by creating a sense of community within their classrooms and fostering positive relationships with students [20].

School climate change is another critical factor that contributes to school effectiveness. A positive school climate is one in which students feel safe, valued, and supported [21]. When schools prioritize creating a positive school climate, they are able to create an environment that is conducive to learning and promotes student success [20]. A positive school climate is also closely linked to teacher effectiveness. When teachers feel supported and valued, they are more likely to be effective in their teaching. School climate change and teacher effectiveness are closely related [22]. A positive school climate can significantly impact teacher effectiveness. When schools prioritize creating a positive school climate, they create an environment that supports teacher morale, provides resources and support, creates a positive learning environment, fosters positive relationships, and encourages a culture of continuous improvement [14].

All of these above factors contribute to teacher effectiveness. For example, when schools prioritize creating a positive learning environment, teachers are better able to deliver effective instruction [14]. They can focus on teaching, rather than managing disruptive behaviour or dealing with unsafe conditions [22]. When schools provide teachers with resources such as professional development, instructional coaching, and technology, they are better equipped to deliver effective instruction [18]. When teachers feel supported and valued, they are more likely to be effective in their teaching. In addition, when schools prioritize developing positive relationships, teachers are better able to create a sense of community within their classrooms. This sense of community can significantly impact student engagement and academic success. When teachers feel a sense of community and belonging within the school, they are more likely to be effective in their teaching [18]. Effective schools have cultures that value continuous learning and encourage all staff to reach progressively higher levels of performance. Investing in learning is the key to ensuring that schools become learning communities where teachers work together, learn from each other and share best practice on effective teaching and learning. It is only through the collective work of teachers and by creating a shared professional knowledge that sustained school improvement will be secured [23]. When schools encourage a culture of continuous improvement, teachers are encouraged to reflect on their teaching practice and seek out opportunities for growth. This can lead to the development of more effective teaching practices and improved student outcomes. When schools prioritize creating a culture of continuous improvement, they are more likely to achieve their goals and objectives.

The school climate is one of the factors that distinguishes an organization from others. When the analogy is applied to schools, the school climate is the personality of a school that directly affects the behavior of individuals in the school (principals, teachers, staffs and students), and at the same time as a factor differentiating between a school and another school. The above analogy is reasonable because every educational institution or school has certain characteristics that may (not be the same as other school features, although the physical completeness of facilities and infrastructure, the shape and architecture of the school are the same as other schools. This is because the characteristics of a

school is determined by the climate of the school [13]. Strengthening school climate can help any school in certain ways, such as boost student achievement and close achievement gaps, increase attendance, decrease teacher turnover and increase teacher satisfaction, turn around its low performance, lower dropout rates and increase high school graduation rates, improve school safety, student morale, and discipline. Improving school climate is an ongoing process, one that takes time and requires the support of building leaders, who can help set the tone for continuing improvement in their school [24].

Positive school climates lead to positive outcomes for staff, including increased job satisfaction and reduced stress and burnout. For students, positive school climates are associated with positive academic outcomes and improved behavior. By identifying desired outcomes for school climate improvement, creating systems for supporting staff with implementation of school climate practices, and monitoring data to make decisions about school climate interventions, schools can put effective practices into place that improve climate throughout the school community [25]. This means that as teacher effectiveness and school effectiveness are critical to create a positive school climate, the best practices of school climate improvement ought to be used toward the direction of improving teacher and school effectiveness.

## 5. CONCLUSION

The topics of teacher effectiveness, school effectiveness, and school climate change are all essential components of a successful educational system. Effective teachers and schools are critical in creating positive learning environments that foster student engagement, motivation, and learning outcomes [21]. Meanwhile, school climate change, which includes school culture, safety, and inclusivity, is increasingly recognized as a crucial element that impacts student outcomes. These three areas are closely linked together, with teacher and school effectiveness playing an essential role in creating a positive school climate. Effective teachers can create a classroom environment that promotes inclusion and safety, while school effectiveness can ensure that all students have access to quality education regardless of their backgrounds. Furthermore, creating a positive school climate requires the involvement of all stakeholders, including teachers, administrators, students, and families. In summary, the topics of

teacher effectiveness, school effectiveness, and school climate change are interconnected, and they all play a crucial role in shaping the educational experiences and outcomes of students. They deserve on-going attention and research to ensure that our educational systems can meet the evolving needs of learners and prepare them for the challenges and opportunities of the future.

### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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