Promoting Positive School Climate for Teachers and Students Through School Management and Administrative Practices

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Abstract

Nigerian education system is currently bedeviled by a lot of problems so much so thai stakeholders posit that standard of education has fallen over the years. Reasons given for the fallen standard of education include under funding of the sector, poor salary package for teachers, examination malpractice, corruption, widespread poverty, lack of teacher commitment etc. These factors promote the perpetuation of a negative school climate which has been consistently linked to poor teacher commitment and under achievement in students' academic activities. This paper therefore reviews the concept of school climate and strategies for promoting positive school climate for teachers' and students' through management and administrative practices. It also explores the role of stakeholders whose activities affect the school climate particularly the teacher who is seen as an educational entrepreneur who uses his/her access to other stakeholders and all resources available to him/her to create a positive school climate that is conducive for students to learn. It was suggested therefore that school heads should make for a point of duty to build trusting and respectful relationships with their teachers (colleagues), ensure there is opportunity for in-service training, evaluate teachers' performance periodically based on established clear goals and expectations and embrace the practice of shared decision making, collaboration, group planning and consensus on school goals and student outcomes.

Introduction

School climate studies are the brain child of organizational climate researches that h been going on for decades and school climate concept has enjoyed great publicity amongst researchers. The literature is replete with studies of how school climate affect teacher's job performance and student's academic performance as well Adeogun &