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THE IMPACT OF SCHOOL CLIMATE ON STUDENT ACHIEVEMENT

A MASTER'S THESIS
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

MATTHEW STRAUMANN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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THE IMPACT OF SCHOOL CLIMATE ON STUDENT ACHIEVEMENT

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Abstract

This thesis reviews literature linking school climate and academic achievement. There are 30 sources that were reviewed and examined for this thesis. Three main points were found in this review. The link between school climate and bullying, the impact of socioeconomic backgrounds, inequality, and school climate on student achievement; and leadership strategies and practices that impact student achievement were reviewed from 10 sources each. A correlation from strong to moderate on how school climate affects academic achievement. Students with higher family incomes and more educated parents had better test scores and better academic performance. Inequalities could be improved by direct instruction and one on one interventions. Leadership practices and strategies affected student achievement most significantly with strong principal leadership positively impacting teachers resulting in greater student achievement. Monitoring systems allowed for evaluating effective versus ineffective practices which improved teaching and increased student performance.

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Chapter 1: Introduction

With so many issues and challenges in the field of education currently, choosing a relevant thesis topic was important. It was important to look at and review research on the impact of school climate and how it can affect students' academic performance. Having a well-run school comes down to many factors and is influenced by everyone who is part of it. Whether it is the custodian or the principal each member of a school makes an impact. This thesis will look into the climate of the school and how it affects students' achievement levels. School climate can have a negative impact or positive impact on the school and influence many aspects of the school. How can school leaders create an inclusive school climate where the majority of students want to put forth their best effort to achieve their maximum potential?

Understanding how to attain and maintain a healthy, positive school climate can significantly impact student learning. A positive climate can make students want to be at the school and have a better chance of being intrinsically motivated learners. However, a negative school climate can also negatively impact students and can even lead to bullying and violence. According to Maxwell et al. (2017), "School climate is a leading predictor of students' emotional and behavioral outcomes. It affects students' adaptive psychosocial adjustment, mental health outcomes and self-esteem" (p. 2). School climate is very important to the health of the school and the student body. Educators are always looking to improve the way they think and how they can influence the students in a positive way. Contributing to the school climate in a positive way can help students feel more included and be able to have all their needs met to achieve higher learning.

The guiding research question for this thesis is as follows: How can educators create an inclusive school climate where the majority of students want to put forth their best effort to achieve their maximum potential? Upon researching this question, I will look at three aspects of it. First, it is important to determine the link between school climate and violence in the school. Second, it is crucial to look at the impacts of the socioeconomic backgrounds, inequality, and school climate of students' academic achievement. Third, one must determine what leadership practices and strategies affect student achievement the most. Looking at these aspects of school climate will help to break down what goes into creating a school climate that can be a positive influence on students and help them reach their potential.

The last two schools I have worked at really got me thinking about the school climate and how students can be affected by it positively or negatively. I have talked to principals and teachers about how the school climate was influencing the students I was working with whether as a Special Education Paraprofessional or Special Education Teacher/Case Manager. I wanted to know why some school climates were better than others along with observing less bullying and levels of violence at schools and more bullying behaviors at others. As a Special Education teacher I have noticed some of my students are extra sensitive to the school climate and how other students treat them and treat other students can easily influence them and be triggered by even the littlest of things.

If we can figure out what exactly goes into the school climate to make it inclusive and positive we can better serve our students. This topic matters because we want to be able to have students reach their full potential and be the best they can be. Knowing how to best influence and fix school climate issues can make the whole academic experience that much more impactful and rewarding experience. There are many factors that go into a student being able to reach their

potential, factors at school and at home that influence academic success. I looked into students' socioeconomic backgrounds, and resources that are available to students to see what the research says about just how much it can affect academic achievement. I was able to get a wide variety of data and information from different nations around the world concerning this topic in the field of education. I reviewed some other ways such as leadership strategies and teaching strategies that can get the most out of students to keep them motivated.

After discussing school issues with administrators and fellow teachers it made me realize that they were looking for answers to why some students were behaving the way they were. What was behind these behaviors that were causing issues at the school and even issues such as cyberbullying at home? Since teachers should always be finding ways to learn and recognizing how their students behave, there is a reason behind it whether it is a minor issue or a bigger issue that is coming to the surface. Bullying is still a hot topic in the education field today and seeing how much it correlates with school climate was something I also wanted to know more about and review research on. From working at different schools I can say every school has its challenges but the good schools are the ones that are proactive such as having professional learning communities and put things into action not just talking about what they are going to do.

Chapter 2: Literature Review

Literature Search Procedures

The search procedures used for this review to locate the empirical studies to answer the research questions included: searches of ERIC, Education journals, Academic search Premier, and Sage journals were conducted for publications from 2013-2023. The list was narrowed by only reviewing published empirical studies from peer reviewed journals that focused on school climate, bullying, school violence, socioeconomic backgrounds, inequality, students' academic achievement, leadership practices and strategies. The key words that were used in these searches included “school climate bullying,” “socioeconomic backgrounds academic achievement,” “school violence school climate,” “leadership practices academic achievement,” “inequality academic achievement.” The structure of this chapter is to review the literature on school climate and academic performance in three sections in this order: the link between school climate and violence; impact of socioeconomic backgrounds, inequality, and school climate on students' academic achievement; leadership practices and strategies that affect student achievement the most. International studies were included because school climate is a major focus not just in the United States but all over the world and it is an issue educators take very seriously.

The Link between school climate and violence in the school

Steffgen et al. (2013) explored the link between school violence and school climate. They identified several factors that contribute to the violence. Their goal was to find as much data and evidence as possible to see if there was a strong or weak correlation on the impact of school climate and violence, bullying, and general aggression of the students.

Steffgen et al. (2013) gathered accurate data from elementary, middle school, and high school students. “This meta-analysis included 36 studies reporting statistical effects of the relationship between school climate and school violence. These 36 empirical studies have been identified through literature search of published and non-published research” (Steffgen et al., 2013, p. 300). Problem behaviors were also looked into with the general feelings of students and if they felt safe or unsafe at their school. Different models were used for analysis some were more reliable than others and “10 out of the 36 studies (28%), the reliability of the violence measurements was unavailable. Also, for 3 studies (8%), the reliability of the (climate measurements were unavailable” (Steffgen et al., 2013, pg. 301).

Steffgen et al. (2013) provided evidence and meta analysis for the link between school climate and school violence. One of the biggest things that they talk about and suggest is modifying the environmental factor of the school, violent behaviors can be reduced and occur less often creating a better school climate. The researchers also suggest that future prevention programs need to target both individual and environmental factors of school violence. The conclusion for this study showed that there was a correlation between the school climate and violence and bullying in the school and affects student performance. How to stop bullying altogether is an ongoing issue that schools try to stay a step ahead on and they really looked into what can stop or at least minimize it from happening. The researchers discovered that less violence in the school means a better school climate, which leads to better student behavior not just in the classroom.

Bullying and harassment happens in many forms for adolescents and students in the school setting. Gower et al. (2015) looked at different factors and predictors of schools who are at risk of having a high level of bullying and harassment. They were able to find risk factors that

predict future issues can help schools focus in those areas to help stop them from becoming even bigger problems. The researchers explored student reports of bullying and harassment from prejudice that happened during adolescence. They put an emphasis on showing that bullying and harassment frequently occurs in the school setting and can have a big impact on the mental health and overall well being of students.

The data from Gower et al. (2015) came from 8th, 9th , and 11th graders from a Minnesota Student Survey in 2013. There were a total of 122,180 students surveyed from a total of 505 schools. There were five main variables that the study created by aggregating student report data in those main variables. The variables included academic orientation to school, internal assets, teacher to student relationships, feelings of safety at school, and receipt of disciplinary action. Those variables such as internal assets, which means the social emotional strengths, values and work ethic within a student showed a variety of aspects within a school setting. The researchers were able to collect their data by concentrating on the five most common variables among the data that they collected from student reports.

Gower et al. (2015) were able to get some results that pointed to the case for having prevention programs which would be pointed at improving school wide internal assets of students and overall having a sense of safety in school to avoid bullying and harassment issues. The results of this study indicated that students who had strong internal assets had a much lower risk of being bullied or in any way harassed when compared to students who attended schools with a lower number of students with strong internal assets. The researchers also showed that one of the biggest portions of students felt unsafe at school when peer harassment was present.

Turnavic and Siennick (2022) is based on an empirical review of 55 meta analyses along with 362 recent research studies. They reviewed strong predictors of violence in the school with one of those predictors being positive school climate and negative school climate. The researchers defined school violence “as physical assault and battery, physical aggression, noncontact aggression (e.g., throwing things), broadly defined externalizing behavior, bullying, fighting, robbery, unwanted sexual contact, weapon possession, and verbal threats” (Turnavic & Siennick, 2022, p.1). They used research from January 2018 to July 2020 to locate online databases and academic journals. The researchers reported that none of their analysis focused on lethal forms or violence such as school shootings.

Turnavic and Siennick (2022) used 52 different predictor domains and 38 different domains of consequences in which individual, school, and community level factors were outcomes. They showed that the strongest predictor of school violence was delinquent and antisocial behavior. The researchers reported that youth do not specialize in school violence but are rather generalists when it comes to antisocial behavior, students who engage in antisocial behaviors at home will likely to engage in them at school, and past behavior predicts future antisocial behavior in the school setting. They found that the strongest consequence of school violence victimization was bullying, with the next two biggest consequences being loneliness and low self-esteem. For additional predictors of school violence and bullying including anti social and pro aggressive attitudes, peer delinquency and peer support for fighting. When it came to high teacher to student ratios and negative school climates they were also found to be predictors of school violence. Turnavic and Siennick (2022) also found that not only does school violence affect students but when teachers experience violence it leads to work stress, low job satisfaction, burnout, and turnover.

There were four main areas of research that provided results for being predictors of school violence perpetration, predictors of school violence victimization, consequences of school violence perpetration, and consequences of school violence victimization. Turnavic and Siennick (2022) showed that ADHD and maltreatment were associated and linked to students who engaged in aggressive and violent behaviors at school. They found that moderate predictors were antisocial attitudes, sex (male), and peer acceptance. When it came to school size, youth age, race, and risk avoidance behaviors were shown to have no effect on school violence. The researchers reported that the number one predictor of victims of violence at school was peer acceptance/social preference, along with showing that students who are bullied outside of school are also likely to be bullied in school as well. Since bullying was reported to be the strongest consequence of school violence perpetrators, self harm and suicidal thoughts were the next two strongest consequences reported for school violence. They showed from this study that the strongest consequence of school violence victims was also bullying, students who are bullied at school are even more likely to bully other students. The second and third strongest consequences were reported to be loneliness and low self-esteem.

The research of Benbenishty et al. (2016) reported that in school violence and bullying research literature are often highlighting how a good school climate helps to lower the victimization of students. Along with that in school climate research literature it shows the importance of having a good school climate to prevent or at least limit victimization of students by bullying. They also point to the newer focus on social and emotional learning that is to help school climate and create a feeling of safety to improve academic performance. The researchers challenge this notion and call it a causal link because there are significant gaps supporting that

link. They used a model of using public high schools and middle schools across California to examine the link between school climate, bullying, and academic performance.

Benbenishty et al. (2016) collected data from two main sources, the California Healthy Kids Survey and California Department of Education. They collected data from the CHKS from 5th, 7th, 9th, and 11th grade students in 85% of the public schools in California. The researchers mentioned that school districts with a minimum of 1,600 students per grade were the ones that were surveyed. They used a 6 year administrative panel of data from the CDE, along with the Academic Performance Index to compare scores of schools across California. The API is a statewide standardized test that involves multiple subjects reflecting a school's yearly performance. The method that was used by Benbenishty et al. (2016) was structural equation modeling, school climate and violence were measured by mean scores of three subset of questions were school belongingness, school adult support, and school participation. School violence was measured by involvement in multiple forms of violence, involvement with weapons, and gang membership.

The results showed that both the middle school and the high school students had higher levels of academic performance leading to lower school violence. Benbenishty et al. (2016) used tables to look at the correlation between the variables in which for tables 1 and 2 indicated that the domains of violence, climate, and performance are indeed connected over time. They used 3 different waves, waves of data is what the researchers called them. The researchers reported that wave 2 led to improved school performance while reducing acts of violence as well as improving school climate at wave 3. This study did not find school violence or school climate to be influencing future academic performance in the middle school but at the high school level there was evidence for negative effects of violence and climate on academic performance. They

found that academic performance was the main factor in reducing violence and improving school climate. They stated, “that schools that succeed with strong efforts to improve school-level academics also decrease violence and improve climate through those improvements in academics” (Benbenishty et al., 2016, pg. 7).

Volungis and Goodman (2017) studied how to prevent violence in the schools with the focus on how to get teachers to have quality relationships with their students using counseling strategies. They commented that school violence continues to be a concern and it is increasing the attention to it due to more media attention. The researchers reported that preventing school violence has been researched many times but not how to increase the teacher to student relationship by getting help from school counselors and mental health professionals. Increasing the connectedness between teacher and students as the researchers call it can make students feel more connected to the school and impact the school climate in a positive way. The goal of this study is to use a “theoretical model that can provide conceptual and applied guidance in bridging the gap between research and practice” (Volungis & Goodman, 2017, pg. 1).

Volungis and Goodman (2017) defined school violence as any act that is purposeful and aggressive towards another person or threatening another person at the school and during school activities. A national survey sample from 2016 showed that 7.8% of students from 9th to 12th grade had been in a physical fight at school within the last year and along with that 4.1% of the students had carried a weapon at school within the last month. It was found that bullying is highly correlated to a negative school climate and can predict future violent behaviors. What the researchers wanted to do was get the perspective from mental health professionals to see the warning signs of students that could turn to violent behaviors and help prevent them from becoming an issue. They wanted to provide a wake up call to school counselors and school staff

in general that they can make a huge difference in the school with students and make the school culture positive and students can look forward to coming to school everyday. They often use the term connectedness or school climate, meaning that the relationships are quality between school staff starting with the principal, administrators, teachers, counselors, and of course students so that school violence would be a non issue.

Volungis and Goodman (2017) used a theoretical model to show what skills are necessary to have for a teacher, starting with dignity and respect, empathy, genuineness, and a non judgemental attitude. They gave specific communication skills to use everyday in their interactions with students. The first two skills being attending and listening, being a good listener and directing their attention to the student who is talking can go a long way to develop a positive relationship. The next skill talked about was using open ended questions to help students explore and focus on the topic being discussed. The next skill they discussed was reflection and validation of feelings so that students can feel safe and truly heard in the classroom. Paraphrasing was the next skill discussed and was deemed important because it can help clarify what is being said and give the students a chance to lead the conversation. The researchers had reframing as another skill to be used because the teacher can reword what is being said and provide a different perspective. Challenging was another skill to be used because it can help students awareness and incorrect thoughts and behaviors. Self disclosure was another skill mentioned by the researchers because it can give students a better understanding of their feelings and experiences. The last skill discussed was summarizing because it can show the student that the teacher has a good understanding of what the student is communicating and to ask any questions. They ended their study by giving specific examples such as modeling these skills as much as possible and how to not and how to effectively use the skills in the classroom.

Dolan and Moore (2021) looked into how to increase school connectedness and decrease problem behaviors. They pointed to the amount of data that is being collected showing that the weaker the students are connected to the school the more likely they are to become violent, bully others, and even use substances. With the help of a couple theories from Merton and Bernsteins (1977), a seven category system was created by the researchers to determine the risk factors of students and problem behaviors. The researchers believed that the more students are frustrated it can also lead to a lack of connectedness which leads to problem behaviors because they don't value themselves and the school in general. They also looked within the schools and what practices and strategies were being used along with resources to promote school connectedness/school climate among the students and what the consequences were if they did not.

Dolan et al. (2021) promoted school connectedness because it can positively affect student mental health and overall well being. Based on trials done in the United Kingdom the researchers found that the better the school climate or their connectedness, they had a strong connection to the school the less likely they were to bully others, use substances, and show aggressive behaviors in the school setting. They found that the study in India had similar results to the trials done in the United Kingdom in 2018 where there were positive effects on the students mental health along with a big decrease in risky behaviors such as bullying, violence, and use of substances. The researchers found there to be five main factors in how they may influence a student's connectedness to their school. The first factor being how a student perceives their potential overarching aspirations on leaving the school and the second being each student's perceptions regarding the potential for realizing their aspirations. The third being educational goals and outcomes of the school, the fourth having to do with the instructional

methods and strategies used. The last factor that they found was the schools regulatory order and underpinning values.

Dolan et al. (2021) classified students from their research into seven categories: committed conformists, detached conformists, augmenter innovators, rejecter innovators, rebel acceptors, rebel rejectors, and retreatists. They found two fundamental issues that cause students to become frustrated and disengaged in the school setting. The first was if the student was struggling to meet the instructional order demands and secondly if the student perceived their school to have low school level meaningfulness. The researchers found that there are a couple of important influences on students in the school setting such as social class, family and home life, and the communities to which the students belong. Committed Conformists, Detached Conformists, Augmenter Innovators, and Rebel Acceptors were all at high risk of frustration when they didn't feel accepted by the school whether it was from school staff or fellow students. They found that the more a student perceived the school to be meaningful the less likely the student would be at risk of being frustrated and showing unwanted behaviors and violent acts.

Dolan et al. (2021) pointed out that the more a student gets older their aspirations may become more solid and concrete in how they think and behave. Each categorization of the students has risks and students change their minds when they get older and can come to the realization that their school is helpful or hurtful in their eyes with their overarching aspirations. The connectedness that students feel can decrease as they mature and become detached from the school, and the researchers found that students liking the school they are at commonly deteriorates towards the end of their school career. The researchers proposed that school connectedness could be categorized according to their sociological framework. They concluded that no single intervention can and will promote school connectedness and reduce substance use,

bullying, and school violence. Each student has their own specific needs and having feeling connected to their school isn't as important as having tailored interventions to that student's needs. They pointed out that trials have been done to reduce student substance abuse by increasing school climate/connectedness but have only been reported to show weak to moderate effects.

Cash et al. (2017) researched the link between school organization and school violence and the implications for school climate interventions. The purpose of this study was to figure how the school physical environment and social environment connect to or relate to the perceptions of students with school climate and if they were connected to school violence. The researchers commented that schools have been targeting school climate as a protective factor and something to help students for the past several years. Violent and aggressive behavior of students has been a hot topic and thinking of interventions to help make school climate safer and free of aggressive behavior and bullying is the goal for a positive environment for learning. They wanted to observe individual students to see how they were connected with student involvement in violence. They also wanted to see whether the link between observed indicators of school climate and students' involvement in violence operated through student's perceptions of school climate.

Dolan and Moore (2021) looked at environmental conditions and their influence on student's decision making when it comes to engaging in crime and violent, aggressive behaviors. The researchers looked at the neighborhood inventory for environmental typology to better understand the physical and environment of students' neighborhoods and where they come from. For the school environment they used the school assessment for environmental typology to better understand the physical and social environment of the schools. The researchers observed the

environments of 58 different highschools in 12 Maryland school districts. They used the SEAT assessment and collected data from 28, 592 students over three days at each school by two trained observers. All the data the researchers collected was anonymous and entered on a Samsung handheld tablet.

Dolan and Moore (2021) found that delinquency positively predicted violent behaviors along with negative student behaviors that were observed predicted negative perceptions of rules and consequences. They found that physical discomfort was linked to violence and predicted violence at the school level. The researchers found that students who perceived consistent enforcement to have lower rates of bullying and victimization at the school. Along with that when the researchers found that there was a lack of effective behavior management, students displayed more student behavior problems thus negatively affecting the school climate. They reported that having teachers in the hallways reduced bullying, property being vandalized, and rumors being spread. The researchers found consistent adult monitoring and proactive behavior management to be effective and that the physical environment is strongly linked to decisions to engage in violent behaviors rather than the social environment. They found that by observation and teachers reporting that when they used a relational approach to behavior management there were less defiant behaviors from students in the classroom.

Burdick-Will (2013) researched school violence in Chicago and the effects it has on academic performance along with the part that school climate plays in it as well. In schools around the United States the academic performance varies from school to school, Chicago is no different except that there have been high levels of violence at Chicago schools compared to other schools. The researcher states that in many large urban school districts compared to suburban schools the achievement levels are significantly better for suburban school students.

Burdick-Will (2013) commented on how of the 100 Chicago schools, two thirds of the schools had to call in for police support and police were involved on average two times a week. The researcher reported that in schools that had a very high violent crime rate and academic achievement had been affected by the school climate where the police had taken over the school discipline and students did not really trust their teachers to have their best interests in mind. The researcher also says how it is hard to define school violence because it can be something that is low level aggression and bullying to homicide.

Burdick-Will (2013) used crime data from the Chicago Police Department in which every incident was filed based on crime type, time and date, address block, and the description of the location. Chicago public high schools were used to collect the data and crimes that were committed were done within the school day and crime is measured within a one mile radius of the school's address. He used student demographics from the Chicago Public Schools files to see the age, ethnicity, grade, and school to identify every student in the district. The researcher used scores from the EXPLORE and PLAN, and PSAT assessments to measure achievement outcomes along with the students grade point averages. The researcher used neighborhood variables called neighborhood disadvantage and social status which includes neighborhood level crime data and social status looking at managerial or professional jobs in the area. Burdick-Will (2013) takes into account the school climate of each school and is measured by a survey that was given out to ask students their feelings about the school's safety, discipline, and overall trust of the staff at each school.

Burdick-Will (2013) found that there were a few schools that accounted for the large majority of crime that was reported. The more severe crimes that were reported such as homicides and sexual assaults were very rare and no homicides were reported from the eight

years that were examined. The researcher reported that 11 homicides were in the streets outside of a school but that was not on school grounds. He reported that property damage and drug crimes were even more rare than violent crimes which indicated that administrators most likely take care of the non violent issues internally. The researcher reported from collecting the data that violent crime was related to the size of a school in which high violent schools were more than twice the size of low violent schools. There was not a correlation between violent crime within a one mile radius and the school. The researcher reported that only three schools did not have a single incident of violent crime during the period of data that was collected. There were a large number of schools with a high average of violent crime. The researcher talked about how on average the achievement levels did not change much and there was a large number of variation annually between schools. The association between violent crime and achievement can be explained instead by more than half of the link because of prior achievement and special education status. Burdick-Will (2013) suggests that violent crime and low achievement can be explained by a problematic and untrusting school climate.

Pontes and Pontes (2021) talk about the increase in school violence and the growing concern in the United States about why it is happening. They mention the General Strain Theory which suggests that students who are committing violent acts are the ones who have been victims of bullying. The researchers also look at the role of gender in high school students in the U.S. and if there is a connection to carrying a weapon. They also mention how school shootings and school safety is on the minds of many Americans because of media attention . The researchers purpose of this study was to investigate the relationship between the school bullying victimization and gun carrying, weapon carrying, and weapon carrying among male and female at U.S. high schools using risk difference and the odds ratio.

Pontes and Pontes (2021) used data from a national survey of 61,042 U.S. high school students. They used a secondary analysis of pooled cross sectional data from 2009 to 2015 from the Youth Risk Behavior Survey using R to estimate effects on a scale between male gender and school bullying victimization on weapon carrying. The researchers used data from the U.S. High School students from grade 9 to 12, with the target population being all public and private school students. They used a survey that oversampled Black and Hispanic students and used sampling weights to adjust for oversampling of minority students, with the sample being diverse by design. The YRBS survey included 80 questions about gender, grade level, race, school bullying, carrying a gun, carrying of a weapon, and carrying of a weapon on school property. The researchers use of a multi year combined data helped show results for a greater sample size and moderating effects of gender and school bullying, weapon carrying with high schools students.

Pontes and Pontes (2021) reported a strong association between school bullying victimization and gun carrying with male students and female students. They reported that the relationship between bullying victimization and gun or weapon carrying is much greater among male students than female students as the researchers predicted with the General Strain Theory. It was reported that school bullying victimization increases the rate of gun and weapon carrying among all students. They mention how most mass school shootings are done by male students who have experienced some form of bullying victimization. The researchers reported that bullying prevention is important to the national effort to reduce gun and weapon violence in U.S. schools. They concluded that bullying victimization has long been associated with negative health outcomes and this study showed even more what a negative impact bullying can have on students and their behaviors along with low academic achievement.

Reyes-Rodriguez et al. (2021) looked into the relationship between school climate and bullying and how a positive school climate could be a mediator to help prevent bullying. They wanted to look at the differences in bullying rates among schools in Mexico while also looking at principals' practices, teachers' perceptions of the school climate and the schools current methods to prevent bullying behaviors. The researchers point out that the bullying issues in schools are worldwide and can have long term effects on students and it is a schools responsibility to prevent bullying and have students be able to feel safe at school. They look at data from examining school level variables and previous research to explain bullying rate differences.

Reyes-Rodriguez et al. (2021) used 403 teachers from elementary schools from three cities in Sonora, Mexico in which most of the urban elementary schools in Mexico had students who came from a low or middle socioeconomic status. The 403 teachers that were selected to simple probabilistic sampling with replacement with 141 males and 262 females from ages ranging from 22 to 76 years old. A scale was developed to measure principals involvement , principals support, school climate, and school collective efficacy with the control variable being teaching experience. They were able to get permission from the Ethical Committee of the Food and Development Research Center to conduct the study. The researchers had a consent letter that was sent to teachers in order to request their voluntary participation in the study in which only 8% of teachers refused to participate.

Reyes-Rodriguez et al. (2021) were able to get results that showed teachers perceptions of principal involvement and support had a positive correlation with school collective efficacy. Teachers' perceptions of a school climate also had a positive association with collective efficacy but teachers teaching experiences had a negative correlation to principal support. The results showed that principal involvement in bullying prevention had a positive impact on school

climate but it did not influence the school collective efficacy. Principal support was reported to have a positive impact on school climate and school climate had a positive impact on school collective efficacy. They found that school climate fully mediates the relationship between principals' involvement and teachers' perception of school collective efficacy to prevent bullying. The researchers finding suggests that a principal's involvement only influences teachers' collective efficacy when generating a positive school social climate. They showed that programs to prevent bullying must involve developing principal competencies to promote quality relationships among the participants in the educational process.

Impact of the socioeconomic backgrounds, inequality, and school climate on students' academic achievement

There are many aspects and factors that can affect school climate, such as school safety, interpersonal relationships, social media, and teaching and learning environments. Thapa et al. (2013) focused on the socioeconomic backgrounds and factors along with inequality, and school climate on academic achievement. They mention “For more than a century, there has been a growing interest in school climate. Recently, the U.S. Department of Education, Center for Disease Control and Prevention, Institute for Educational Sciences, a growing number of State Departments of Education” (Thapa et al., 2013, p. 3). With gun violence on the rise and what we can do to prevent these attacks, school climate is a hot topic that many educators look to and to find answers. The researchers focused on safety, relationships, teaching and learning, institutional environment, and lastly the school improvement process.

Thapa et al. (2013) pointed out that “There is extensive research that shows that school climate has a profound impact on students' mental and physical health. School climate has been

shown to affect middle school students' self-esteem" (Thapa et al., 2013, p. 4). Along with affecting self-esteem, the research points that a student's socioeconomic background also plays a role, "A positive and sound socio-emotional climate of a school is also related to the frequency of its students' substance abuse and psychiatric problems" (Thapa, et al., 2013, p. 4). They talk about how students have a need to feel safe before learning can happen and need that healthy environment to grow and develop as much as possible.

When it comes to school climate and the effects it has on a student's academic performance it was found to be a big factor by Thapa et al. (2013). They focused on school climate and defined it by how it reflects students', school personnel's, and parents' experiences of school life socially, emotionally, civically, and ethically as well as academically. Since there are many factors that go into the school climate/culture it is important that reliable data and information is able to be observed. The researchers pointed out that the field is evolving and there are calls for rigorous and empirically sound research that focuses on relating specific aspects and activities of interventions to changes in specific components of school climate. They made a point of how both interventions and climate can have effects on specific socio-moral, emotional, civic, and cognitive development and the teaching and learning of both students and teachers.

Berkowitz et al. (2017) focused on if a supportive school and classroom climate can influence positive academic outcomes in the classroom. They get into whether socioeconomic factors and inequality play a role in the success or failure of a student's academic performance. The researchers looked into all of those associations that can affect academic achievement for a student. They mention that looking at the links between these issues and school climate has

been inconclusive in the past because of inconsistencies in the methods, definitions of variables, and the overall design of the studies.

Berkowitz et al. (2017) provided a synthesis of scientific research linking socioeconomic status, school climate and academic achievement. They attempted to see whether a positive school climate could improve academic performance and reduce achievement gaps that are an issue for students and schools with a number of different socioeconomic backgrounds. The method that was used in this study came from the search strategy of four main databases. Web of science, PubMed, PsycINFO, and ERIC were the four databases. The researchers used both qualitative and quantitative studies in their research. There were some papers that were excluded for the following reasons: “The language of the article was not English, the paper focused on measurement validation, no actual form of academic performance was measured, school-age children were not the main study population, or academic achievement was not the outcome” (Berkowitz et al., 2017, p. 432).

Berkowitz et al. (2017) found that it was clear from their research that when it comes to students from their socioeconomic status and backgrounds that having a positive school climate is related to increased academic performance. They reported that 84% of the studies they reviewed found that having a positive school culture has a positive impact on academic achievement which means that school climate influences beyond average academic achievement and negative impact of a poor socioeconomic background. A positive school climate was reported to be even more influential with students from poor socioeconomic status backgrounds. “For instance, a study conducted in Israel based on a nationally representative sample revealed that school climate had four times the impact on academic achievement in Arabic-speaking schools as in Hebrew-speaking schools” (Berkowitz et al., 2017).

Grujters and Behrman (2020) dug into the socioeconomic side of the students in Africa and the impact it has on their learning outcomes and academic performance. They looked at three main factors by which a family's socioeconomic status could contribute to learning, educational resources at home, health and wellbeing, and differences in school quality. The researchers commented on the observations of others when thinking about the learning outcomes in sub-saharan Africa and how they are often poor and leading others to say there is a learning crisis going on there. 52 million students were located in sub saharan Africa who did not demonstrate basic literacy and numerical skills from a study done in 2018. They focused not on raising the overall levels of learning but addressing the inequalities in learning and making sure that there are equal learning opportunities for all students.

Grujters and Behrman (2020) covered 10 francophone countries in west and central Africa. They chose these countries because even though these countries are at the lower end of global income ranking they still display variation in economic development, with some extremely poor countries to lower middle income countries. The researchers reported that these countries' national incomes were unevenly distributed, showing a class structure that had a small very wealthy elite, an emerging middle class, and a large, rural population living around or just above the poverty line. They also mentioned that absolute poverty and deprivation are widespread in the sampled countries with malnutrition and disease being very high especially among the children.

Grujters and Behrman (2020) used data from the PASEC survey which was taken in 2014 and made available to the public in July 2017. They sampled sixth graders from Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo, the Ivory Coast, Niger, Senegal, and Togo. The researchers used data from each country in which 160 to 266 schools were sampled. One

sixth grade class was randomly selected by the researchers and then 20 students were chosen from that class which in total came to 30,807 sixth graders from 1,808 schools. They sampled the 20 students in reading and math as well as providing basic information about their family and themselves. The researchers reported that overall enrollment and grade repetition are very common so the students that were sampled had a wide range of age.

The results showed for socioeconomic inequality in math that students at the higher end of socioeconomic status scored 61 points higher than those students at the bottom end. Gruijters and Behrman (2020) reported that girls were slightly below the boys on average with performance decreasing with age. Their analysis showed that the link between family and socioeconomic status with child health and well being was weak in most countries. The researchers showed that school quality, including friends groups and the school community was more of a factor than the link between socioeconomic status and math performance. They also found that the school quality explained the gap in learning outcomes along with the school being the biggest factor in learning inequality in the low income. Rich children and poor children were found to be highly unlikely to attend the same schools thus creating low quality schools and a gap in resources.

Fleming et al. (2020) looked at racial equity in academic success and the role that school climate and social emotional learning are a part of it. They wanted to look into the racial differences in the academic outcomes of different students. The researchers point to studies done on the racial inequities of students of color and how there are fewer resources available for students of color and are less likely to experience advanced classes that enhance their skills. They looked at how in America it is a long standing problem mentioning that besides the east asian students, there has been evidence to show that students of color have lower academic

success. The researchers used different language but instead of using achievement gaps they use racial inequities. Schools have used social and emotional models along with enhancing school climate to spend resources to help students at all grade levels. They also looked at strategies to then improve school climate because of the impact that it can have on academic performance for students of color which is what can happen to make more racial equity in schools and with students to have more positive outcomes. Social emotional learning was also found to link to academic success in all grade levels but there is little evidence to show that social emotional learning can create more racial equity.

Fleming et al. (2020) used an urban public school district that has more than 50,000 students. The school district had the fifth most unequal academic achievement for a school district based on test scores in the nation. They reported that 86% of the students who were white graduated in four years or less while 74% of African American students did, with 64% of Latinx students, and 48% of Native American students. All students from grade three to grade twelve in the district's 97 schools were able to take the survey. The researchers used 51 questions which took students about 10 minutes for the majority of the students to complete. The survey is used every spring during general education class time to either take on paper or use a computer to complete. The total sample size came out to be a total of 29,415 students with questions on race and gender questions. Students from the district originated from 149 countries and were able to speak 146 different languages.

Fleming et al. (2020) found that significant race inequities and with all racial groups except for Asian students, the statistics showed lower grades. The statistics showed that 9% of the students did not select a racial category. The researchers also reported that the average grades of the students that were sampled were in the mostly A's range. They reported that Asian and

Latinx students had more positive thoughts about the school climate compared to White students. When it came to the differences for school climate to White and Black, Native American students, and Pacific Islander students showed no significant data. School climate was shown as a major factor for improved grades but did not show a major effect when it came to race. Social emotional learning and the effect it has on improved grades with race being a factor was shown to have some direct effects. Native American students showed the biggest effect of social emotional learning with the difference on their grades. Overall, social emotional learning and a positive school climate are positively correlated to increasing grades. The researchers showed the results of school climate being viewed in most cases positively with a small link to grades. They suggested that for students of color the experiences they are having are not represented well enough in the survey and in the school setting there needs to be a racial equity construct incorporated. The researchers reported that school climate at the individual level is not related to racial inequities in students' grades and there needs to be more culturally relevant factors to be considered when looking at the school environment/climate. They would like to see other academic data become available and show how socioeconomic status, and school level-climate instead of individualized view on school climate can be also considered.

Ersan and Rodriguez (2021) researched the effects of socioeconomic status on the student achievement in mathematics in the country of Turkey. The researchers looked into different factors to how achievement levels and differences would be able to be reduced to become more balanced out for students and schools in Turkey. They wanted to find out how big of a factor socioeconomic status was on students' achievement levels because it is considered to be a major predictor of academic performance. They reported that the public education in Turkey is fully financed by the Turkish government and despite that there are still achievement gaps between

schools and students. The purpose of this study was to identify different variables for educators, administrators, researchers, and even policy makers to help reduce inequities due to socioeconomic differences in Turkey.

Ersan and Rodriguez (2021) used a sampling procedure of 4th graders from the Turkish education system. They used a cross sectional design to discover similarities between students' mathematics achievement and other student and school related variables. For the first part of the study the researchers used a two stage cluster sample and in the first stage schools were randomly chosen from schools and in the second stage classrooms were used to sample fourth graders at the selected schools. Only one classroom was selected at smaller schools and all the students from that selected class were used for the sample. The two variables that were used by the researchers for the sample were urbanization and region. The researchers used sampling weights to help represent the population accurately and they were total student weight, student house weight, student house weight, student senate weight , and school weight. They used 6,456 fourth grade students from 242 total schools to represent 1,189, 025 students and 21, 154 schools in the targeted population. The average national age of the students the researchers used was 9.9 and 49.2% of the students were female and 50.8% were male. They collected data from the TIMSS in which there is a scale for home resources for learning, and includes information on the educational and occupational backgrounds of the parents and was used to represent the socioeconomic status for the students. The researchers used a school effectiveness scale as another variable, a school readiness scale and attitude towards mathematics scale, and a student engagement in mathematics instruction scale.

Ersan and Rodriguez (2021) found that the students that were tested in 4th grade showed below international average scores when it came to socioeconomic status, early literacy, and

number activities. They found that students at low achieving schools also came from families with low income and low education levels. The results showed that school readiness and motivation for academic success were also low in similar schools and safety and discipline problems were more frequent and more of an issue. Parents who had a higher socioeconomic status were shown to be more active in their student's homework and overall educational development. A positive school climate was shown to have a positive effect on the fourth graders mathematics scores and show that there is a link there. The researchers suggest that teachers, parents, and administration all need to collaborate from seeing the results of this study on how schools should be focusing on improving school climate and creating the best possible learning environment for their students. They found out that school readiness and pre school education were variables with a big impact on the mathematics scores of the 4th graders that were tested. They found that schools whose students came from a higher socioeconomic background had a better school climate and higher achievement level showing that educational inequity is an issue in Turkey.

Wang et al. (2022) looked at the effects school climate had on the social and emotional skills development of students who were considered to be underprivileged background students or students with a low socioeconomic status. The goal of the researchers was to investigate to see the impacts of cooperative school climate along with competitive school climate to see the development of social and emotional skills of students. They were curious about why social and emotional skills were impacting the students in a positive way and were helping to reduce risky behaviors such as drinking, truancy, and bullying. The researchers pointed to the fact of previous studies where it showed that students' families can have a crucial role in their

development and that influence can enhance their growth and on the other hand students who came from underprivileged backgrounds tended to have much slower and poorer development.

Wang et al. (2022) used Chinese data by selecting 3,800 10 year olds and 3,750 15 year olds . The students came from a total of 151 schools within 6 districts and four country level cities within the boundaries of Suzhou City for the survey. The researchers used 25% of students from the poorest socioeconomic backgrounds to represent the underprivileged students. They mainly investigated the factors affecting the development of social and emotional skills with 1,739 valid samples after going through all the ones that were invalid and had to be eliminated. The researchers used dependent variables for five main domains with the first being collaboration, emotion regulation, engagement with others, open mindedness, and task performance. There were two independent variables being used, cooperative school climate and competitive school climate. They referred to previous studies that have been done and used gender, age, being an only child, preschool education, and physical health as control variables in their analysis.

Wang et al. (2022) showed results first for the cooperative school climate which had a very positive impact on all five domains of underprivileged students. They found that a competitive school climate had a negative impact on collaboration with students along with emotional regulation of students from an underprivileged background. Male students performed only slightly better than female students when it came to emotional regulation. They reported that the 10 year old group performed better than the 15 year old group across all 5 domains. The researchers reported that all students from families with more than one child performed better than those students who were the only child at home in all 5 domains. They also were able to collect data that showed healthy students were able to only perform better than physically

impaired students in the domain of engagement with others. The results showed that as social and emotional skills increased the negative effects of a competitive school climate on underprivileged students decreased and shifted to some not as significant positive effects. They concluded that teachers should encourage students who have different strengths and weaknesses in the cooperative learning classroom or even outside school cooperative activities to form some learning communities so they could build each other's skills up and cover up weaknesses they have through cooperation.

Wisman (2019) looked at school structure and the diversity that makes up the school and also looked at different characteristics of students' neighborhoods rather than just the race of the students. The researcher wanted to investigate the efficacy of the diversity index in predicting school-level achievement outcomes relative to other common measures of socioeconomic and racial diversity to components of the diversity index. The researcher asked two main questions, "To what extent does the DI predict school-level academic achievement, as measured by the percentage of students scoring proficient or higher on state-mandated reading and math tests, while controlling for other school input and process variables?" (Wisman, 2019, p. 928). Also, "What is the relative efficacy of the DI in predicting school-level academic achievement to analogous student-level component factors of the DI: (a) the proportion of students receiving free or reduced-price lunch (FRL), (b) the racial/ethnic composition of the school, and (c) the interaction (product) of FRL and racial/ethnic composition, while controlling for other school input and process variables?" (Wisman, 2019, p. 928). The researcher stated that no scholarly literature could be identified that evaluated the strength of the diversity index as a predictor of academic achievement.

Wisman (2019) used variables from a cross section of data and a correlational multiple regression analysis was utilized. He at first used a descriptive analysis and followed by an analysis of all correlational pairs of study variables. The researcher was able to look at and explore based on the combined effect and set of predictor variables the unique effects of specific predictors while monitoring for possible effects. The researcher was able to add to the literature by providing a comparison of different operations of socioeconomic and racial diversity although the correlation is limited to the study of relationships. Wisman (2019) used four main study variables with all the variables being accessed from the local and state education agencies websites. He used dependent variables, independent variables, diversity index, and household income as the study variables.

Wisman (2019) commented that the analysis demonstrated that many schools served a highly diverse group of students with some schools being more racially and socioeconomically isolated. The researcher reported that the diversity index had a strong and positive correlation to improved reading achievement and math achievement. He stated that the diversity index is one way to see the intersection between poverty and race with it being a viable option to predict achievement. The researcher found that Community Engagement and Support (CES) and School Leadership (SL) were more powerful predictors of math achievement than any other measure of socioeconomic status or racial diversity. Also, he reported that some schools with a low concentration of students with a low socioeconomic background tended to have teachers with more positive opinions of their working conditions than there actually were. The researcher concluded from the results that poverty is a more common factor in academic achievement than race and the free lunch services was even more of a predictor than the diversity index. Wisman (2019) noted that socioeconomic background and school climate are correlated between the two

variables thus showing that school climate factors play a role in the effects of SES backgrounds. Wisman (2019) stated that from the findings that lower SES schools tend to have a poor school climate which was taken from the survey.

Suna et al. (2020) researched the impact of socioeconomic status and school type on academic achievement. The researchers pointed out that around the world education systems want to help students from various socioeconomic status backgrounds to reach their full potential. They also pointed out that socioeconomic status and academic achievement are recognized and taken into account in standardized tests. The researchers report that in countries like Turkey, for which this study was based, the students who transition to high school are dependent on national test scores. They talk about the concern for socioeconomic status disparities and the effects it has on the students academic achievement. They also looked at different school types and the effect it can have on students reaching their potential. The researchers also compared three transition systems that were implemented in the last decade in Turkey.

Suna et al. (2020) used a sample of 2,380,015 students who had participated in three transition systems in Turkish national exams from 2012 to 2018. The researchers had 98,473 students who took the Level Specifying Exam, 977,814 students who did the Transition from Middle School to High School Exam, and 703,729 students took the Transition to High School Exam. They not only took a look at the scores and academic information, personal information was examined, family income levels were looked at, and the education levels of the father and mother were analyzed as well. They reported that the majority of the sample consisted of students from public middle schools and there was a slight increase in family income levels of students over time. The researchers reported that private middle school students had the most

socioeconomic advantaged group. They used data from eighth grade students and the LSE exam that they took was 100 multiple choice questions. The TMSH exam had 100 multiple choice questions as well and the THE exam had 90 multiple choice questions.

Suna et al. (2020) reported that the language, math, and science scores from diverse middle schools in which they were calculated were compared with the mean scores. They reported that school type for middle school had a low effect on students' scores. The researchers reported that the students who attended private schools had the highest mean scores while the students with the lowest scores were students who went to regional boarding schools. They reported that significant differences were observed in language, math, and science scores in which were related to middle school types when socioeconomic status was controlled. The researchers reported on the education levels of parents of the students and there were significant differences in socioeconomic status, and the students whose parents had the highest education levels and best socioeconomic status were the most advantaged of all. The higher the socioeconomic status of students was shown to be by the researchers to have a big impact on academic achievement. They were not surprised by this because in Turkey where this study was from, students are grouped together by similar socioeconomic status in high school and that is why Turkey has one of the biggest disparities in school achievement.

Fraga et al. (2021) looked into bullying behavior among 10 year old children by investigating the impact of socioeconomic context on the amount of household dysfunction. They commented that bullying can have devastating consequences and negative health implications, along with poor academic achievement. The researchers talk about bullying and how there are different forms of it from verbal abuse, physical violence, and social rejection. They point to evidence that shows boys are more likely to have a physical expression of bullying

while girls are more likely to use indirect bullying such as teasing and gossiping in bullying situations. The researchers looked into the household environment and what kind of social environment children are influenced by which children will be affected by and in their development and achievement level. They commented that a warm, sensitive and authoritative parental style has shown to be much more effective compared to a harsh parenting style where there is a lot of dysfunction which leads to more at risk and aggressive behaviors. They mention that socioeconomic backgrounds have been linked to students with neglect and maltreatment to increase their vulnerability and to be more likely to learn bullying behaviors.

Fraga et al. (2021) used 5,338 members of the Portuguese Generation XXI birth cohort. Any Information on involvement in bullying, socioeconomic characteristics, and household dysfunction was collected by trained interviewers using structured questionnaires. Participants were not paid to participate in the study but they were given back blood collection analysis and results from the physical examination they were given. The researchers collected bullying information from the Bully Scale Survey that was developed by the CDC. The scale collected information on the experience of a bully and the experience of a victim. Household dysfunction and socioeconomic circumstances data were also collected by the researchers. They collected data on family structure by splitting the children into two categories, living with both parents and living with one parent or no parents at all. The parents' educational level data was also collected by considering the low level as nine years or less and the high level being more than twelve years of education.

Fraga et al. (2021) found that of all the children that were studied and who took a survey that 19.7% were involved in bullying with involvement as a victim to be 14.4%, 1.4% as a bully, and 3.9% as a bully/victim. The researchers also found that children involved as a victim or

bully/victim had parents with lower levels of education and a history of unemployment, belonged to families with a low socioeconomic status, and lived in a one parent or no parent at all family structure. Along with that, children who had a family member with drug and alcohol abuse or being exposed to physical violence at home were more frequently involved in bullying behaviors when compared to children who were not exposed to drug abuse or physical violence in the home. They found that even when it comes to medium to high income families who are less likely to experience high levels of adversity and engage in violent behaviors, when stressful household events happen children are much more at risk of being involved in bullying behaviors. So negative household adversity is not limited to just low income families and a high income family is not a protective factor in creating bully behavior but children from a medium to high economic background are more likely to be the bully and not the victim.

Gilliani et al. (2021) looked at parental feedback in the form of online reviews of their students' schools to reflect several racial and socioeconomic disparities in public education. The researchers found that since most parents select schools from relying on subjective assessments of quality made by other parents on school ratings websites, they wanted to identify relationships between review content and school quality. The researchers commented that equitable access to quality education is an elusive goal for parents worldwide and in every nation. Parents have most recently used social media to get feedback and pick and choose schools that will be most helpful to their children and create positive outcomes. They point out that the rich get richer effect has happened for families with a high socioeconomic status and created even more racial and income segregation in schools.

Gilliani et al. (2021) collected 830, 000 reviews posted by parents from more than 110, 000 schools on the U.S. website GreatSchools.org. The researchers linked these schools to the

Stanford Educational Data Archive. SEDA reports school-level, nationally normed performance metrics for approximately 80,000 publicly funded elementary and middle schools, averaged from 2008 through 2016. They specifically focused on two performance metrics, average test scores, which provide a snapshot-in-time measure of student performance and student learning rates. The researchers for a broader view of the neighborhood context in which a school is situated, used a geocode of the school addresses available on GreatSchools and linked them to tract-level estimates of race, socioeconomic status, and other demographics provided by the 2010 Census and 2015 American Community Survey.

Gilliani et al. (2021) were able to find out that when looking at the data that schools in urban areas and those serving affluent families were more likely to receive reviews. Another thing that they found was that review language correlates with standardized test scores, which generally track race and family income but not school effectiveness measured by how much students improve in their test scores over time. The researchers found that the linguistics of reviews reveal several racial and income-based disparities in K–12 education and schools. The findings suggest that parents who reference school reviews may be accessing, and making decisions based on, biased perspectives that reinforce achievement gaps. They also found that reviews referencing disabilities are more strongly associated with Whiter, more affluent schools. They suggest that this could reflect barriers to advocating for special education that many low-income, minority parents face, concerns or stigmas about having their children classified as having special needs.

What leadership practices and strategies affect student achievement the most.

The research study of Kraft et al. (2018) talked about the effect of teacher coaching and the effects it has on student's achievement. The researchers focused on the role of the teacher having such a big impact on the students they teach and the school climate, and they researched how much it really shows up. They were able to combine results across 60 studies that employ causal research designs, and found pooled effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers. The researchers looked into what the school can do to better train and coach teachers on their instructional styles and practices to better impact the students and the school climate overall.

The goal of Kraft et al. (2018) was to provide high-quality professional development and learning opportunities to employees is among the most important and long-standing challenges faced by organizations. Investments in on-the-job training offer large potential returns to workforce productivity. They looked into that challenge of how to develop and sustain workplace productivity, so it makes an impact not just on the teachers but the students as well. The teacher to student relationship is looked into and how teachers can get the most out of their students and help them maximize their potential. The method of the researchers goes into the working definition of teacher coaching interventions. "Still others describe multiple types of coaching, each with their own objectives. For example, "responsive" coaching aims to help teachers reflect on their practice, while "directive" coaching is oriented around the direct feedback coaches provide to strengthen 8 teachers' instructional practices" (Kraft et al., 2018, p.4).

One very important point that Kraft et al. (2018) makes is that coaching teachers and giving them training can make a difference but only if the teacher truly buys into the coaching program and is invested in it. The researchers showed the importance of the need for teachers to buy-in and presented a second major challenge for scaling-up coaching programs. It is important because no matter how great your coaching program is, if the teacher doesn't buy into it then it won't make a difference. They pointed to the fact that no matter the expertise or enthusiasm of a coach, coaching is unlikely to impact 32 instructional practices if the teachers themselves are not invested in the coaching process. The programs included in this review likely benefit from the non-random sample of teachers and schools that volunteered to participate in most studies. Finding training and coaching programs that can get teachers truly invested is hard to do but is a must to help make not only teachers better but also raise the students' achievement level.

The conclusion from Kraft et al. (2018) was that they were able to find some positive effects on instructional methods. They were able to pool results from across 60 causal studies of teacher coaching programs and found out that large positive effects on instruction and smaller positive effects on achievement. It was also a point from the researchers to show the effects on instruction and achievement compare favorably when contrasted with the larger body of literature on teacher professional development. Teacher coaching happens in every school but not every school is able to get the teachers to buy into it. If you are asking more out of your teachers then teachers can ask more of their students to increase their overall potential. When looking at teacher coaching models this study pointed out that it can provide a flexible blueprint for schools but there are still many questions that remain about whether coaching is best implemented as smaller-scale targeted programs tailored to local contexts or if they can be taken to scale in a high-quality and cost-effective way. The researchers not only focused on the fact

that it can be hard to get teachers to buy into coaching programs, it is hard to find ones that are affordable and deciding on the best way to implement these programs.

The research study of Canli and Ozdemir (2022) looked at the leadership practice and creativity strategy in the workplace and how it affects school climate and academic performance. They mentioned that creativity is important for long term success in a school organization and being able to adapt to the changes that will come. The researchers looked at how teachers observed the school climate and how much creativity was involved in their own schools. The variables used by the researchers were gender, school type, seniority, and their perceptions of what they see. Canli and Ozdemir (2022) based school climate on democracy and school commitment, environment and committed teachers in the school along with leadership and interaction, a principal with leadership attributes and positive principal-teacher interaction; success factors that include the efforts to improve school achievements; sincerity among colleagues; and conflict experienced at school. To further emphasize school climate they mention that there was a direct impact of a positive climate to increased commitment among school staff. Not only did it increase commitment but motivation was impacted and overall job satisfaction. On the contrary if there was a negative school climate it was one of the most influential causes of unethical behavior at the school.

Canli and Ozdemir (2022) used a method of a correlational research model, investigating the correlation between two or more variables. So the impact of a variable on the other variable, and in this case the impact of school climate on school creativity amongst teachers employed in secondary schools. The researchers sampled teachers employed in the secondary schools of the central district of Nigde in Turkey. They used the sample size of 275 teachers from 13 different secondary schools with 132 females and 143 male teachers. The

researchers used the creativity scale which included three subdimensions and 38 items. The other scale used was the school climate scale which included five dimensions and 23 items. They were able to visit the secondary schools and have teachers complete the scales in around 15 minutes. The researchers were able to collect data from a total of 298 teachers for their study.

For Canli and Ozdemir (2022) the results showed that teachers believed that they were allowed to have creativity in their classrooms. Along with that the school's climate was shown to be a mostly positive climate/culture. The researchers found that the school climate had a moderate impact on overall creativity and strategies used. They also found that gender was the biggest factor for creativity and how it is used in the classroom varies. The researchers found that the difference between the achievement and creativity levels in the classroom could be explained by environmental factors along with the work and environments offered more opportunities for men to realize their own creative potential than it did for women. They reported that “open communication between administration and teachers increased creativity, including behavior such as encouragement of new ideas, availability of required resources, paying attention to employee ideas, creating environments that allow open discussion of ideas, including the employees in decision-making, and fair employee evaluation” (Canli and Ozdemir, 2022, p.5) They reported that schools should emphasize creativity and developmental attributes because creative schools contribute to creative adults which produce creativity in students which is the one most important student attribute to have. The researchers reported that it is the teachers who are responsible for developing creativity in their students so teachers should be exhibiting that behavior.

Chen et al. (2022) looked into different leadership styles and how they affect student achievement. The researchers pointed out that there are studies that have been done that show

the importance of leadership styles and how they can affect school organization, school climate, and learning outcomes in a positive way. They looked into the relationship between leadership styles and if the styles made a difference with students, because so far it has been unclear. The specific learning style that helps students learn the best is also unclear and something the researchers were curious about. They looked at the difference between leadership styles in Germany and China with the intent of comparing and contrasting what the data showed to work for each and what kinds of leadership principals from the schools incorporated with their students.

Chen et al. (2022) used data from a total of 6,504 students and a total of 256 principals from Germany. The researchers sampled 9,841 students and a total of 268 school leaders from schools in China. They wanted to study if the behavior of the principal did positively affect not only students but also teachers which had been shown in some previous studies to also have a positive effect on. They used 15 year old students starting at grade 7 and higher to collect their data. The researchers used 42 students for each computer based country and 35 students for each paper based country. The questionnaire was taken by computer and the principals were given 60 minutes to complete it, and the paper based test was slightly shorter than the computer test.

Chen et al. (2022) found that three main principal leadership styles were used in schools in Germany. The leadership styles were identified as Transformational at 23.4%, instructional 41.3%, and integrated at 35.3%. The instructional style was shown to help link and create a learning community, school climate which intended the students to work with teachers as well as developing student's and their social skills. They found that there are two main leadership styles used by principals in China, transformational and instructional leadership. The researchers found that the principals in China used instructional leadership at 61.4% and 38.6% for

transformational leadership. “Principals who employed transformational leadership focused on opportunities for teacher development, built the school culture for continuous development with teaching staff, motivated teachers to be a part of school management, and impel teachers to solve the academic problems to further promote schools’ academic goals” (Chen et al., 2022, p. 9). They also found that principals who focused on transformational leadership focused more on goals and vision unlike principals who used instructional leadership who focused on instructional activities.

Chen et al. (2022) found that principals in Germany who used integrated and instructional leadership styles had students achieve at a higher level than other students. The researchers found that in China, the transformational leadership style had a slightly positive impact on student achievement in the schools. They pointed out that from looking at the data and information from both countries the principals had different priorities and focused on different areas in the way they used leadership to run their schools. They found in Germany that the transformational leadership style led to lower student achievement compared to the other styles. The biggest area of impact by the researchers was found in collaborative problem solving in Germany while in China, principals who used transformational leadership showed the biggest positive impact in mathematics.

Tedla and Kilango (2022) looked at what role that school leadership plays in improving student achievement levels with secondary school students from Changchun, China. The researchers wanted to find the most effective leadership practices that could help students improve their grades and overall progress in the school environment. One of the ways they looked at leadership was by considering the principal’s leadership style and practices and overall behaviors. The researchers state that since the principal of the school has such a crucial role in

determining academic achievement it is up to the principal to create a school climate that can help influence and foster high achievement in teaching and learning. A principal should be a good leader and also manager of the school because of the vital role that a principal plays and helping to achieve the school's vision and goals according to the researchers. They reported that the educational system in China is entirely based on exam preparations. They assumed for this study that having good school leadership behavior and practices shown by the principal are expected to enhance student achievement.

Tedla and Kilango (2022) used both quantitative and qualitative research for this study. They wanted to have a comprehensive perspective so descriptive analysis was used and the researchers wanted to use descriptive design because it allows for quick data collection and costs a lot less too. The researchers sampled principals and teachers at four different junior secondary schools. The researchers collected data from two schools and 5 principals along with 78 teachers. The data was collected from questionnaires, interviews, and a document analysis guide. The researchers collected quantitative data from the questionnaires and presented them in table form while the qualitative data was collected from interviews. The researchers also used a pilot study sample at one secondary school in which the research questions were modified and changed to better fit the study.

Tedla and Kilango (2022) found that the average student has been increasing consistently from 2017 to 2020. The researchers found that leadership behavior has a significant impact on creating more effective schools and can lead to higher levels of achievements and that perform higher on tests. The more principals put emphasis on academic management, teacher autonomy, student assessments, teacher's work, structure time, teacher assistance, and implementing ideas the higher the school performed. They reported that principals believed that discussing academic

matters with teachers provided even more opportunities to learn from one another and at meetings. The researchers' findings indicated that principals influenced students' achievement best by developing, directing, and supervising instruction. They also discovered that principals who had a monitoring system allowed for being able to tell effective versus ineffective practices which made teachers better and student performance increased as well. Another part of what they found when it came to leadership and student performance was when monitoring student's discipline, teaching, and learning are enhanced when student behavior is under control and a positive disciplinary is established in the classroom.

Shen et al. (2020) researched the relationship between teacher and student to see the effects on student achievement. The researchers wanted to find to what extent teacher leadership was linked or related to their students' academic performance. They defined teacher leadership as “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement” (Shen et al., 2020, p.1). The researchers looked into how teachers not only lead their students but also influence their co-workers in how they lead. They commented that there is increasing attention over the past several years on teacher leadership as the expectations and pressure on increasing student test scores and overall academic performance.

Shen et al. (2020) explained that teacher leadership has evolved over time and instead of being a manager of students as in the past teachers are now expected to share leadership responsibilities with the principal and the other staff. The researchers reported that the (ESSA) or Every Student Succeeds Act increased the expectations and role of how teachers were to lead their classes and increase student outcomes. They used a meta analysis to search through

quantitative findings between teacher leadership and student achievement. They defined teachers as leaders by stating that teachers who are able to maintain K-12 classroom based teaching strategies while also showing leadership outside of the classroom. The researchers initial search showed 673 studies, while 106 were chosen that had the inclusion and exclusion criteria they were looking for, while 21 studies were chosen as the final studies that were used.

Shen et al. (2020) reported that out of the 21 studies that were chosen, only two studies showed a weak and negative relationship between leadership of the teacher to student achievement. They identified seven teacher leadership dimensions: promoting a shared school vision, mission, and goals of student learning, coordinating and managing beyond the classroom, facilitating improvements in curriculum, instruction and assessment, promoting teachers's professional development, participating in policy and decision making, fostering a collaborative culture in school and lastly, improving outreach and collaboration with families and community. They found that all seven of the dimensions had significant and a positive relationship with student achievement in the classroom. The researchers reported that two of the dimensions, facilitating improvements in curriculum, instruction, and assessment and promoting teacher professional development showed the strongest relationships with student achievement. Of all seven dimensions, improving outreach and collaboration with families and communities was reported by the researchers to have the weakest connection to student achievement. They found out of all the subjects, math was the subject that showed positive teacher leadership had the strongest connection to math achievement.

Pardosi and Utari (2022) researched effective principal behaviors to improve teacher performance and student achievement. The researchers asked three main questions for their study. What is the quality of principal's leadership behaviors on teacher performance? What is

the quality of principal's leadership behaviors on student achievement? What is the impact of teacher performance on student achievement? They confirmed that school principals play a crucial role in improving teacher performance and overall student achievement but it is unclear what specific leadership behaviors have the biggest impact. They also wanted to find out what other factors such as socioeconomic and cultural conditions of the schools and teachers could help influence such factors. The researchers did their study in Indonesia which is a very diverse country. They looked at effective principal leadership behaviors such as self-esteem, initiative, intelligence, language fluency, and creativity because these are traits known to have the biggest impact.

Pardosi and Utari (2022) used the quantitative method by survey to help explain the relationship between their variables and testing their hypotheses. They conducted their survey in 5 state senior high schools with a total of 321 teachers, the total sample size came out to be 281 teachers who completed the survey. The researchers primarily collected data from the questionnaires, the data for students was collected from report cards and test scores. They used data from the Structural Equation Model technique of the AMOS version 25 program for the principal's leadership behavior pattern. They also used participant observations and teacher performance appraisals.

Pardosi and Utari (2022) found out that there was a 5% increase between the quality of the principal's leadership behaviors and teacher performance. The researchers found that the higher quality of leadership that was shown the higher quality of teacher performance would be achieved. They also found that the quality of principal leadership behaviors did in fact positively influence student achievement levels. The researchers reported that the relationship between leaders and followers had the biggest influence of the variables used for effective

principal leadership behaviors. They reported that task structure and position leader also had the next biggest influences of the variables that were used for this study. They concluded from their study that the principal is the leader and vision of the school and must be a visionary role model to teachers and students.

Kemethofer et al. (2022) set out with a purpose to look at and investigate the effects of two central leadership practices, setting directions and managing instructional processes. They looked into setting directions and managing instructional processes on instructional quality and student achievement in Austrian primary schools. The researchers commented that a lot of schools have been looking at how their school is run with the goal of improving effectiveness, equity, and an overall high quality education. They wanted to extend the knowledge of school leadership and examine an education system that has followed an international reform agenda but at the same time different from other school systems by having principals lead by managing and teaching. The researchers wanted to gain insights into what works with leadership practices and what the impact on academic performance is along with other factors of increased levels of teacher cooperation and instructional quality and practice.

Kemethofer et al. (2022) used data from 2018 and the national educational standards mathematics test, which had 3,785 teachers and 73,780 students from 2,961 schools. The researchers used a multilevel structural equation model to account for the nested structure data and the measurement error. They used external assessments for all relevant constructs to prevent self-serving biases in reports of individual practices as a teacher or principal. The researchers used teachers to evaluate leadership behavior, students to rate instruction, and student achievement assessed by using standardized performance tests. They reported that all public and private schools at the primary level with students in 4th grade participated in the compulsory

tests, along with all teachers and students filled out questionnaires on context information. The researchers gave out a questionnaire after the test to be filled out by pen or pencil and the teachers filled out the questionnaire online. They used the student questionnaire which had 39 questions related to instruction with student outcome as the outcome variable. They used school grades and the composition of the student body of a class for control variables.

Kemethofer et al. (2022) reported on the direct effects of school leadership and the instructional quality on students' mathematics scores in 4th grade and what the researchers found was that school leadership had a weak prediction of students' math performance beyond the effects of instructional quality. The researchers reported that the global factor of leadership showed small but significant positive effects depending on the instructional quality. They reported that instructional quality showed the link was the strongest with the pace of teaching and math achievement and the weakest connection was cognitive activation. They also found that perceived discipline, and cognitive activation, problem solving showed the strongest link related to students test scores in math. The researchers were able to confirm their assumption from their research that the effects of leadership are context dependent. They suggest that institutional frameworks, governance structures and regulations play a huge role for leadership practices.

Shatzer et al. (2013) compared transformational leadership and instructional leadership theories along with examining the impact that school leaders have on academic performance. The researchers wanted to also figure out and determine what specific leadership practices are linked to increased academic achievement. They recognized from previous research that has talked about leadership style, specifically from the principal, can make an impact in how the school environment is affected, along with staff attitudes and student learning. The researchers commented that two theories that have gotten a lot of attention in how they can affect academic

performance are transformational and instructional leadership. They compared the two leadership styles and talked about how transformational leadership uses a common vision and encourages others to follow that vision. While instructional leadership uses a set of goals that are based on teachers creating a common vision among staff. They commented that further evidence is needed to look at the two leadership theories.

Shatzer et al. (2013) used data from 37 schools and three school districts that were located in the intermountain west of the United States. The researchers choose the schools based on how available they were and if they were members of the public school system. They used only elementary schools as a control for grade level and school type. They invited 45 elementary schools to participate, 37 distributed and completed the questionnaires. The researchers used anonymous questionnaires that were completed by the elementary teachers evaluating their principal's leadership behavior and practices. They were able to get a total of 590 teachers to complete the online questionnaire. They used the multifactor leadership questionnaire, principal instructional management rating scale, student achievement variables of CRT (criterion referenced test), and school context and principal demographics as measures for their study.

Shatzer et al. (2013) reported that instructional leadership scores explained more of the variance in student achievement when measured by the CRT than the transformational leadership. The researchers reported that the principal's leadership style tended to have a meaningful impact on student achievement beyond just the impact of school context and principal demographic. They found a negative relationship between socioeconomic status and student achievement, as a low socioeconomic status increased the students' scores decreased. The researchers reported for instructional leadership that monitoring student progress and providing incentives for learning were the biggest positive factors to help predict student

achievement. They found that the following leadership practices were to be the most impactful: meeting with teachers to discuss student's needs, discussing performance results with teachers and students, limiting possible interruptions on classroom instruction, encouraging teachers to use classroom time effectively, and recognizing students who exhibit academic excellence or improvement. The last leadership dimension that they found to be linked with improved student achievement was contingent reward which means principals were able to establish appropriate rewards for teachers who are meeting expectations.

Stockard (2020) looked into how administrative decision making and implementation can affect student achievement and student progress. The researcher specifically looked at direct instruction and how it is implemented by the programs and how it is related to increased academic achievement. He talks about how the school setting and those in administration can have a great impact on the teachers and students in that setting because administrators control schedules and how much time is spent in each class. The researcher talks about how the instructional approach for teaching as being very effective for students in general education as well as special education students who need the extra help. He commented that direct instruction has sometimes been referred to a broad set of educational programs that incorporated elements of systematic or explicit instruction; however in this study the researcher focuses on schools using programs within the direct instruction Engelmann-Becker tradition.

Stockard (2020) collected data from three different studies to see the effects of direction instruction on academic achievement. The researcher reported that the foundation of direct instruction is complex and well developed and it is based on the assumption that students use their inherent logical abilities to interpret instruction they receive. For the first study the researcher collected data from a high poverty school in the southeastern part of the United States.

The school implemented the Direct Instruction program in some of the kindergarten and first grade classrooms. He used data for the second study from a school district in the rural midwest in which for two years the schools used the direct instruction but teachers were not able to practice their teaching methods. In the last years of the study more time was given to the teachers to practice their methods and prepare for the upcoming students to see if it made a difference in the quality of instruction. The researcher used DIBELS assessment to measure student achievement in reading and is an accurate predictor of future skills. For the third study the researcher used data from 13 schools in the Upper Midwest whose students were receiving special education services. The researcher reported that some schools partially implemented the Direct Instruction math program the CMCCE and some schools fully implemented it. The majority of the students were 2nd graders to 4th graders, 83 students had a regular schedule and 40 students had limited exposure to the program.

Stockard (2020) reported from each of the three studies it showed that when administrative decisions were ignored when dealing with teacher training, teacher preparation, and student schedules were linked with lower teaching decisions, student progress, and student achievement. When administrative decisions were taken into consideration, higher levels of teaching decisions, student progress, and student achievement were shown. The researcher also reported from study one whose focus was teacher training and assignment, that students had much more growth when their teacher was trained compared to when students had an untrained teacher. He reported from the second study that focused on providing time for teacher development, and showed when teachers were given time to practice and implement direct instruction effectively the biggest growth was shown compared to teachers who didn't have time to prepare and practice using the direct instruction program. The third study, which focused on

scheduling instruction time, showed that students who were regularly exposed to the direct instruction program had much better growth during the school year and much better achievement scores in the spring compared to students who had limited exposure to the program.

Reed and Swaminathan (2016) looked into leadership practices and actions of an urban high school principal aiming to improve student achievement and school climate. The researchers talk about how educational leaders are expected to use best practices and leadership strategies, which are research based to improve student achievement in their schools. They pointed out that certain best practices are subjective on whether they are deemed credible or not. The researchers pointed out that urban school leaders are often seeking the most innovative best practices to make quick improvements and avoid sanctions when they have to face challenges to meet the standards of policies such as NCLB. They introduce Contextually Responsive Leadership and talk about how most urban schools are framed from a deficit perspective. They address the challenges such as low student achievement, low teacher quality, low staff morale, and low parental involvement. The researchers investigated three relevant leadership frameworks, distributed leadership, professional learning communities, and social justice leadership.

Reed and Swaminathan (2016) used a qualitative research approach in which the data was collected from a larger leadership project comprising 14 comprehensive high schools from five urban school districts in a midwestern state. The researchers wanted to present from a subsample using a single case study of a principal who faced the urban school challenges while trying to improve the overall school performance and climate. The principal, Mr. Chance, who the researchers chose using purposeful sampling, had just moved to the district and was part of crisis intervention at Eastside High School. They chose Mr. Chance because he was faced with

many academic challenges as well as common urban school challenges and were able to examine him on a day to day basis while implementing DL, PLC, and SJL. They used one formal interview with the assistant principal which lasted an hour and half and two formal interviews with the principal.

Reed and Swaminathan (2016) found that Eastside High School was very diverse and had a declining academic performance and was confronted with numerous social and economic issues such as poverty, gangs, violence, and high mobility. The challenges Mr. Chance faced went beyond academic issues and he needed to start implementing new methods as soon as he could because how instruction was being delivered was not being addressed and there was no collaboration between teachers and administration. The researchers collected data and were able to observe along with getting information from the interviews. Eastside High School had a very negative reputation from community members along with district workers so implementing frameworks started with DL. They found that when Mr. Chance created professional learning communities (PLCs). It started to help collaboration to look at student data, teaching strategies and student learning which lead to higher student achievement. They reported that in reading students scores increased from 21.2 % to 32% in one year and in math students increased their proficient and advanced scores 16.8% to 22.9%. The researchers reported that Mr. Chance's biggest improvements came in school climate and staff quality.

Chapter III: Discussion and Summary

Summary of Literature

Steffen et al. (2013) concluded that by modifying the environmental factors of the school, violent behaviors can be reduced and occur less often creating a better school climate. They suggested that prevention programs need to target both individual and environmental factors and showed that there was a correlation between the school climate and violence and bullying in the school and affects student performance. Gower et al. (2015) indicated that students who had strong internal assets had a much lower risk of being bullied or in any way harassed when compared to students who attended schools with a lower number of students with strong internal assets. They also showed that one of the biggest portions of students felt unsafe at school when peer harassment was present.

Turnavic and Siennick (2022) reported the strongest consequence of a poor school climate and school violence victims was also bullying, students who are bullied at school are even more likely to bully other students. The second and third strongest consequences were reported to be loneliness and low self-esteem. These students did not have strong internal assets and were more vulnerable to bullying. Benbenishty et al. (2016) indicated that violence, climate, and performance are indeed connected over time. A positive school climate improved school performance while reducing acts of violence. Volungis and Goodman (2017) gave ways to help improve school climate and reduce school violence by teaching students dignity and respect, empathy, genuineness, and a non judgemental attitude. Two of the most important skills teachers taught were attending and listening, being a good listener and directing their attention to

the student who is talking can go a long way to develop a positive relationship not just between the teacher and student but student to student relationships.

Markham, Dolan, and Moore (2021) conclude that no single intervention can and will promote school connectedness and reduce substance use, bullying, and school violence. Each student has their own specific needs and having feelings connected to their school isn't as important as having tailored interventions to that student's needs. Cash et al. (2017) found that delinquency positively predicted violent behaviors along with negative student behaviors that were observed predicted negative perceptions of rules and consequences. They found that students who perceived consistent enforcement to have lower rates of bullying and victimization at the school. They also found that there was a lack of effective behavior management strategies in cases where high levels of behavior issues and bullying problems were happening. Burdick-Will (2013) concluded that while looking at schools in Chicago and school violence there were a few schools that accounted for the large majority of crime that was reported. The more severe crimes that were reported such as homicides and sexual assaults were very rare and no homicides were reported from the eight years that were looked at. The researcher did mention that an untrusting school climate was a factor in low achievement levels.

Pontes and Pontes (2019) concluded that bullying victimization has long been associated with negative health outcomes and showed even more what a negative impact bullying can have on students and their behaviors along with low academic achievement. Reyes-Rodriguez et al. (2021) also point out about bullying that like Pontes and Pontes (2019) school climate fully mediates the relationship between principals' involvement and teachers' perception of school collective efficacy to prevent bullying. The researchers finding suggests that a principal's

involvement only influences teachers' collective efficacy when generating a positive school social climate.

Thapa et al. (2013) reported when it comes to school climate and the effects it has on a student's academic life it was found to be a big factor by the researchers. Berkowitz et al. (2017) agreed with Thapa et al. (2013) that found that it was clear from their research that when it comes to students from their socioeconomic status and backgrounds that having a positive school climate is related to increased academic performance. 84% of the studies reviewed found that having a positive school culture has a positive impact on academic achievement. Gruijters and Behrman (2020) showed that school quality, including friends groups and the school community was more of a factor of the link between socioeconomic status and math performance. Fleming, Jones, and Williford (2020) showed that social emotional learning along with a positive school climate are positively correlated to increasing grades. They showed the results of school climate being viewed in most cases positively with a small link to grades.

Ersan and Rodriguez (2021) found that students at low achieving schools also came from families with low income and low education levels. The results showed that school readiness and motivation for academic success were also low in similar schools and safety and discipline problems were more frequent and more of an issue. Wang et al. (2022) showed that as social and emotional skills increased the negative effects of a competitive school climate on underprivileged students decreased and shifted to some not as significant positive effects. Wisman (2019) noted that socioeconomic background and school climate are correlated between the two variables thus showing that school climate factors play a role in the effects of socioeconomic status backgrounds. The researcher stated that from the findings that lower socioeconomic status schools tend to have a poor school climate.

Suna et al. (2020) reported that significant differences were observed in language, math, and science scores in which were related to middle school types when socioeconomic status was controlled. Education levels of parents of the students showed significant differences in socioeconomic status, and the students whose parents had the highest education levels and best socioeconomic status were the most advantaged of all. Fraga et al. (2021) found that children involved as a victim or bully/victim had parents with lower levels of education and a history of unemployment, belonged to families with a low socioeconomic status, and lived in a one parent or no parent at all family structure. Gilliani et al. (2021) found that the linguistics of reviews reveal several racial and income-based disparities in K–12 education and schools. The findings suggest that parents who reference school reviews may be accessing, and making decisions based on, biased perspectives that reinforce achievement gaps. Also, reviews referencing disabilities are more strongly associated with Whiter, more affluent schools.

Kraft et al. (2018) reported that teacher coaching happens in every school but not every school is able to get buy-in from the teachers. If you are asking more out of your teachers then teachers can ask more of their students to increase their overall potential. When looking at teacher coaching models this study pointed out that it can provide a flexible blueprint. Canli and Ozdemir (2022) reported that schools should emphasize creativity and developmental attributes because creative schools contribute to creative adults which produce creativity in students which is the one most important student attribute to have. Chen et al. (2022) found that principals in Germany who used integrated and instructional leadership styles had students achieve at a higher level than other students. The researchers found that in China, the transformational leadership style had a slightly positive impact on student achievement in the schools.

Tedla and Kilango (2022) findings indicated that principals influenced students' achievement best by developing, directing, and supervising instruction. They also discovered that principals who had a monitoring system allowed for being able to tell effective versus ineffective practices which made teachers better and student performance increased as well. Shen et al. (2020) reported that two of the dimensions, facilitating improvements in curriculum, instruction, and assessment and promoting teacher professional development showed the strongest relationships with student achievement. Pardosi and Utari (2022) found that like Shen et al. (2020) the higher quality of leadership that was shown the higher quality of teacher performance would be achieved. They also found that the quality of principal leadership behaviors did in fact positively influence student achievement levels.

Kemethofer et al. (2022) reported that instructional quality showed the link was the strongest with the pace of teaching and math achievement and the weakest connection was cognitive activation. Shatzer et al. (2013) reported for instructional leadership that monitoring student progress and providing incentives for learning were the biggest positive factors to help predict student achievement. Stockard (2020) reported that students who were regularly exposed to the direct instruction program had much better growth during the school year and much better achievement scores in the spring compared to students who had limited exposure to the program. Reed and Swaminathan (2016) found that when the principal Mr. Chance created professional learning communities. It started to help collaboration to look at student data, teaching strategies and student learning which lead to higher student achievement. How to improve school climate was shown to be an area of focus for a majority of schools and how to improve it started at the top with the principal and how they supported their teachers. Teachers who were given support and proper training with the teachers buying in created a more positive climate and students were

more excited to learn and be at the school. There are a lot of factors that go into having a positive school climate and it is not a simple fix because it takes time and work from all educators and administration to collaborate and work as a team.

Limitations of the Research

I limited the original search parameters to address my specific research question. I only reviewed published empirical studies from peer reviewed journals that focused on school climate, bullying, school violence, socioeconomic backgrounds, inequality, students' academic achievement, leadership practices and strategies. The key words that were used in these searches included “school climate bullying,” “socioeconomic backgrounds academic achievement,” “school violence school climate,” “leadership practices academic achievement,” “inequality academic achievement.” I only searched certain keywords that were related to my research question and appeared in the peer reviewed journals. To limit the scope of my research I used various Sage journals as well as journals from ERIC. The pool of available research was limited to the references that I was able to find from the years 2013 to 2023. There is more available information to research but limited my answer to the research question based on the timeframe I used and the websites that I used. There are limitations because every school has its own school climate and different issues and strengths that affect it. I was not able to get data from every school because 30 research studies were reviewed.

Implications for Future Research

Based on my review of the literature there are a few recommendations for where researchers should focus their energy next. One of the first things I recommend would be that every school research and implement the best ways to implement PLC's for their teachers. I have

noticed and have observed as a special education teacher that having a PLC for each education department is beneficial to build up teachers and help establish relationships between teachers and administration. During these professional learning communities questions are asked and discussed to develop teachers and get staff on the same page as well as providing time to deal with issues that come up and can help overall morale. To improve school climate, another thing that I recommend would be social emotional learning activities and lessons about healthy ways for students to express themselves. The more students can identify their emotions with their teacher's help, students will understand their emotions and better regulate themselves. This will improve the overall school climate in how students and staff talk to each other. The last thing I would recommend future researchers to focus on would be ways to get teachers to buy into certain programs and instruction styles that principals and administrators want to implement at their schools. Getting teachers to buy into what the school is wanting to implement can help teachers become better at teaching along with creating a more inclusive school climate and smooth relationships between teachers and administration.

Implications for Professional Application

This research applies to me and many other educators because it first makes us aware of how the school climate is a big factor in the achievement of students that we work with everyday and impacts their academic experience. I know sometimes I have not been aware of the school climate and how my actions affected the climate. After doing this research I am encouraged to know that I can make a difference in the students overall experience beyond the classroom. As far as other educators, it is good information to share to help my colleagues understand that their relationships with students and staff makes a difference. It really made me think that staff

members such as lunch workers and office workers might not think they play a part in the school climate when in reality they are equally as important to the school climate.

Another application of the research is trying to gain a better understanding of where students come from and their socioeconomic backgrounds and culture is part of my job as well. It is easy to think that the students we work with are our responsibility just in the classroom. I know I do a better job teaching when I can more completely understand the student and their background, such as learning what their home life is like. Some students might not have the resources to obtain tools for learning and being aware of that can help me provide for them at school and be cognizant that some basic needs are not being met. Higher learning will not be achievable if I have students who haven't eaten anything and cannot concentrate on the lessons.

The last thing about how this research applies to me and other educators is it encourages thinking about and practicing teaching styles and strategies that work the best regardless of preferred teaching styles for me and other staff. The school climate and composition is something to keep in mind when in the classroom to really promote improved academic achievement and progress. Another implication is that what we teach is just as important as how we teach our students. For example social emotional learning along with incentives for learning with a positive school climate are positively correlated to increasing grades. All educators need to know what lessons are most impactful and knowing this helps me as a teacher determine where to focus my lessons. I can extend this research by modeling the instructional strategies that I learned to make an impact by increasing student achievement and getting the most out of my students.

Conclusion

In concluding this research, I looked at three things. First, I looked at what is the link between school climate and violence in the school. I found that there was a correlation between a positive school climate and lower levels of bullying and school violence. Some of the researchers found a strong connection and others a mild correlation. Second, I looked at the impacts of the socioeconomic backgrounds, inequality, and school climate of students' academic achievement. The students with higher family incomes and more educated parents had better test scores and better higher academic performance. Inequality was found in education but could be improved by direct instruction and one on one interventions. Thirdly, I looked at what leadership practices and strategies affect student achievement the most. I found that strong principal leadership had a positive impact on teachers and also impacted student achievement. Along with that, having a monitoring system allowed for being able to tell effective versus ineffective practices which made teachers more competent and increased student performance.

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