

Pittsburg State University

Pittsburg State University Digital Commons

Posters

2022 Virtual Research Colloquium

1-1-2022

Administrative Ethics and School Climate and Culture

Ellie Ridgway

Follow this and additional works at: https://digitalcommons.pittstate.edu/posters_2022

Recommended Citation

Ridgway, Ellie, "Administrative Ethics and School Climate and Culture" (2022). *Posters*. 20.
https://digitalcommons.pittstate.edu/posters_2022/20

This Article is brought to you for free and open access by the 2022 Virtual Research Colloquium at Pittsburg State University Digital Commons. It has been accepted for inclusion in Posters by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact lfthompson@pittstate.edu.

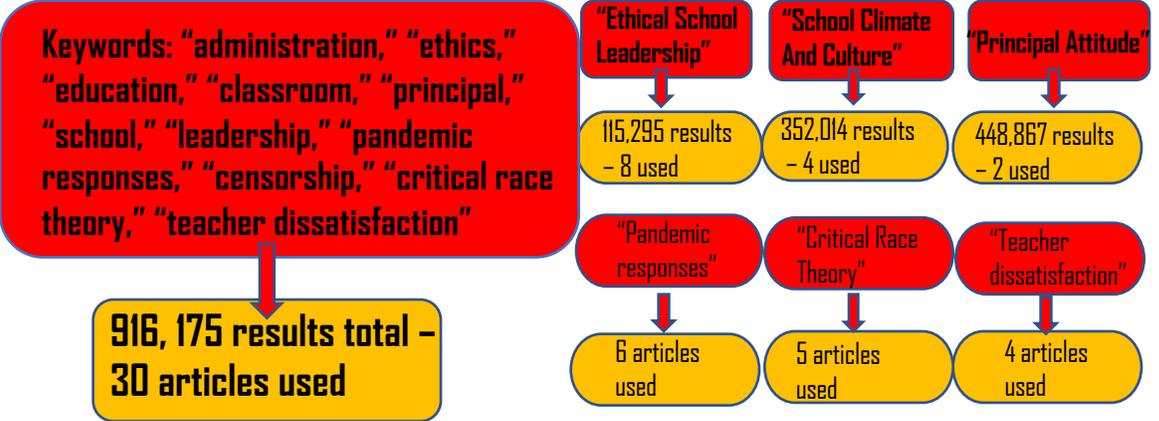
How Ethical Administration Contributes to School Climate and Culture

Ellie Ridgway, Department of Education, Pittsburg State University

Introduction
 This research was conducted to determine the levels at which administrators are able to influence the climate and culture of their school. Students learn best in a positive climate that provides support and resources for success (Incompassing Ed., 2021). This research asks what extent the administrators contribute to the climate and culture.

Materials and Methods
 This is a systematic literature review. The methods by which this research was conducted were very standard. Scholarly articles were taken from PSU Axe Library as well as well guidelines outlined by the Kansas Department of Education. For more current issues such as the COVID-19 pandemic, blogs posts and opinion articles were used to get a range of perspective of where parents and educators stand on the pressing subjects.

References:
 Cook, J. W. (2012). PRACTICING ETHICAL SCHOOL LEADERSHIP. *International Journal of Arts & Sciences*, 2(7), 161-173.
 Incompassing Education. (2021, January 27). *Climate and culture in schools – from toxic to positive: Incompassing ed* | Partners in Educational Leadership.
 Lyons, M. A. (2018, August 8). *Administrators can make or break school culture. here's how to spot the best ones (apinion)*. Education Week.
 Northouse, P. (2012). *Introduction to leadership: Concepts and practice*. (2nd ed.) Thousand Oaks, California: Sage Publications, Inc.
 Price, H. E. (2012). Principal-Teacher Interactions: How Affective Relationships Shape Principal and Teacher Attitudes. *Educational Administration Quarterly*, 48(1), 39-85.



Findings
 Of the 30 articles reviewed, 7 said that teacher and staff input is necessary for positive school climate and culture. 9 articles claim that a strong administrator must align their words with their actions. A study reviewed by John Cook (2012), found that many administrators consider themselves to be good role models for their schools, but not all of them actually consider if their decisions are ethical.
Top finding
 Nearly all of the articles researched presented a common theme of needing a strong administrative core to maintain a positive atmosphere in a school. Current administration does not fall short of this necessity. Many blog posts and articles stated that administrators are succumbing to parental pressure in regards to mask mandates, pandemic policies, and censorship issues.

Conclusions/discussion:
 Ultimately, the results of this research determined that an administrator greatly impacts their school climate and culture. A strong and positive school climate and culture originates with a confident administrator that clearly outlines their morals and values, guidelines, and expectations for their building. The research also suggests that a good administrator creates effective relationships with teachers (Price, 2011), considers the consequences of their decisions, values the input of their teachers, and aligns their internal beliefs with their external actions (Northouse, 2012). This literature review suggests that leaders should have a strong sense of what they want their school to look like, make an effort to create opportunities for students, and keep school safety and student privacy a priority.
 Ways to cultivate this type of administrations is to collect feedback from teachers such as an exit review, or conduct anonymous teacher surveys (Lyons, 2018). Is it especially important for administrators to foster good relationships with their staff in the recent pandemic years given the low moral and difficulties that have followed. Teachers need to know they are valued and appreciated, and students need to know that their education and safety continues to be a priority. It is vital that administrators stick to their word and once again, align their internal beliefs with their external actions and avoid the push-over type of leadership. Many current articles spoke of school leaders succumbing to parent threats and pressure and instead of doing what is safest, doing what will upset the least amount of people. These unprecedented times are certainly precarious, but administrators must remain headstrong and assertive as there will always be someone upset with a decision.