

Chinese Unique Problem of School Climate— Compared with Czech School

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Abstract—In the light of the four major areas of assessing the school climate suggested by National School Climate Council, the school climate both in China and Czech rooted in its history and local social environment. The school climate for Chinese School is always related to the way to the school, responsibility of the safety, Teacher center, controlling, the ranking of school and the location. The school climate for Czech School, for the difference of the culture and society, have distinguish issue of the drunker and chaos, high ratio between teacher and student, less pressure and more closely interaction with the city. We can use each other for reference, but we should know its unique phenomenon. This is to call attention of educator, leader, teacher in china who could notice this phenomenon in the typical environment like china and find the solution.

Index Terms—school climate, Chinese unique problem, Czech school

I. INTRODUCTION

Educators have recognized the importance of school climate for a hundred years. However, it was not until the 1950s that educators began to systemically study school climate school climate. Ref. [1] The National School Climate Council (2007) can be define, especially the positive and sustained one, as “school climate” and a “positive and sustained school climate” be defined in the following ways “School climate is based on patterns of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.”

School climate drawn a lot of attention among the educator now a days in china. Despite the finance issue, academic ranking, location and history of one school, school climate become the most significant soft power of any educational institution. Ref. [1] To date, school climate is a part of consideration for any family who would send their children to school, then they would prefer to have a comprehensive assessment of school climate includes major spheres of school such as Safety, Relationships, Teaching and learning, and Institutional environment. This four major element would be the foundation for any educational institution which would

shape its school climate into the positive and sustained one. China is a developing country and has its own long-time educational tradition; this kind of unique social culture would affect the small school climate profoundly. In this article, author try to point out the problem of school climate in Chinese school, and compared with the school in Czech, universally and distinctively depend on these basic four elements of the school climate.

II. SAFETY

Ref. [1] Safety refer to three aspect.1.Rules and Norms. Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention. 2. Sense of Physical Security. Sense that students and adults feel safe from physical harm in the school.3 Sense of Social-Emotional Security. Sense that students feel safe from verbal abuse, teasing, and exclusion. Ref. [2] Feeling safe – socially, emotionally, intellectually and physically is a fundamental human need. Safety is first consideration for every family, comparing with abroad, china has its own law for the gun since Oct.1,1996, it is forbidden for common person to have a gun, that could benefit the safety issue for all the school in china. Bullying is a universal problem for all the school around the world, it depends on the teacher's effort, the cultivation of family and understanding of the student. China with its great population and crowded society, safety is the issue inside and outside of the school. The safety of the way to the school and the responsibility of safety is a big problem now a days hovering in the school of China.

The way to the school incurred a wildly discussion. On the account of the economic blossoming in china, the number of the car goes rapidly in the big city. Ref. [3] Chengdu is the center of western china, but now it is become a city has 3'136'500 cars now, and more, because of the Chinese crowded style and the Chinese driving style, which is a typical style that is to describe how rush of the traffic is and how people would not follow the traffic light, the safety on the way to school for a student, even a teenager is big matter. The city is too big to having a school bus to shuttle every student. The parents or grandparent have to drive or accompany the student to

go to school, but that would worsen the crowded condition of the traffic.

The second safety issue is the responsibility. In the traditional perspective of Chinese, the school would undertake the responsibility of the safety of the student for granted, even for the university student, no matter it is a adult or not, no matter the school brought the insurance or not. Ref. [4] The school, certainly, have a nature to look after the student, but with such ratio portion of teacher and student, where the ratio of teachers to students is 1:7.1 averagely, the teacher could not have power to take the eye on every student anytime and anywhere in the campus. Once there is an accident on campus, the traditional Chinese idea would conflict the modern society base on law, especially in the university. Who would take the responsibility for the safety of the student in different ages in different gradation of school is a big unsolved trouble still existed in china now. The school would respond the school climate but how is the safety issue?

The safety issue of Czech school, is the night life, especially, caused by the pub and beer. As all we know, Czech is not crowded as China, and the number of the student is quite small than china and the teacher can take care the student much better than it in China. But Czech has very good reputation and history about the beer culture and lots of pub brew different kinds of the beer attracting the customers. Although the age of university student is allowed to drink beer, they always prefer to gather friends or classmate together to have enormous beer in the pub or in the dormitory at night once there is a excuse to have a party. Hereby, the drunker and chaos of the party is the negative potential factor for the safety issue.

III. RELATIONSHIP

The process of teaching and learning is fundamentally relational. The patterns of norms, goals, values and interactions that shape relationships in schools provide an essential area of school climate. Ref. [5] Research has also shown that in schools where students perceive a better structured and school discipline and more positive student-teacher relationships, there are lower associations with the "probability and frequency of subsequent behavioral problems". Relationship could be divided into three parts. The first is Respect for Diversity Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance. The second is Social Support—Adults Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems. Ref. [1] The third is Social Support—Students Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.

The Chinese traditional culture and modern value now is conflicting on the domain of relationship between

teacher and student. "Teacher center" and the "student center" is not only a constructivist academic discussion, but now it is a practical affair for most of the school. Ref. [6] In the Chinese traditional culture, student should respect the teacher as father, this kind of patriarchal tradition, teacher has absolutely power to judge, praise or punish the student, even physically. Ref. [7] Now the modern psychological perspective spread and influence the student and their family, for instructor, the teaching process is to "Developing the procedure – leading, not dragging". The most important thing for the instructor is how to scaffold the student, how to choose the material to meet the zone of proximal development. When tradition meet modern, the teacher, the parents even the student now can be dividedly into two groups, it is a dilemma of practical dualism for the school how to establish its school climate. To be or not to be, that is question.

The relationship between teacher and student in Czech is gentle than china, although in the traditional time of Czech, the teacher has higher position than the students definitely, but the hierarchy of teacher and student is not obvious as China. And in now a days, teacher have more psychology method to deal with student, more, the teacher in Czech they can be more patient than china because of the number of the student, which is crucial for the relationship. They can have more communication and conversation, to understand each other, to adjust the way of teaching, finally, to promote the positive school climate.

IV. TEACHING AND LEARNING

Teaching and learning was the core function for the school. it represents one of the most important dimensions of school climate. A positive school climate promotes cooperative learning, the solidarity of school, the respect for teacher, and the reciprocal communication. Ref. [8] Once the student know the institutional culture, history, background it would help in "understanding individual as well as collective attitudes, behavior, and performance". There are two main dimension for Teaching and Learning, one is supporting for Learning. Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention. Ref. [1] Another is the social and civic learning Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.

Most of schools have good reputation among the parents of how to control the study in china, especially the high school. School and parent in this case have reached incredible consensus. Because of national college entrance exam with uncountable pressure for both school and family, school would be ranked by the ratio of the result of the entrance; the parent would judge the success

of student according to the ranking of the university they enrolled. Although recently the university have expand the scale without considering the support, but its expansion still full the appetite of parents. In Chinese people's eyes, enrolling by university would determine the future of their children, this is a toll gate you must make effort.

Holding such an enormous pressure and the perspective of the college entrance exam, the almost of the school would have very "positive" school climate about teaching and learning, which may be drawn admire from all over the world. But this positive climate may have negative consequence where the student only know the how to finish the exam, they lack the group spirit, problem solving ability and communication skill. And the one child policy, in fact, enhance this negative result the teacher in the college have to face. This is a such paradox maybe only happen in china, that is teaching and learning too hard, consequently, too much shortage.

In Czech, Because there is no too much big pressure of college entrance exam, the teaching and learning are more flexible, especially the interview formation of exam. May being afraid of unfair or subjective, there is no formation of interview exam in China. But in Czech, after paper work, the student have to take part in the interview for the final assessment. The student and teacher can have more conversation about the details of disciplining face to face. For an experienced teacher, it is easy to evaluate which part of disciplining the student still not master, then they can give more specified instruction. And for the student, they would not only focus on how to writing a paper, on the contrary, they prefer to digest the knowledge by heart. Although both Czech and China have good school climate about teaching and learning, but the result would be distinctive.

V. INSTITUTIONAL ENVIRONMENT

Ref. [1] Institutional environment refer to two aspect, School Connectedness/Engagement Positive identification with the school and norms for broad participation in school life for students, staff, and families. And Physical Surroundings Cleanliness, order, and appeal of facilities and adequate resources and materials. School connectedness indicate the extent how the student feel connected to their school, the more tight connection, the more positive school climate could be. Physical layout and surroundings of school means the location and the size of the school could be considered as an important factor for the school climate.

In china, ranking the school is prevalent routine for our society, on another hand, the school would enroll the student base on the ranking of their score they can achieve. Such as the gradation of university in china, the first class is 985, the second is 211, then the provincial key university, after is the college, and vocational school. This strict hierarchy incurs different school connectedness. The better ranking school could have better school connectedness, the most of the student they are pound of being one of them, on the contrary, the student would not satisfy about themselves and the school.

This is not, nevertheless, confirmed results for every school, but hierarchy do affect the extent to how the student feel connected to the school.

Since the great changes has taken place in china, the schools has be all riding the wave of it. Most of the university in the downtown are forced to move out of the city, but they can have 3 to 4 time scale than it before. Most of the high school and middle school establish the branch campus, and the branch campus could much bigger that its originals. Ref. [9] But a study by McNeely *et al.* (2002) found that smaller schools are positively correlated to school connectedness. Ref. [10] In addition, research suggests that, at the middle school level, smaller schools lead to better academic performance though the picture is more complicated at the elementary and high school levels. The reality and the research have been conflicting on this phenomenon now. Considering about the great population of china, we can understand the expanding of the layout of the school, the physical institutional environment improved, but could the humanistic spirit of school overtake the psychical expanding?

Institutional environment in Czech is totally different from its in China, Institutional environment of the school in Czech have more strong interaction with the city. It located. such the Palacky University, there is no main campus but the historical city Olomouc is its big campus. Institutional environment of UP inherited the character of the city, and the vivid school climate inject the fresh blood to this centuries-old city, the legend of the city is the story of the university. which is sung everywhere generation to generation and enhance the institutional environment.

VI. CONCLUSION

In the light of the four major areas of assessing the school climate suggested by National School Climate Council and combining the unique social background of china, Safety, Relationships, Teaching and Learning and the institutional environment was contemplated by the author to point out the problem of school climate in Chinese school by comparing with the Czech school. We can easily summarize that the school climate both in China and Czech rooted in its history and local social environment. The school climate for Chinese School is always related to the way to the school, responsibility of the safety, Teacher center, controlling, the ranking of school and the location. The school climate for Czech School, for the difference of the culture and society, have distinguish issue of the drunker and chaos, high ratio between teacher and student, less pressure and more closely interaction with the city. We can use each other for reference, but we should know its unique phenomenon. This is to call attention of educator, leader, teacher in china who could notice this phenomenon in the typical environment like china and find the solution.

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