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Keyword: school climate; school; definition; integrative review.

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Abstract

The school establishes its educational practices through historical and social biases, existing outside and inside it. The present study demonstrated the continuous debate about the school context, its organization, management and dynamism, through an integrative literature review. The purpose of the research is to learn a little more about the school climate in the Brazilian educational context and what the scientific literature has been producing on the subject. The school climate has been studied for a few years, but only in recent years, through practical perspectives found in the studies, has it become possible to analyze the “reality” of the school climate in a more subjective way, exploring the concept from the perception of students as protagonists of their education. The school climate, therefore, is understood as a complex and comprehensive variable of affective, social and cognitive aspects that influence a school pedagogical practice. Notably, the articles mentioned in this study corroborate that the educational results are strongly influenced by the school climate. The positive or negative impact, depending on the climate that is established, has as a consequence the academic performance referenced by the teaching and learning process.

Keywords: school climate; school; definition; integrative review.

1. Introduction

The school is much more than an agglomeration of people who relate to each other in search of a common goal, or a physical structure capable of receiving individuals with different experiences and knowledge. It is necessary to have a broad view of it, while allowing functional cuts of how the school is constituted. For, there is no possibility of pointing out successes and failures solely due to the structure and functioning of basic education. It is necessary to envision the school, the classrooms and the protagonists of the system as a universe, constituted by ideals, actions and reflections relevant to the development of the participants in the process.

For Falsarella (2018, p. 623), “schools are historical and cultural institutions that are similar in architecture and organizational structure. At the same time, each school is a different terrain, in which social subgroups with different interests define each other, characterizing their culture, within a certain time, space and place”.

The way in which each school establishes its educational practices is based on historical and social biases. Therefore a naive view that each sphere works based on its own principles is not conceivable. The school is immersed in a rich historical and social dynamism existing outside and inside it. For the authors

Pereira and Mouraz (2015), this immersion brings a certain tension, as a consequence. For what used to be a unit of principles and values, today presents a diversity of principles, focused on actions and norms of justice.

The analyses of the selected studies show that the debates about the school context, its organization, management and dynamics, have increased considerably since the 1990s. Falsarella (2018) highlights, however, that most studies analyze education based on results obtained in institutionalized and official exams instead of the intellectual enrichment, properly speaking, of the students. Reis (2012), on the other hand, argues that the students' school experience does not allow the understanding of specific aspects related to the appropriation of knowledge. Participants in their research report that the practice of many teachers is restricted to the exposure of concepts already systematized, which, makes little sense to most students. According to them, most teachers do not establish a dialogue between the subject and its interpretations, leading students to perceive reality as dichotomous. On the one hand, they perceive the experience familiar to them and, on the other what is taught by the teacher.

The research results also indicate that there is no evidence of teachers' concern with certain knowledge, such as study techniques and practical instructions for carrying out work (REIS, 2012). In this context, school failure has multiple causes, whether internal or external to the school walls.

The inequalities that occur in schooling are due not only to the structure and functioning of the educational system, but also to the influence of school variables and internal processes in schools. (NÓVOA, 1999, p. 15).

Although it is difficult to conceptualize quality education, due to the complexity of the school world, it can be said that it consists of promoting comprehensive education, which contains physical, cognitive, affective and socio-moral aspects in its core, in order to contribute to the education of honest, fair and respectful citizens, while including the necessary learning and knowledge for a productive and satisfying life in a democratic society (MORO; VINHA; MORAIS, 2019).

The school climate is seen as one of the constitutive elements of the school and of the schooling processes, and can be understood as a set of elements, perceptible or not, by the actors that compose it, unifying them in school culture values and practices (FALSARELLA, 2018; PETRUCCI et al., 2016).

The school climate is related to the quality of life in the educational institution and reflects the perception of students, teachers, administrators and other employees and families about the school's daily work, shared values, established and agreed rules, proposed objectives, the development of teaching and learning, interpersonal relationships and organizational structures (COHEN, 2006, 2010, 2012 apud MORO; VINHA; MORAIS, 2019).

Falsarella (2018) establishes the “emotional tone” as the most characteristic link in the school climate. A feeling attuned to institutional functioning and even more so, to the existing relationships within the school environment.

The quality of the relationships, understood here by the authors as inherent to the school climate, between students, teachers and the entire academic community, plays an important role in the integral

development of children and adolescents, including the influence of school results (CORNELL, SHUKLA, KONOLD, 2016 apud AMARAL; CUNHA; SANTO, 2019).

There is evidence, based on the studies found, that the school climate helps academic performance (AMARAL; CUNHA; SANTO, 2019) and promotes school adjustment and satisfaction with life, based on the improvement of mental health (PETRUCCI et al., 2016).

These interactions, however, can also lead to negative results, such as violent behavior and depression (PETRUCCI et al., 2016) and the victimization of peers (AMARAL; CUNHA; SANTO, 2019).

Despite the advance of studies on the school climate theme, there is still no consensus regarding its dimensions. The authors suggest, in their studies, different contributing factors in the perception of the school climate. Among them, the following characteristics are mentioned: gender and race, size of school, number of students with behavioral problems, interpersonal relationships between teachers and students, and between peers, institutional norms and objectives, and teaching and learning practices (PETRUCCI et al., 2016).

2. Methodology

2.1 Study objective

This study was carried out in order to know a little more about the school climate in the Brazilian educational context and what the scientific literature has been producing on the subject.

2.2 Design

It is an integrative literature review (WHITTEMORE, 2005) on the school climate in a Brazilian school context. The research was carried out between the months of January and September of 2019. All articles published up to this time period were previously included in the research, and filters were subsequently delimited in order to elect the pertinent studies for the composition of this research, which will be described below.

The school climate has been studied for a few years. According to Cunha (2014), the studies on the subject began in the late 1950s, however in a more macro-social view of research. In the first studies, it was not considered to interfere with students' school performance. Only in recent years has the scientific literature investigated the school climate as a contextual part of a unit of analysis, represented by the term *ethos*, "which would represent the totality of the referred process variables acting together". (CUNHA, 2014, p.1080-1081).

The present study is justified by the need to establish perceptions about the relationships experienced within school institutions and which have an impact on the academic, social and cultural construction of participants in the educational process and in family settings.

Literature review is a research procedure that, according to Sampieri, Collado and Lucio (2013), consists of finding, consulting and selecting bibliographies on a given topic. The integrative review, from its broad methodological approach, allows the compilation of relevant information and understanding of the state of the art on the school climate, using publications of experimental and non-experimental, theoretical and empirical studies for this purpose (WHITTEMORE, 2005) . Also according to the author, the integrative

review makes it possible to find studies that portray the same theme, but with different conceptions, approaches and analyses, providing a wide understanding of the problem in question.

The method adopted in the integrative review will be presented next.

2.3 Procedures

The procedure performed for the application of the integrative review in the present study occurred through the use of associated key terms, described in Portuguese and English, respectively, namely: (1) clima escolar; (2) school climate.

The studies considered here were searched in the databases Scielo (Scientific Electronic Library Online) and BHS (Biblioteca Virtual de Saúde - Virtual Health Library), electronic libraries that cover national and international journals. However, in order to converge with the objective of the study, which was to seek studies on the school climate in a Brazilian educational context, the following selection filters were used: (1) Full text available, (2) Type of document - article and (3) Country / Region as a subject - Brazil.

The terms used were considered the central axis of the research in question. The search criterion included the presence of this term - school climate, in the title, in the summary of the article or in the keywords presented by the authors. The exclusion criteria for studies were: (1) studies that were not scientific articles, (2) complete texts not available, (3) studies not related to the proposed theme (school climate) and (4) researches that have not been carried out in Brazil.

The abstracts of the studies found throughout the research were systematically read and evaluated by the authors of the present study, verifying their adequacy to the inclusion and exclusion criteria adopted.

2.4 Results

The initial search with descriptors in Portuguese and English, without the use of filters and exclusion criteria, resulted in 14,385 studies, 14,060 of those being from the BVS database and 325 from SciELO.

Due to the large number of studies, there was an impossibility of reading all of them, therefore the search was narrowed using the filters: (1) Full text available, (2) Type of document - article and (3) Country / Region as subject - Brazil.

The second search resulted in 307 studies from BVS and 84 from SciELO. Systematic readings of the titles and abstracts of the articles found were necessary to decide which ones were relevant to the topic in question. When just reading the title and abstract was not enough, the studies were read in its entirety, and evaluated for incorporation into the research, as shown in Chart 1.

Chart 1 - Descriptors used in the respective search sites and the number of articles selected in the second search.

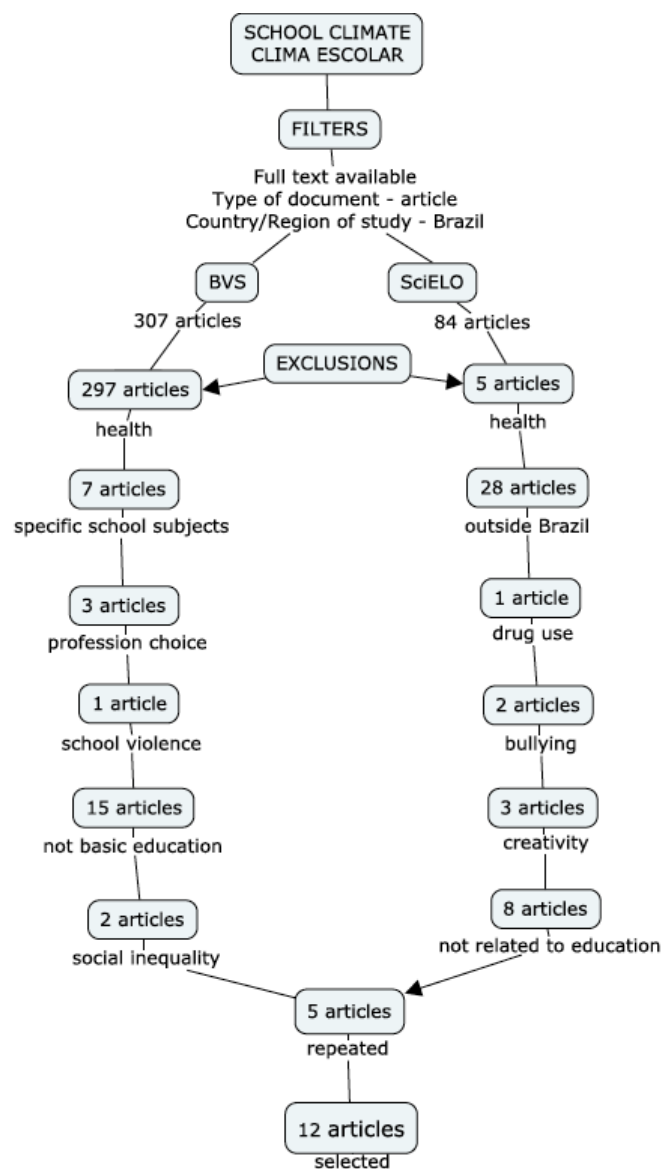
Association between key terms	BVS	SciELO
Clima escolar	0	9
School climate	1	2

Source: Authors (2019)

Of the total of 391 (three hundred and ninety-one) articles found in the searches using the key terms associated in both platforms - BVS and SciELO, the prevalence of studies related to the health area was observed ($n = 302$), having their distributions between epidemiologies and childhood illnesses. The high number of studies in the health field is understandable, considering that the vast majority ($n = 297$) was found on the BVS platform, which aims to converge information on health and other areas.

Other articles were not included in the study due to factors such as: studies outside the Brazilian context ($n = 28$); specific school subjects ($n = 7$); choice of profession ($n = 3$); drug use at school ($n = 1$); school violence, such as homophobia ($n = 1$) and bullying ($n = 2$); studies outside basic education ($n = 15$), related to creativity ($n = 3$), social inequality within the school walls ($n = 2$), not related to the area of education ($n = 8$) and repeated ($n = 5$). These numbers are reported, for a better view, in figure 1.

Figure 1. Identification and selection of articles in the BVS and SciELO databases, including reasons for their exclusion.



Source: Authors (2019)

According to the selected studies (n = 12), they propose to carry out a panoramic analysis of the school climate and are referenced throughout the study and elucidated in their most basic characteristics in table 1.

Chart 1. Description of the selected studies.

	Article	Year of publication	Place of publication	Field of the study	Nature of research	Autho(s) of research
1	Os estudos sobre a cultura da escola: forma, tradições, comunidade, clima, participação, poder (Studies on school culture: form, traditions, community, climate, participation, power)	2018	Educ. Soc., Campinas	Education	Theoretical	FALSARELA, A. M.
2	Estética diária das escolas: a partir do que você vê em direção ao sentido da escola (Daily aesthetics of schools: from what you see towards the direction of the school)	2018	Educação e Sociedade	Education	Theoretical	MARINI, G.; MERCHAN, J. D. R.; AGUAYO, M. S.
3	Liderança do diretor, clima escolar e desempenho dos alunos: qual a relação? (Principal leadership, school climate and student performance: what is the relationship?)	2016	Ensaio: aval. pol. públ. Educ.	Education	Empirical	OLIVEIRA, A. C. P. de; WALDHELM, A. P. S.
4	Crise da educação escolar e percepções dos professores sobre o seu trabalho:	2015	Educação em Revista	Education	Empirical	PEREIRA, F.; MOURAZ, A,

	identidade profissional e clima de escola em análise (Crisis of school education and teachers' perceptions of their work: professional identity and school climate in analysis)					
5	Possíveis relações entre percepções de violência dos alunos, clima escolar e eficácia coletiva (Possible relationships between students' perceptions of violence, school climate and collective effectiveness)	2014	Educ. Pesqui.	Education / Sociology	Empirical	CUNHA, M. B.
6	Práticas e percepções docentes e suas relações com o prestígio e clima escolar das escolas públicas do município do Rio de Janeiro (Teaching practices and perceptions, and their relationship with the prestige and school climate of public schools in the city of Rio de Janeiro)	2010	Revista Brasileira de Educação	Education	Empirical	BRITO, M. de S.; COSTA, M. da.

7	A escola como locus de formação docente: uma gestão bem-sucedida (The school as a locus of teacher training: successful management)	2010	Cadernos de Pesquisa	Education	Empirical	GRIGOLI, J.; LIMA, C. M.; TEIXEIRA, L. R. M.; VASCONCELLOS, M.
8	A escola de qualidade para todos: abrindo as camadas da cebola (The quality school for all: opening the onion layers)	2005	Ensaio: aval. Pol. Públ. Educ.	Education / Sociology	Theoretical	GOMES, C. A.
9	School climate evaluation: Designing and validating measurement instruments (School climate evaluation: Designing and validating measurement instruments)	2019	Cadernos de Pesquisa	Education	Empirical	MORO, A.; VINHA, T. P.; MORAIS, A.
10	Authoritative school climate and peer victimization among Brazilian students	2019	Psico	Education	Empirical	AMARAL, H. T.; CUNHA, J. M. da; SANTO, J. B.
11	Experiência escolar de jovens/alunos do ensino médio: os sentidos atribuídos à escola e aos estudos (Experiência escolar de jovens/alunos do ensino médio: os	2012	Educação e Pesquisa	Education	Empirical	REIS, R.

	sentidos atribuídos à escola e aos estudos)					
1 2	Adaptation and preliminary validation evidences of the school climate questionnaire – revised, elementary and middle school version (SCS-MS)	2016	Psicologia: Reflexão e Crítica	Psychology	Empirical	PETRUCCI, G. W.; BORSA, J. C.; DAMÁSIO, B. F.; KOLLER, S. H.

Source: Authors (2019)

2.5 Discussion

One may observe that the school climate theme is studied mainly by professionals in the Education area ($n = 11$) with a bias towards the school environment, among which are some studies in the area of Sociology related to studies focused on Education ($n = 2$) and Psychology ($n = 1$).

In view of the facts presented in the table, the prevalence of empirical studies ($n = 9$) is clear, using tools such as interviews and questionnaires conducted with teachers and students from Basic Education schools, in context with the findings in scientific literature.

Through the practical perspective of the studies it becomes possible to analyze a more subjective “reality”, exploring the concept of school climate from the perception of the protagonists of education.

In observance of the studies, the recurrence on the theme in the last ten years is evident ($n = 11$), even though the school climate started in the scientific literature in the mid-1970s. For Cunha (2014), the school institution is considered as an integrated unit of interfering aspects only in more recent studies, and should be analyzed based on its internal processes.

Next, the study presents a brief synthesis of the articles described in the table, organized into two topics: (1) characterization of the school climate and (2) school climate and educational results, aspects considered by the authors as essential for the educational area under which the present study writes, aiming to show how the school climate theme was treated by the consulted literature.

3. Characterization of the school climate

Despite being a topic of great relevance in the school environment and object of scientific studies for a few years, there is no consensus on the definition of the term “school climate”. According to Moro, Vinha and Moraes (2019), there is semantic equivalence to the terms: school ethics, atmosphere, ideology, community, personality, health or social environment.

However, the authors classify the school climate as a set of perceptions and expectations shared by members of the school community, resulting from their experiences in that context. This definition allows us to understand that the school climate, despite its difficult conceptualization, is defined as the image perceived by the individuals who integrate it (CUNHA, 2014).

The study by Marini, Merchaán and Aguayo (2018) also establishes aesthetics as a characteristic of the school climate. This aesthetic can be perceived through visual, olfactory and tactile senses. Physical aesthetics make up the subjective understanding of the school climate, that is, the “state of common spaces, such as walls, stairs, bathrooms and patios, has an impact on the morale of teachers and students and, therefore, on the school climate, and may even establish what the normative cultural, social and political trends that a school institution is based on are” (DEARBIEUX et al., 2012 apud MARINI, MERCHAÁN, AGUAYO, 2018, p. 371).

The revision of the bonds established by the students, both with their teachers and with their peers, together with the way they relate to the institution as a whole, are part of what several authors conceptualize as a school social climate (ARÓN; MILICIC, 1999 apud MILIC et al., 2013, p. 648).

To analyze the concept of school climate, studies vary in terms of how individuals feel in the institution, how they perceive institutional and organizational spaces and how relationships between school actors occur, along with their educational experiences (GANGI, 2010 ; JANOSZ; GERGES; PARENT, 1998; THIÉBAUD, 2005; HOY; HANNUM, 1997 apud MORO; VINHA; MORAIS, 2019).

In the study by Oliveira and Waldhelm (2016), for example, multilevel analysis was used in order to ascertain the school climate, using the teachers' perception of leadership to do so. The authors point to the multiplicity of factors that make up the school climate, with leadership being exercised and perceived by teachers as a central element, alongside factors such as: violence, discipline, cohesion and collaboration among the team.

Socio-emotional and academic adjustment, the relationship between school experience, and behavioral, anxious or depressive problems and social adaptation are also defined as constituent elements of the school climate (KUPERMINE et al., 2001; KORNBLIT et al., 2008; LOUKAS; ROBINSON, 2004 apud MILIC et al., 2013, p. 648).

The school climate, therefore, influences the dynamics of the school, and, on the other hand, is influenced by it. The quality of life and the quality of the teaching and learning process is sustained under a positive school climate (VINHA; MORAES; MORO, 2017), integrating the socio-emotional well-being of students and the development of socio-emotional skills (MILIC et al., 2013, p. 648).

For Brunet (1992 apud MORO; VINHA; MORAIS, 2019), the literature delimits three broad and distinct definitions of school climate: one based on the characteristics of the institution, its organizational attributes; another, in which the climate is defined according to the satisfaction of individual needs, based on their emotions, according to the principles of subjective perception; and a third, measured through the understanding of the organizational characteristics existing in a space and how they are established in relation to the members and the neighboring society.

Brunet (1999 apud FALSARELLA, 2018, p. 626) still classifies the organizational climate into categories, with exploitative authoritarianism being the one that creates a hostile environment, where members belonging to a lower hierarchy have no voice, are controlled by the top of the organization, who, many times, act with indifference and threats; benevolent authoritarianism becomes a softening of the first category, allowing some rare decisions to be made by members belonging to the organization, however, with the members of the hierarchical top still having the greatest decision-making power; in the third category, named as a participatory type of consultative character, the level of trust between members is

increased, allowing for greater participation and decision-making power in collective actions; finally, the fourth category recognizes the group's participation for the good progress organization.

The study by Moro, Vinha and Morais (2019) brings a reference structure, containing eight dimensions for the school climate: 1. relationship with teaching and learning; 2. social relations and conflicts at school; 3. rules, sanctions and safety at school; 4. situations of intimidation between students; 5. family, school and community; 6. school infrastructure and physical environment; 7. work relations and 8. administration and participation. The authors also argue that the understanding and analysis of the school climate may reveal essential elements for the identification of positive aspects of the school's dynamics, as well as aspects that deserve further investigation and interventions to improve the quality of this environment.

The work by Petrucci et al. (2016) uses a six-dimensional definition of school climate: justice, order and discipline, parental involvement, resource sharing, student interpersonal relationships and student-teacher relationships (EMMONS et al., 2012 apud PETRUCCI et al., 2016). The authors cite THAPA et al. (2013 apud PETRUCCI et al., 2016), for whom the school climate is a complex and multidimensional construct that refers to different aspects of school life.

To compare the dimensions created by the authors of the two works, a table was created, which will assist in visualizing the similarities and differences.

Table 2 - Comparison of the School Climate dimensions mentioned in the two articles

DIMENSIONS OF THE SCHOOL CLIMATE			
	Moro, Vinha and Morais (2019)	Petrucci et al. (2016)	Comparison
1	Relationship with teaching and learning		Dimension mentioned only in one of the articles, despite its centrality to the educational theme
2	Social relations and conflicts at school	Student interpersonal relationships / Student-teacher relationships	This dimension was subdivided into two in one of the articles, differentiating relationships between students from those involving the teacher
3	School rules, sanctions and safety	Order and discipline	Although both refer to school order, safety is taken into account in the first article, absent in the second
4	Bullying situations among students		This dimension, absent in the second article, could be encompassed by the dimension "Interpersonal relationships of students"

5	Family, school and community	Parental involvement	The first article includes the community, while in the second, only the family
6	School infrastructure and physical environment	Resource sharing	While the first article summarizes the analysis of the physical environment, in the second, all resources are analyzed, not only the physical ones
7	Relations with work		These two dimensions are analyzed only in the first article, despite their centrality to the perception of the school climate by teachers and students
8	Administration and participation		
9		Justice	Essential dimension for the perception of a positive school climate, it appears only in the analysis of the second article

Source: The authors (2019)

Despite the similarity in some dimensions, mentioned by the authors of the two articles, the absence of some essential factors in both is perceivable. We consider that the relationship with teaching and learning, as well as administration and participation, in addition to justice are extremely important dimensions in determining the perception of School Climate by those involved. Therefore, it would be promising to carry out an analysis based on the lists of dimensions cited in both works, in order to consider all the factors interfering in the process, a description that has not yet been carried out in the articles found in this integrative review.

Issues related to school management / leadership and the academic climate appear as important factors associated with the school effect (BROOKE; SOARES, 2008, p. 10 apud OLIVEIRA; WALDHLM, 2016, p. 839). It is important to highlight that the present study does not highlight the school climate as a variable related only to the students' cognitive performance, but rather, through a comprehensive view of the term, looking at affective and social aspects that interfere, in a certain way, in the students' school performance, and in the lives of teachers. As stated by Cunha (2014, p. 1081): "schools with a positive school climate tend to have more satisfied and motivated students and staff, reducing dropout rates, insecurity and violence".

The relationship between a positive school climate and higher performance is found in several studies (MELO, 2017; CASASSUS, 2008; WARNER; HEINDEL, 2017; REYNOLDS et al. 2017 apud MORO; VINHA; MORAIS, 2019). Debarbieux et al. (2012 apud MORO; VINHA; MORAIS, 2019) also emphasizes that the quality of the school climate is a direct variable for the prevention of violence.

Cunha (2014) demonstrates an association between school climate and violence. According to the author, institutions with a higher rate of violence have a school climate that is negatively assessed by the participants. However, understanding violence as the only negative source of the school climate is hasty, since the school is a multifaceted space, which receives historical, cultural and socioeconomic interference from the individuals who participate in it (CUNHA, 2014).

3.1 School climate and educational results

The school climate is implicit in the existing relationships between participants in the school environment and its notoriety is found in the scientific literature, demonstrating its relevance to the educational process.

The physical environment and the intersubjective relations of its members could be viewed as concomitant expressions that would contribute to the development of a school experience of greater lucidity and critical potential. (MARINI, MERCHAÁN, AGUAYO, 2018, p. 372).

Many authors corroborate the fact that the school is a heterogeneous place in its complexity, that is, multiple factors are interrelated so that there is success in its main objective, to carry out pedagogical practices that promote the development of the teaching and learning process.

The climate is noticeable in many aspects within an organization. In schools, it influences students' academic performance, team cohesion, strengthening goals, clarity of objectives and achievement (CUNHA, 2014).

However, Brooke and Soares (2008 apud CUNHA, 2014, p. 1083) affirm that the existence of good relations alone does not characterize a positive school climate. Gomes (2005, p. 292) highlights components of effectiveness in the face of the school climate, such as: educational leadership, consensus and team cohesion, potential for evaluation and involvement of the protagonists involved in the process.

For Gomes (2005) the success of a school goes beyond the parameters evaluated in national exams. A quality school is one where students like to learn and where teachers, parents and students treat each other well.

For Grigoli et al. (2010) among the verifiable factors of a quality school, the school climate stands out, which is closely linked to school management, its organization and form of leadership.

Elements like an atmosphere of encouragement; leadership of the director and faculty; high levels of demand; positive expectations for students; personality and cordiality in the treatment; widespread discipline and exercised as a value; strong and authentic interest in students; focus on educational activities; constant monitoring and evaluation; closer relationships with families have been identified in research (Abramovay et al., 2003; Gomes, 2005) as factors that may be at the basis of the differences between successful schools and others. (GRIGOLI et al., 2010, p. 243).

There is a continuous effort over the years to try and find out which elements influence school pedagogical practice and which are the attributes of quality teaching. For this reason, studies on school climate are deepened. Several studies indicate the relationship between the quality of the climate and the well-being of school actors, especially in relation to students, showing the relationship with academic performance, motivation for learning, behaviors, sense of belonging and justice, satisfaction with school, appreciation of knowledge and individual development (FAN; WILLIAMS; CORKIN, 2011; CUNHA; COSTA, 2009; GOMES, 2005; GAZIEL, 1987; LOUKAS, 2007; COHEN; PICKERAL, MCCLOSKEY, 2008; COHNE, 2010 apud MORO; VINHA ; MORAIS, 2019).

Schools with a positive climate have good interpersonal relationships, an environment of care and trust, quality of the teaching-learning process, spaces for participation and conflict resolution in a dialogical way, proximity to parents and the community, good communication, sense of justice with compliance to rules and fair sanctions, a stimulating and supportive environment, centered on the student, in which individuals feel safe, supported, belonging and involved in the school and respectfully challenged (FREIBERG, 1998, 2005; BRUNET, 2001; COHEN, 2009; DEBARBIEUX et al., 2012; SHERBLOM; MARSHALL; SHERBLOM, 2006; VINHA; MORAIS; MORO, 2017 apud MORO; VINHA; MORAIS, 2019).).

The climate can influence the behavior of people who coexist in a given space, on the other hand it can affect interpersonal relationships, characterizing the environment inside the school (GAZIEL, 1987 apud MORO; VINHA; MORAIS, 2019).

What the different definitions have in common is the idea of school climate as a perception that the school actors have about the environment and the relationships established there. These perceptions are collective and can significantly influence the behavior of the group, thus suggesting its relation to the quality of the teaching-learning process, as well as interpersonal relationships at school (MORO; VINHA; MORAIS, 2019).

In the studies by Wentzel and Wigfield (2009 apud AMARAL, CUNHA and SANTO, 2019) students reported that emotionally closest and most reliable teachers can be more effective in their school contexts, in addition to helping to reduce school violence, ensuring greater security for students and teachers. Therefore, the school climate is linked to the quality of social interactions - between teachers, students, parents, principals, and others - and the school structure, justice, rules, etc. (BEAR et al., 2016 apud AMARAL; CUNHA; SANTO, 2019).

4. Final Considerations

Based on the objective of the study, of knowing a little more about the school climate in the Brazilian educational context, we sought to indicate two axes of analysis from the articles found: characterization of the school climate and school climate and the educational results.

It emerges from the topic of characterization of the school climate that the school participants, the context analyzed, perceives the school climate as an aesthetic and perceptual characteristic. Through what you see and hear, physical attributes allow the recognition of social, political and cultural components established by the institution (DEBARBIEUX et al., 2012 apud MARINI, MERCHAÁN, AGUAYO, 2018).

The studies mentioned here sought to integrate the concept of school climate from the perceptible analysis that individuals had of the institutions to which they belonged. In this analysis, listed as characteristics belonging to the school climate were: the physical spaces, the relationships of organization and hierarchy between teachers and between students, individual experiences, leadership, violence, discipline, team cohesion and collaboration, behavioral problems, socioemotional adjustment, academic results, justice and parental involvement.

The school climate, therefore, is understood as a complex and comprehensive variable of affective, social and cognitive aspects that influence school pedagogical practice.

Notably, the articles mentioned in this study corroborate that educational results are strongly influenced by the school climate. This is because, in the school climate, basic attributes belong to school pedagogical interventions, such as: trust between parents, teachers and students, strengthening educational goals and objectives, innovative and motivating practices and the sense of belonging of the participants to the context and the established social group.

The positive or negative impact, depending on the climate that is established, has as a consequence the academic performance referenced by the teaching and learning process.

It is clear that the definition of the term school climate is somewhat complex, as it is composed of intrinsic and extrinsic aspects to the school and the subjects. The climate allows to transmit and perpetuate a particular vision of a given reality (CHANG; CHUANG; BENNINGTON, 2011 apud PEREIRA; MOURAZ, 2015) influencing the teachers' professional experience and the quality of the students' educational experiences (PEREIRA; MOURAZ, 2015, p. 121).

In Brazil, the study of the school climate and its impact on students has recently increased (OLIVEIRA et al., 2013 apud AMARAL; CUNHA; SANTO, 2019), and despite the absence of a universal definition for this construct (THAPA, COHEN, GUFFEY, HIGGINS-D'ALESSANDR, 2013 apud AMARAL; CUNHA; SANTO, 2019), fairer environments have been indicated as the main aspect of a positive school climate in Brazilian schools.

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