

A School Nurse Perspective on a Positive School Culture: Collaborative Team Effort

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Abstract

Promoting a positive school culture is imperative for fostering a conducive learning environment and ensuring the well-being of faculty members. Rusticus, et al., 2023, state that high-quality learning environments are associated with positive outcomes for students at all levels. This paper explores the implementation of wellness areas or rooms within educational institutions to facilitate stress reduction and promote overall faculty wellness. By providing dedicated spaces for relaxation and rejuvenation, schools can enhance faculty satisfaction, productivity, and retention (Jones, et al, 2019). This study investigates the methodology and model employed to establish wellness areas within a school setting, examines the selected results concerning faculty utilization and perceived benefits, and concludes with insights into the importance of prioritizing faculty well-being in educational institutions.

Keywords: school, culture, educational, environment, wellness

Background

Building a strong school culture helps breed student success. As a school leader, commitment should be focused on improving student learning. So refining instructional practice among staff should be at the top of your priority list. It is well known that teachers that are happy and feel fulfilled are more able to assist in student achievements (Benevene, et al., 2019).

Methodology and Model

The methodology employed in this study involves collaboration between school administrators, faculty members, and wellness experts to design and implement wellness areas or rooms within the school premises. A comprehensive needs assessment was conducted to identify the specific stressors faced by faculty members and determine the most effective strategies for addressing their well-being needs. Based on the findings, a model was developed to guide the establishment of wellness areas, incorporating elements such as comfortable seating, calming décor, access to natural light, and resources for relaxation activities such as meditation, mindfulness, and gentle exercise. The model also includes guidelines for promoting awareness and utilization of these spaces among faculty members.

Avoiding Bias and Error

Simundić, 2013, reports that any inclination or departure from the truth in the process of gathering, analyzing, interpreting, and disseminating data, can lead to erroneous conclusions. Bias can manifest either deliberately or inadvertently. It is important to carefully analyze the research question and make every effort to ensure that the sample closely matches the population, therefore avoiding bias and error.

Ethical Considerations: Before commencing the study, FHSU IRB clearance will be acquired

Theoretical Framework

Descriptive research is the most common and conclusive form of survey research due to its quantitative nature. Unlike exploratory research methods, descriptive research utilizes pre-planned, structured surveys with closed-ended questions.

Review of Literature

•Kane et al. (2016) reported that students are not the only ones who benefit from a positive school climate. Research supports that school personnel's emotional exhaustion, depersonalization, and low feelings of personal accomplishment are lessened when the school climate is improved. A positive school climate also has to minimize the effects of teacher attrition.

•National School Climate Center (2014) stated that the CDC provides several resources for improving school connectedness: a strategy guide, a staff development program, and fact sheets for school districts and administrators, teachers and other school staff, and for parents and families.

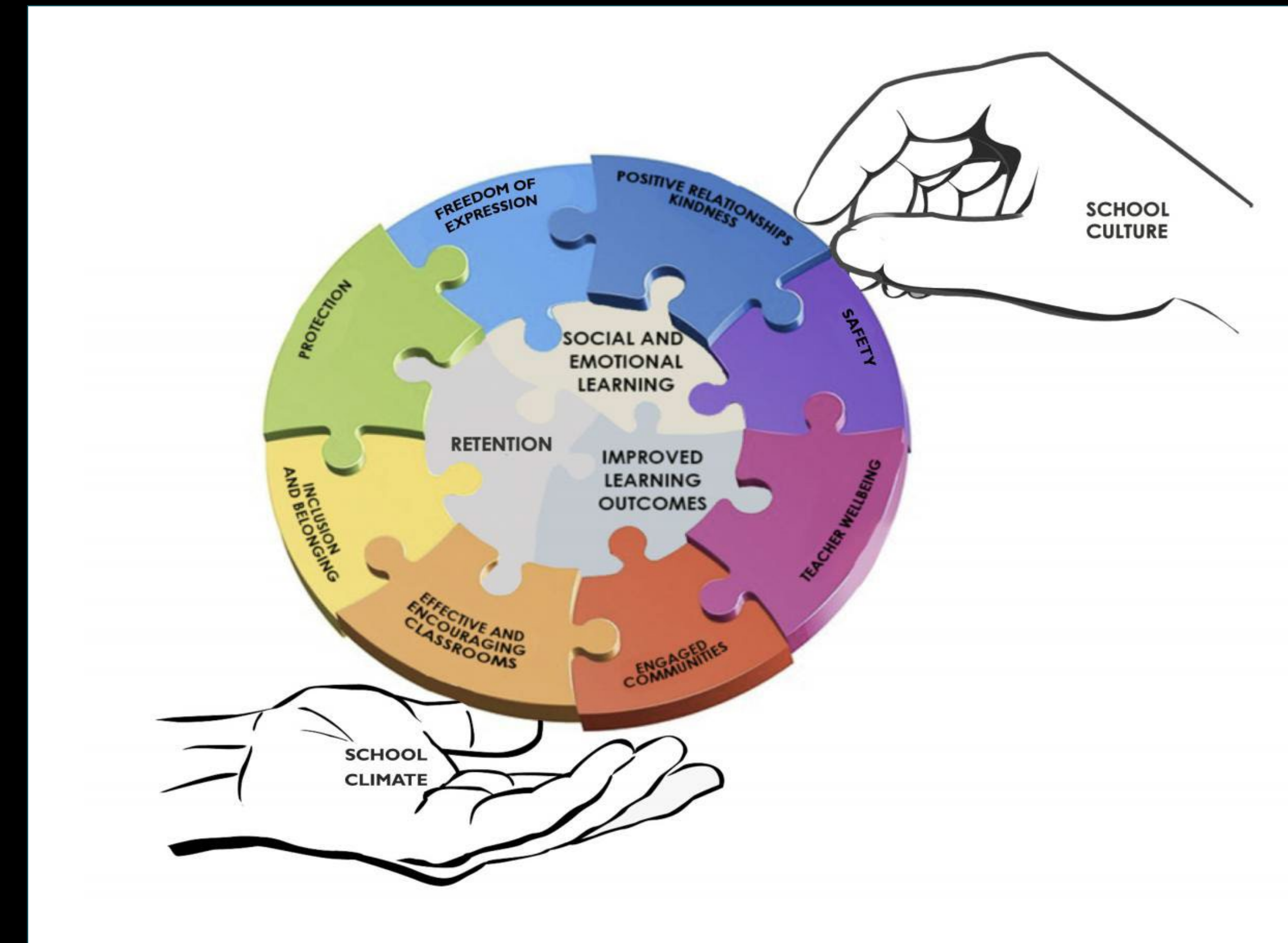
•Cohen (2013) explained that resiliency refers to the person's capacity to overcome stress or adversity. It is not a trait that people either have or do not have. It involves behaviors, thoughts, and actions that can, at least to some extent, be learned and developed in person.

•Swisher (2022) wrote that for districts to monitor the improvement of school climate, accurate data is essential. Numerous educational institutions presently conduct culture surveys among all school members, including faculty.

•Lawson et al. (2019) found that implementing social-emotional learning (SEL) programs in school settings is a promising approach to promoting critical social and emotional competencies for all students.

Conceptual Validity

A survey has face validity if the respondents believe the questions measure what they are designed to assess. A survey has content validity if the opinion of the participants includes questions that cover all aspects of the construct under consideration.



Recommendations for Future Research

- The correlation between safety and positive school culture. School safety and protection today encompasses the physical and emotional well-being of everyone within the school community.
- Many public schools now have resource officers, metal detectors, security cameras, lockdown drills, and active shooter drills, and they have expanded mental health screening and on-campus counseling.
- An increase in the use of “wellness programs” designed with interventions to encourage preventive care and discourage unhealthy behaviors
- Implementing social-emotional learning (SEL) programs in school settings as a promising approach to promoting critical social and emotional competencies for all students
- The importance of staff development courses specifically focused on ensuring, promoting, and implementing positive school culture



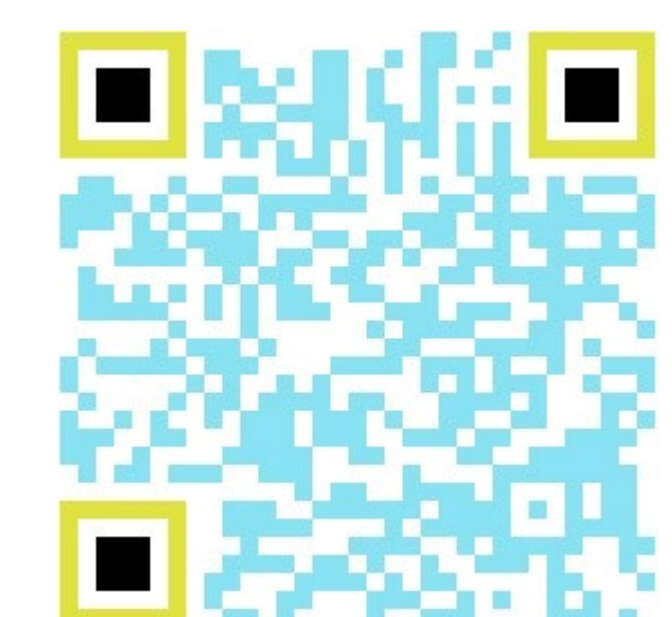
Selected Results

Preliminary findings indicate a positive response from faculty members towards the introduction of wellness areas within the school environment. Surveys and feedback sessions revealed high levels of utilization, with faculty members reporting decreased stress levels, improved mood, and enhanced productivity after utilizing the wellness spaces. Many respondents expressed appreciation for the opportunity to take short breaks during the workday to recharge and refocus. Moreover, anecdotal evidence suggests that the presence of wellness areas has contributed to a more supportive and collegial school culture, fostering a sense of community among faculty members.

Conclusion

In conclusion, the implementation of wellness areas or rooms within educational institutions represents a promising approach to promoting faculty well-being and cultivating a positive school culture. By recognizing and addressing the stressors faced by faculty members, schools can create environments that support their mental, emotional, and physical health. The findings of this study highlight the importance of prioritizing faculty wellness in educational settings and underscore the potential benefits of investing in initiatives aimed at reducing stress and enhancing overall well-being. Moving forward, continued research and evaluation are needed to assess the long-term impact of wellness initiatives on faculty satisfaction, retention, and student outcomes.

References



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