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Terminological considerations about health promotion and social climate of work of educational institution

Abstract: Educational institutions are characterized by a specific atmosphere. The professional literature calls it a social climate or psychosocial environment, which has a huge impact on the lives of not only alumni, students, but also on all employees. Social climate and implemented health promotion is the foundation that allows the realization of education and educational purposes. Also, its impact on health is noticeable, and the health does not mean the absence of disease, but a condition in which there is a physical and sensual synchronization with yourself, as well as with the surrounding world. For this reason, it is extremely important that the climate of educational institutions, which is a subjective representation of objective environmental conditions, was appropriate, that means contributing to the proper development of the younger generation and ensuring good conditions of work.

The main objective of this essay is to familiarize with the issues of the social climate and health promotion in terms of work and education. Analysis of materials, both about the social climate of educational institutions and issues in the field of health promotion, will help to increase the theoretical and practical knowledge in the context of work of tutor, pedagogue, teacher.

Keywords: work in educational institutions, health promotion, social climate, school

Health promotion in the educational institution

The concept of health promotion was founded in 1977 during the XXX meeting of the World Health Assembly in Alma-Ata. It was noticed then, on the basis of previously conducted studies that the health condition of society is deteriorating, despite the development of medical science and increasing funding for health care. The Assembly established a resolution, known as the "Health for all in 2000," which featured a new strategy of actions for health. In the resolution it was stated that health is a fundamental human and civil right in the world. For this reason, all countries are required to create the right conditions for conducting healthy and health-promoting lifestyle; health care should be based primarily on prevention and health promotion preceded in societies and local government bodies[1].

Health promotion was the leading topic of many international conferences (six so far), and its concepts have changed over the decades. Definition of health promotion evolved and was modified as well, which resulted from the changes taking place in modern society. Nowadays, the World Health Organization defines health promotion as "the process of enabling individuals and societies to increase control over the determinants of health and because of that, getting its improvement". This is a growing theory, which includes the promotion of the of lifestyle and other social, economic, environmental and individual factors leading to health[2]. The advantage of this definition is to highlight the distinct levels of health promotion, which include:

1. The environmental level – including activities favoring a health-promoting working and living environment known as "protecting the life";
2. The social level – which consists in entering health-promoting actions into social groups and their elements through the creation and promotion of models and standards of behavior favoring health;
3. The organizational (institutional) level- covering a variety of activities in institutions, which should play the role of health promotion centers;
4. Individual level – for each person[3].

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[1] I. Kowalewski, *Promocja zdrowia i bezpieczeństwo w szkole wyższej*, Kraków 2010, p. 14–15.

[2] J. B. Karski, *Postępy promocji zdrowia. Przegląd międzynarodowy*, Warszawa 2007, p. 196–197.

[3] Z. Jethon, A. Grzybowski (ed.), *Medycyna zapobiegawcza i środowiskowa*, Warszawa 2000, p. 31.

There are a number of principles and values that are essential to the practice of health promotion. Fundamental standards specifying practical activities include the following:

1. Health promotion focuses not only on groups of people at risk of certain diseases, but takes the general population life into account, in the context of everyday life.
2. Health promotion is designed to impact on the conditions and the basic factors that increase the potential for health. However, this approach requires close cooperation between entities operating outside the health sector, it illustrates the diversity of conditions affecting health.
3. Health promotion combines different, but complementary methods and approaches, including channels for communication, education, legislation, an adequate fiscal policy, organizational changes, local community development; all the methods are used against health hazards.
4. Health promotion is designed to achieve the effective participation of the public in taken activities. Such aspirations require the development of both individual and group skills in processes-defining and decision-making in everyday life. It also requires the promotion of active participation.
5. Health promotion is mainly a social and political project, not just a matter of medical services, however health service workers play a significant role in its support and implementation[4].

Taking these principles into consideration, activities in the field of health promotion can be applied wherever people live, train, work and rest, that is, in places such as home, school, health care facilities (including clinics and hospitals), workplaces, communities, prisons, shops and much more[5].

Such understanding of health promotion is often treated as a new quality, reversing the long-term process of medicalization of health and disease. Under the new approach, health issues ceased to be the exclusive domain of the representatives of the medical sciences. Psychosocial concepts of health and illness gained in importance, self-help movements and many non-medical forms of influence on the health of individuals, groups, and the wider community were appreciated[6].

One of most important aspects of health promotion is to emphasize the importance of personal responsibility for the health of every human being. This is

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[4] I. Kowalewski, *Promocja…*, op. cit., p. 16–17.
[5] J. B. Karski, Postępy…, op. cit., p. 29–30.
[6] M. J. Sochocki, *Promocja zdrowia jako ideologia*, „Remedium" 2007/1 (167), p. 25.

because health promotion is a task faced by every person, because he can actively shape his own health in all dimensions:

- physical – physical activity, proper diet, healthy lifestyle (avoiding stimulants);
- psychological dimension which includes:
- emotional – the ability to express and accept feelings, control of emotions, the ability to cope with stress;
- spiritual – own system of beliefs and spiritual values;
- intellectual – creativity, overcoming challenges, developing of knowledge and skills;
- social dimension – appropriate relationships with closest ones (family, friends), activity in social life (eg. The local environment), the ability to interact with the environment[7].

As stated above, the activities in the field of health promotion can be implemented also in educational institutions, eg. In schools. As is clear from the available literature, the idea of taking steps towards making school an environment that supports the health of members of the school community was born in response to an international initiative to promote the modern health, culminating in the formulation of the general principles of the so-called Ottawa Charter. In 1992 European Network of Health Promoting Schools (ENHPS) was brought to existence as an affiliate program of European countries held under the auspices of three international institutions: the WHO, the European Commission and the Council of Europe. In the resolution of first ENHPS Conference, which took place in 1997 in Greece, we can find the basic principles of establishing and operating of health promoting schools. The document also claimed that each childand a young man living in Europe has the right to learn in a health promoting schooland he should be given such a possibility[8].

Countries participating in the program developed political and economic models of health promoting schools, specific for their cultural conditions, and thus, the goals taken in these actions may be formulated in different ways. Strategy of actions, used in the Polish health promoting schools for several years includes the following elements:

- habitat approach – according to which the school is treated as a habitat, a place of life, learning and work of the members of the school community,

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[7] B. Tobiasz-Adamczyk, *Wybrane elementy socjologii zdrowia i choroby*, Kraków 2000, p. 29–30.
[8] Rezolucja I Konferencji Europejskiej Sieci Szkół Promującej Zdrowie, ŚOZ Biuro Regionalne dla Europy, 1997.

having the specific resources and related to other habitats in the local community;

- participation approach – assuming cooperation of all participating students, teachers and school staff in activities taken under the program in the moment of its development and implementation in the school; participation of members of the school community is voluntary, and the communication is based on partnership;
- people's approach to the problem – relying on the authority of members of the school community to identify needs that define priorities in the planning and implementation of promotional activities while minimizing the impact of the school supervisory authorities in this matter;
- implementation of systemic changes using methodologically justified stages of proceeding to obtain the desired effect change;
- democratization of school life;
- building a climate of dialogue and cooperation in school[9].

On the basis of presented assumptions it can be concluded that schools promoting health have developed a model of strategies of health education and health promotion, which can be considered optimal due to its many aspects and consideration of the broader psychological and social context. Adaptation of it for all educational institutions would probably make the Polish education system health-friendly for students[10].

Social climate in educational institution

The subject of next considerations will be the social climate of educational institutions, which is an important factor in determining the educational process.

The social climate is a variously defined term. It can be used interchangeably with the "organizational culture" term. At the time it means a set of values, norms, as well as ideas that shape the patterns of behavior within the institution. Every institution creates its own specific culture, actually pop culture, similarly to society[11].

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[9] B. Woynarowska, K. Stępniak, *Ewolucja koncepcji i modelu szkoły promującej zdrowie w Europie*, „Wychowanie Fizyczne i Zdrowotne" 2002, nr 12, p. 3–7.

[10] M. Kowalski, A. Gaweł, *Zdrowie – wartość – edukacja*, Kraków 2007, p. 192.

[11] Ch. Argyris, *Some Problems in Conceptualizing Climate*, „Administrative Science Quarterly", 1958/4 [in: L. Pytka, *Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne, diagnostyczne i metodyczne*, ed. VI, Warszawa 2005, p. 162].

The concept of the social climate (synonym: organizational ideology) is understood as the objectives and values, to which the institution aspires, by applying appropriate pressure on its members in order to secure success[12].

The social climate can also be understood as a set of subjective observations on the organizational and educational situations and the effects of formal and informal structure of institutional population, management style and other factors that shape the attitudes and motivations of members of the institution[13].

Some researchers define social climate as specific personality of institution which is produced by it during its development. The unique personality of the institution organizational is a composition of various behaviors of its participants[14].

However, L. Pytka defines social climate as "a set of subjectively perceived characteristic situations and events by pupils and teachers, that are relatively permanent effects of its functioning within the adopted organizational and pedagogical system, shaping motivations and behaviors of individuals and social groups of the institution"[15].

The "social climate" term can be used interchangeably with concepts such as: psychosocial climate, educational climate, atmosphere of educational institutions (eg. schools), psychosocial environment and others[16].

The concept of the social climate is considered in several areas called social climate dimensions. These include:

1. Interpersonal relationships within the institution that is the interaction between people forming it (friendship, kindness, mutual assistance, etc.).
2. The attitude of the teaching staff for the fulfillment of the pupils (meeting the needs and aspirations of pupils) expressing i.a by autonomy, independence or freedom of thought and action;
3. organizational order, reflected in structural and functional aspects of the institution, includes i.a ways of communication, transparency of information, the type of control and sanctions.

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[12] R. Harrison, *Understanding Your Organization,* "Harvard Business Review", 1972, no. 3 [in: ibidem, s. 162].

[13] M. Dobrzyński, *Klimat organizacyjny jako wyznacznik stylu zarządzania*, „Przegląd Organizacji", 1977/1 [in: ibidem, p. 162–163].

[14] R. H. Moos, *Evaluating Correctional and Community Settings*, New York–London–Sydne–Toronto 1975 [in: ibidem, p. 163].

[15] Ibidem, p. 183.

[16] M. Woynarowska-Sołdan, *Klimat społeczny szkoły – koncepcje i czynniki warunkujące*, http://www.remedium-psychologia.pl/2007_4_8.html (access: 12.12.2013).

As mentioned at the beginning, the social climate is an important factor in determining the process of raising childcare centers. Although it is not the only one Next to him there are other objective factors affecting disasters and successes in education. Actions and behaviors of pupils and teachers as well as the structure of formal institutions have direct impact on the social climate. However, educational axiology and methodology of educational reactions affect the social climate indirectly.

Shaping the social climate should be one of the main purposes of educational institutions, as is essential for the pedagogical effectiveness. However, before making any modifications to the social climate of the facility, in-depth analysis of the output of the institution should be carried out. It is made in the following steps:

1st STAGE – consists of the characteristics of symptoms indicating the quality of the tested climate, psychosocial mechanisms and internal and external conditions. On the basis of this phase, called the diagnosing observation, are formulated proposals for the directions of the planned modification or proposals of refraining from it.

STAGE II – the targeting diagnosis, which consists of determining the scope of the proposed changes and the factors that determine the functioning of institutions, as well as the procedures by which it is planned to make the necessary improvements to the educational reacting.

PHASE III – the verifying diagnosis, which aim is to test the validity and relevance of the modifications. It allows making the necessary corrections, if the changes have not been successful[17].

As research shows, the complete instrumentalization of the concept of the social climate is possible. So far, several research techniques have been produced for diagnosing the quality of the educational climate in different social environments. R. Moos believes that the social climate of each institution and its environment has three basic dimensions:

1. interpersonal relationships within the institution;
2. the personal development of participants of the institution;
3. organizational system[18].

Each of these dimensions is described with the help of several interference indicators, which is assigned with a dozen empirical indicators.

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[17] L. Pytka, *Pedagogika…*, op. cit., p. 166–167.
[18] I. Kowalewski, *Promocja…*, op. cit., p. 100.

R. Moos developed a technique of examining social climate of nine types of educational environments, which include hospitals and treatment centers, correctional and educational institutions, barracks and military units, student communities and student dormitories, school communities, therapeutic communities, work communities and family communities (families). Measurement tool of social climate of educational institutions, like orphanages and correctional facilities is the scale constructed by R. Moos, called Social Climate Environment Scale. It contains nine criteria that allow you to identify and determine the social climate in the institution. These include:

1. Commitment – assess the involvement of educators and pupils in the implementation of their daily tasks and responsibilities.
2. Keeping – determines the type and intensity of the incentives used by educators in relation to pupils, allows the assessment of the level of pupils' "emotional support".
3. Expression – allows you to specify the scope of pupils freedom in expressing feelings.
4. Autonomy – enables the assessment of the independence of patients in the daily conduct.
5. The practical orientation – is used to evaluate the activities of educational institutions in solving practical problems of juveniles such as vocational training or preparation for independent living in the community.
6. Focusing on personal problems – measures the pupils ability in making self-esteem, and motivation to overcome personal and emotional difficulties.
7. Order and organization – allows to estimate tendencies of educators to keep the external manifestations of law, order and discipline in the institution.
8. Clearness of objectives, targets and regulations – describes the degree of pupils' and teachers' knowledge and understanding of formal requirements of the institution.
9. Educational control – measures the tendency of educators to fulfill the control functions in the educational process[19].

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[19] Ibidem, p. 100–101.

Table 1. Social climate dimensions and indicators in selected communities

TYPE OF ENVIRONMENT	SOCIAL CLIMATE DIMENSIONS		
	INTERPERSONAL RELATIONS	PERSONAL DEVELOPMENT	ORGANIZATION SYSTEM
Educational and corrective institutions	Commitment Keeping Expression	Autonomy Practical orientation Personal orientation	Order and organization Clearness Educational control
School communities	Commitment Affiliation Teachers' help	Focus on achievements Competition	Order and organization Clearness of rules Control
Therapeutical communities	Group cohesion Leader's help Expression	Independence Focus on achievements Self-keeping Anger and agression	Order and organization Control Innowations
Work communities	Commitment Solidarity Staff support	Focus on achievements Competition	Working pressure Clearness of rules Control Innowations Comfort
Family communities (families)	Solidarity Emotional support Conflict	Independence Focus on: intellect, recreation and morality	Organization Control

Positive social climate in the assessment of the institutional community contributes to the personal development of pupils, their self-education and self-realization. However, the incorrect social atmosphere of educational institution can initiate, develop and consolidate attitudes, behavior and lifestyle that are adversely affecting health. "The educating environment has the functions of confronting the reality with the realization of proclaimed standards. Otherwise there is a discrepancy between word and action, between the model and reality"[20]. This in turn, negatively affects the process of education.

Filling school obligations by children and young people requires staying in the school environment for a large part of the day, five days a week. Students, as members of the school community, come into a variety of social relationships – with peers, teachers and other school staff. Being a student undertakes complying the adopted by the school rhythm of the day, internal regulations and informal rules of behaving, not to mention the fact that the school as an institution, as well as individual teachers put the specific requirements at the expected progress in science. However, students are given the opportunity to participate in school life, both in relation to the creation of internal law in school, and to decide about their own learning. All of these elements contribute to the specific and unique social climate, with its features, that can be perceived differently by members of the school community[21].

There are three main ways of understanding and comprehending the concept of the social climate of the school. School climate may indeed serve:

1. the characteristics of the emotional tone of overall educational atmosphere of the school;
2. the characteristics of each particular educational environment's standards and values;
3. description of subjectively received learning environments[22].

However, the school climate is mostly a subjective representation of objective environmental conditions. In this perspective, it is a reflection of properties of the school environment, experienced by the students and, therefore, their psychological situation[23].

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[20] M. Demel, *Pedagogika zdrowia*, Warszawa 1980, p. 53.

[21] M. Kowalski, A. Gaweł, *Zdrowie…*, op. cit., p. 192.

[22] M. Kulesza, *Klimat szkoły a zachowania przemocowe uczniów w świetle wybranych badań empirycznych*, „Seminare" 2007/24, p. 262.

[23] Ibidem, p. 262.

Social climate of the school is formed not by feelings of individuals, but by individuals. In this context, the following types of school climate are recognized:

- psychological climate that expresses the subjective feelings of the individual showing its way of perception of the reality of school;
- aggregated climate, which is the average perception of climate by a group of the same school;
- collective climate, describing common perception of the environment by a group of people interrelated by interaction processes in some organization[24].

Analysis of the dimensions of the social climate of the school, proposed by many authors, indicates a great diversity in their determination (different wording and their meaning, different numbers of dimensions)[25].

In American literature, in which the concept of school climate refers to the perception of the school atmosphere by the students it is divided into four dimensions: educational, social, emotional and physical. The educational dimension relates to the effectiveness of the learning process and is described as the Students 'perception of school expectations in terms of quality of students' work, applied practices of monitoring progress in science and the state of security and order in the school. Another dimension - the social one is operationalized to the students perception of the quality of their relationships with teachers and with other students. The emotional dimension of school climate is measured by the frequency of these behavior of the students, pointing to a sense of belonging to the school and providing identification with it. Whereas the physical dimension is associated with the assessment of the overall condition of the school and the quality of its maintenance[26].

On the other hand, in Polish pedagogical literature school climate is generally considered in the meaning proposed by L. Pytka, discussed at the beginning of this chapter, within which the emphasis on three basic dimensions was named:

- interpersonal relationships within the school;
- attitude of educators to meet the expectations, needs and aspirations of pupils;

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[24] Ibidem, p. 262–263.

[25] M. Woynarowska-Sołdan, *Klimat społeczny szkolny – koncepcje i czynniki warunkujące*, „Remedium" 2007/4 (170), p. 22.

[26] J. Surzykiewicz, *Agresja i przemoc w szkole. Uwarunkowania socjoekologiczne*, Warszawa 2000, p. 28.

- the structure and functionality of the system of school organization[27].

M. Kulesza says that the central dimensions of the school environment, shaping its climate, are: the relationship between teachers and students, the relationship between the students themselves and variously defined and perceived characteristics of the educational process[28].

Relations between teachers and students are considered to be the main dimension of the climate. It is they who largely seem to have the greatest impact on many other aspects of school life. For this reason, the ability to communicate with students is very important . It is the teacher, who is dominant in this process.

Another important dimension of school climate is the relationship between the students themselves: the quantity and quality of relationships / friendships, a sense of being a part of community and understanding each other in the class, cases of rejection and isolation of students by a group and competition.

Properties of educational process are divided not only into specific features of the lesson (the quality of teaching, the pressure of achievements, the level of personal attention and support of students), but also into the general approach to the student at school (reception of his chances of success in school, the labeling process, participation in the school life, alienation), which is influenced by both teachers and students[29].

Given that children and adolescents are staying in schools a large part of their lives, school should be regarded as essential - next to the family, of course - point of reference for analyzing the determinants of their development and health. It should be stressed that the school can, and indeed should, be an important source of environmental health resources for students, and thus participate in multiplying their health potential[30].

As evidenced by studies conducted for over 20 years as part of the International Study of Health Behavior of School Youth in dozens of countries in collaboration with WHO, the perception of the social climate by students is directly related to the assessment of their health carried out by themselves, frequency of experiencing some of subjective somatic and mental ailments, as well as satisfaction with the present life and the implementation of health risk behaviors[31]. Relationship

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[27] L. Pytka, *Pedagogika*…, op. cit., p. 103.

[28] M. Kulesza, *Klimat*…, op. cit., p. 263.

[29] Ibidem, p. 264–267.

[30] M. Kowalski, A. Gaweł, *Zdrowie*…, op. cit., p. 195.

[31] *Postrzeganie środowiska psychospołecznego szkoły przez uczniów w Polsce i innych krajach. Raport z badań*, B. Woynarowska, J. Mazur (ed.), Warszawa 2004, p. 5.

between school social climate and health of students can be seen in at least three aspects, namely:

- satisfying psychological needs of students;
- shaping students' life skills, especially interpersonal, and coping with stress and building self-image;
- forming of some elements of the health awareness of students[32].

Given A. Maslow hierarchy of needs, it should be noted that the normal development and well-being of the child require the school to provide him sense of psychical security in the first place, next to the basic physiological necessities. It is in fact one of the essential conditions for occurring of the so-called higher needs. The school facility should also be enabled to meet the other needs, ie. the need to belong, success, competence, to be appreciated, recognized by others, and aesthetic needs. E. Jundziłł stresses the need for security, emotional contact and success are particularly important for the proper functioning of the child in school. The mentioned author indicates that the source of fears in school, retaking the child a sense of security, can be both teachers often unavailable or unjust, but also other students who can be malicious in relation to their peers. The lack of acceptance of colleagues and teachers is however a major factor preventing the child to meet the needs of emotional contact[33]. The school should also create the conditions to meet students' developmental needs, and especially the need of autonomy, which is revealed in the subsequent years of life with increasing force. The easiest way to do this is, among others, allowing students to create the internal law of the class or school and co-decision making regarding various school projects.

An important factor contributing to the formation of students' self-image is the perception of their own successes and failures in science, which is conditional on, inter alia, the atmosphere in the school in terms of errors permits. As noted by J. Sowa and F. Wojciechowski, most Polish schools relationships, related to science are based on competition, and therefore "learning in such a situation is a kind of climbing the ladder of success." The same authors suggest that this occurrence can be overcome by "the prospect of learning based on cooperative learning, where the sphere of personal and social development of the student, should be the essential aspect of the educational program"[34].

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[32] M. Kowalski, A. Gaweł, *Zdrowie…*, op. cit., p. 196.
[33] E. Jundziłł, *Potrzeby psychiczne dzieci i młodzieży*, Gdańsk 1998, p. 103–124.
[34] J. Sowa, F. Wojciechowski, *Proces rehabilitacji w kontekście edukacyjnym*, Rzeszów 2001, p. 84.

The formation of human health beliefs is held in conjunction with certain personality dispositions, and the sense of personal control over the environment, generalized sense of self-effectiveness and sense of coherence are among them. School social climate generates a variety of educational situations that give students the chance to develop this sphere of personality, thus enhancing their health potential[35].

Positive social climate of the school favors achieving successes by the students, motivating to learn and being satisfied with school. Appropriate school climate also favorably affects the mental health, self-esteem, well-being of students and educators, reduces the risk of a variety of injuries and illnesses and psychosomatic diseases.

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[35] M. Kowalski, A. Gaweł, *Zdrowie…*, op. cit., s. 200.

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