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MANAGEMENT MECHANISMS FOR CREATING A POSITIVE PSYCHOLOGICAL CLIMATE IN GENERAL SECONDARY SCHOOLS

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Abstract: This article examines the theoretical and practical management mechanisms for creating a positive psychological climate in general secondary schools. Effective cooperation among teachers, school administration, students, and parents, as well as mutual trust and psychological safety, are considered important factors influencing educational quality. The study analyzes the main components of psychological climate, management factors affecting its formation, and the role of the school leader. Particular attention is paid to communication, motivational support, conflict prevention, teamwork, and psychological monitoring. Based on the findings, management mechanisms are systematized and practical recommendations are proposed.

Keywords: psychological climate, educational management, school team, management mechanism, psychological safety, teaching staff, leadership, motivation, communication, cooperation, conflict prevention, psychological monitoring.

INTRODUCTION

Today, the psychological climate in general secondary schools is an important factor in improving educational quality, supporting teachers' professional activities, and ensuring students' learning effectiveness. Educational effectiveness depends not only on pedagogical technologies, material resources, and curricula, but also on trust, respect, cooperation, and psychological safety within the school community.

The concept of psychological climate includes interpersonal relationships, the emotional atmosphere of the team, mutual trust, readiness for cooperation, and attitudes toward shared values. A positive climate enables teachers to express opinions freely, demonstrate professional initiative, cooperate with colleagues, and discuss problems openly. An unhealthy climate may lead to distrust, internal tensions, communication barriers, reduced motivation, and lower professional effectiveness.

School leadership has a special role in this process. The leader's communication style, consideration of employees' opinions, recognition of teachers' work, response to conflicts, and support for teamwork directly influence the psychological climate. The aim of this article is to identify and systematize management factors influencing a positive psychological climate and to substantiate effective management mechanisms.

LITERATURE REVIEW

The issue of psychological climate in schools lies at the intersection of pedagogy, educational management, social psychology, and organizational psychology. Psychological climate is commonly associated with interpersonal relationships, emotional conditions, mutual support, trust, safety, and cooperation.

Kurt Lewin's theory of group dynamics provides an important theoretical basis for understanding collective relationships. Albert Bandura's social learning theory explains how behavior and relationships develop through observation, imitation, and social interaction. Peter Senge's

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learning-organization concept connects organizational development with collective learning, shared goals, and systems thinking.

Amy Edmondson's psychological safety concept emphasizes an environment where employees can express opinions, discuss mistakes, and propose new ideas without fear. Leadership style is also important: transformational, distributed, and collaborative approaches encourage teacher participation, collective responsibility, and organizational development.

The literature indicates that interpersonal relationships, psychological safety, leadership, communication, motivation, teamwork, and conflict management are key factors. However, integrating these factors into a unified school-management mechanism requires further research.

RESEARCH METHODOLOGY

The study aimed to identify and systematize management mechanisms for creating a positive psychological climate in general secondary schools. Its methodological basis included approaches from educational management, social psychology, pedagogy, and organizational psychology.

Theoretical analysis of scientific sources was used to examine psychological climate, psychological safety, teaching staff, leadership, motivation, and communication. A systems approach allowed psychological climate to be considered as an integrated system of interconnected management components. Comparative analysis was used to identify common and distinctive features of approaches to psychological climate in educational organizations.

RESULTS AND DISCUSSION

The findings show that creating a positive psychological climate is not limited to psychological services; it is a comprehensive process connected with all areas of school management. Key factors include interpersonal relationships, leadership style, teacher participation in decision-making, professional support, communication, and conflict prevention.

Five main components were identified: psychological safety, mutual trust, effective communication, teamwork, and motivational support. Psychological safety enables teachers to express opinions, discuss problems, propose ideas, and learn from mistakes. Mutual trust supports acceptance of decisions and teamwork. Effective communication reduces misunderstandings and increases transparency. Teamwork strengthens collective responsibility. Motivational support through recognition, professional development, and positive feedback strengthens teachers' engagement.

The proposed management sequence is: diagnosis → identification of problems → analysis of causes → selection of a management strategy → practical intervention → monitoring → improvement.

The management mechanisms include psychological monitoring, open communication, motivational support, participatory management, conflict prevention, and professional development. Their effectiveness depends on coordinated implementation. The proposed model includes objectives, diagnosis, management mechanisms, actors, monitoring, and expected outcomes. The school leader is the main management subject, while teachers, the school psychologist, and other specialists act as partners.

CONCLUSION

Creating a positive psychological climate is an important condition for educational quality, teachers' professional activity, and stable cooperation. Psychological climate should not be considered solely the responsibility of the school psychologist; it should be integrated into school management.

The main components are psychological safety, mutual trust, effective communication, teamwork, and motivational support. Their integration contributes to healthy relationships, initiative, and collective responsibility. Leadership style, communication, participation in decision-making, recognition of work, and responses to conflicts directly influence the climate. Therefore, psychological

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management, communication culture, and conflict-management skills should be developed as elements of leadership competence.

PRACTICAL RECOMMENDATIONS

1. Establish regular assessment of the teaching staff's psychological state through anonymous surveys, interviews, observation, and team discussions.
2. Create an open and trusting communication environment.
3. Improve recognition and reward mechanisms for teachers' work and professional initiatives.
4. Introduce preventive mechanisms for identifying and resolving conflicts early.
5. Organize training for school leaders on psychological management, emotional intelligence, conflictology, communication, and team development.
6. Expand teamwork through joint projects, mentoring, and professional experience sharing.
7. Develop mentoring for newly employed teachers.
8. Integrate psychological safety principles into management.
9. Strengthen cooperation among school leaders, psychologists, and teachers.
10. Develop regular monitoring criteria for trust, communication, teamwork, conflicts, professional satisfaction, and participation in management decisions.

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