

School Climate as Correlate of Students' Academic Performance and Socio-Emotional Development

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Abstract

This study on “**SCHOOL CLIMATE AS CORRELATE OF STUDENTS' ACADEMIC PERFORMANCE AND SOCIO-EMOTIONAL DEVELOPMENT**” investigates the relationship of school climate with students' academic performance and socio-emotional development at Cagsiay III ES, Cagsiay III – Annex ES, Cagbalete II ES and Sto. Niño ES in Mauban South District, Quezon. Employing a descriptive correlational research design, the study examines how key aspects of school climate—engagement, safety, and environment—affect students' academic performance (in literacy and numeracy) and socio-emotional development. Data are collected using a researcher-made questionnaire, along with assessments of students' literacy (Phil-IRI) and numeracy (Mean Percentage Scores). A total of 105 intermediate students are selected through purposive sampling, and Pearson Product Moment Correlation is used to analyze the data. The findings reveal that students perceive a highly positive school climate, with strong perceptions of engagement, safety, and a conducive learning environment. These perceptions are significantly correlated with higher levels of academic performance and enhanced socio-emotional skills. Emotional safety, in particular, emerges as a key factor in fostering socio-emotional development. The results highlight the importance of a supportive, inclusive, and well-maintained school environment in promoting both academic achievement and emotional well-being. This underscores the need for schools to prioritize a holistic climate that nurtures students' academic and emotional growth.

Keywords: School Climate; Student Academic Performance; Socio-emotional Development

1. Introduction

The aim of education is to provide all students with equal opportunities to learn, grow, and prepare for their future. Anchored in Article II, Section 17 of the 1987 Philippine Constitution, which emphasizes education as a national priority, and aligned with the Department of Education's mission, schools are expected to offer a quality, inclusive, and holistic learning experience. As stated by the Department of Education (DepEd), students must learn in a child-friendly, gender-sensitive, safe, and motivating environment, supported by teachers, administrators, families, and communities. With this foundation, educational institutions become not only academic center but also developmental spaces that shape students into globally competent and responsible citizens (DepEd, 2020).

A critical component in realizing these educational goals is the school climate. As noted by Pashiardi (2000) and cited in Ali et al., (2014), a positive school climate is built on a sense of community among students, teachers, and stakeholders, enabling education to thrive. The National School Climate Council (2007) defines it as the quality and character of school life based on the perceptions and interactions among school members. A positive school climate fosters students' sense of belonging, emotional safety, and engagement, all of which contribute to improved academic outcomes. As Maxwell et al. (2017), cited by Dolegowski (2022), pointed out, a supportive climate plays a crucial role in student learning and achievement.

School climate significantly contributes to student development. Daily et al. (2019), as cited by Khan et al. (2022), stress that recognizing the elements of school climate can enhance the implementation of developmentally appropriate instructional strategies and interventions. A school climate that promotes safety, respect, honesty, and inclusion encourages student participation, builds self-esteem, and nurtures positive relationships. Furthermore, Gray et al. (2016) emphasize the importance of trust and healthy interactions in fostering effective teaching and learning. When these elements are prioritized, both students and faculty are more likely to thrive and contribute to a productive learning environment.

Given the crucial role of school climate, this study aims to explore its direct and indirect impacts on student academic achievement. Research by Voight and Nation (2016), Ruiz et al. (2018), and Huang et al. (2017) highlights that a positive school atmosphere not only boosts academic performance but also narrows achievement gaps, particularly between urban and rural schools. Agyemang (2020) suggests that academic success is best achieved when school climate and student performance are in harmony. As Geleta (2017) notes, effective school development plans must consider the cultural and emotional environment of schools. Thus, this study seeks to provide insights for educational leaders on how to utilize school climate data to support strategic improvements and equitable student success.

1.1 Background of the Study

As stakeholders demand high-quality education, school leaders continuously find ways that can lead to school improvement and higher student performance. In the global movement toward high quality education, teachers are constantly seeking best practices to ensure an academic excellence environment in the classrooms. Students' perception of the school climate may be just as important to their academic success. According to Daily, et al. (2020), the relationships between school subgroups, the school and the community, and the policies and regulations governing school operations are just a few of the numerous components that make up the school climate.

The strength of social ties within a school has been linked to improved attendance and students' mental and emotional well-being. Bond, et al. (2007) as cited by Nishimura, et. al (2020) reported that having both good school and social connectivity was related with better mental health and academic outcomes later in life, but students who had both good school and social connectedness were at a higher risk of anxiety/depressive symptoms.

Several strategies had been developed and put into practice. Nonetheless, the demands and characteristics of the learners will always determine the most suitable intervention to be utilized. In this manner, it is of interest of the researcher to come up with a study investigating what variables of school climate greatly influence the pupil's academic achievement where in, Mitchell, et al. (2010) as cited by Dolegowski (2022) reported that school climate is a main component in student learning and is associated with improved academic achievement.

Based on the field of experience, it was observed that in terms of academic performance in literacy and numeracy, students in the rural areas have lower results than those in the urban and one of these school is the Cagsiy III Elementary School. It was found in the Phil-IRI result (first quarter for SY. 2024-2025) that some of the students fall under instructional, frustration levels and some are non-readers while in numeracy, low results of MPS were found. It is important for educators to understand the perception of school climate that leads to greater academic performance.

Since Cagsiy III is one of the farthest schools, the study included the three farthest school as the

research locale to determine whether the school climate and student's development in academic has significant relationship.

Physical remoteness and limited access to resources in rural schools may contribute to a school climate that is less conducive to academic growth. The isolation of schools like Cagsiay III could result in reduced exposure to professional development for teachers, limited learning materials, and fewer support services for students, all of which can negatively affect student motivation, confidence, and learning outcomes. Understanding how students and staff perceive their school climate in such settings may reveal key factors that hinder or support academic success.

Through this investigation, the study aims to provide valuable insights into how school climate perceptions influence student academic development in marginalized or geographically disadvantaged settings. The results can inform school leaders, policymakers, and educators in developing targeted interventions and school improvement plans that foster a more supportive and equitable learning environment, ultimately bridging the performance gap between rural and urban schools.

1.2 Statement of the Problem

This research aimed to investigate the correlation of school climate on the students' development of the pupils of Cagsiay III, Cagsiay III-Annex, Cagbalete II and Sto. Niño Elementary Schools.

The following research questions were addressed in this study.

1. What is the level of students' perception on school climate in terms of:
 - 1.1 Engagement;
 - 1.2 Safety; and
 - 1.3 Environment?
2. What is the level of the students' development in terms of:
 - 2.1 Academic Performance;
 - 2.1.1 Literacy (Reading);
 - 2.1.2 Numeracy; and
 - 2.2 Socio-emotional development?
3. Is there a significant relationship between the perceived level of school climate and that of,
 - 3.1 students' academic performance; and
 - 3.2 students' socio-emotional development?

1.3 Scope and Limitations of the Study

This study aimed to investigate the effects of school climate on the students' academic performance and socio-emotional development. The respondents of this study involved 105 intermediate students from four elementary schools of Mauban South District, Division of Quezon of S.Y 2024-2025. The researcher-made online survey questionnaire served as the primary instrument in collecting the data needed in the study.

2. LITERATURE REVIEW

School Climate

Dolegowsky (2022) cited in his study that, in 1908, the concept of school climate came into being when Perry, the first teacher to examine how the educational environment affects student learning and

achievement (Cohen, 2009). Dewey (1916) observed that social climate was influenced by connection to forming and equipping people for their entire lives (McGiboney, 2016). Dewey's stressed the significance of social elements and fostering students' capabilities to education.

School climate, as per the NSCC (2014), is about the quality and character that define the school life. It also asserted that the expectations, norms, and beliefs that support students' sense of social, emotional, and physical safety as well as healthy relationships and attitudes establishing a conducive learning environment in the classroom. The majority of academics agree that the entire school climate, including the rules, procedures, and physical environment; staff interactions with peers and students; opportunities for student involvement and headship; and the beliefs and views that students bring to the school from their home lives and the community, constitutes the school's climate. Jacob's definition, as referenced in Khan (2022), emphasizes that school climate encompasses the tangible sense of safety, warmth, and connection students feel in their school.

Student accomplishments are impacted by a number of factors related to the school climate, which can be either beneficial or bad. Students' academic performance is improved by the favourable school climate, which also benefits them in other ways, including morally, monetarily, and educationally. While positive ethical, material, and educational behaviour tends to be the opposite of a negative school climate, which in turn reflects poorly on students' academic performance, peer and staff interaction, and most importantly, students' academic achievement would be weak in the presence of a negative school climate (Okendo et al., 2014).

Student's Academic Performance

In the research made by AspenInstitute, 2024 stated that, when schools completely integrate social, emotional, and academic development into K-12 education, academic performance increases, students become more involved in school, and as a result, they are more likely to graduate to higher education level. Studies indicate that pupils with positive social-emotional development are more likely to excel professionally and enjoy higher well-being throughout their lives. Much like academic skills, research shows that social and emotional competences may be nurtured and strengthened throughout a student's school experience.

Research suggests that teachers are one of the most significant school-based factors influencing students' academic achievement and long-term outcomes, underscoring their critical role in education (Burroughs et al., 2019).

Two recent reviews of research, incorporating more than 400 studies, have found that a positive school climate improves academic achievement overall and reduces the negative effects of poverty on achievement, boosting grades, test scores, and student engagement. Teacher-student relationships that are warm, accepting, and supportive are essential elements of school climate that contribute to increased student achievement. Key features also include high expectations, organized classroom instruction, effective leadership, and teachers who promote mastery learning.

Although the study focused on school-level relationships, a multilevel analysis approach controlled for individual-level variations in ratings, ensuring more accurate school-level assessments (Konold, 2018).

Research by Kang and Keinonen (2018) highlights the importance of students' time management, self-motivation, engagement, behaviour, and attitudes in achieving academic success.

Voight and Hanson (2017) used information from over 1,000 middle schools in California to examine the connection between academic success and school atmosphere. The data indicated that better school climates are associated with higher average academic achievement.

Socio-Emotional Development

Brackett, et al. (2016) describe a cohesive vision for Social-Emotional Learning (SEL) that fosters children's full potential (socially, emotionally, and academically).

According to Weissberg et al., (2015), a vast number of correlational and longitudinal research show that developing socio-emotional competences helps kids' psychosocial adjustment as well as their attitudes, academic and behavioural outcomes.

Nix et al., (2013) assert that the development of children's social and emotional competence has a direct impact on their involvement in learning, facilitating their current and future academic achievement.

According to Collie et al., (2018), children's social and emotional competency is crucial for their overall health, both at school and outside. They found that higher social and emotional competence correlates with improved academic outcomes, school preparedness, educational engagement, completion rates, and well-being.

3. RESULT AND DISCUSSION

Table 1. Level of Student's Perception on School Climate in terms of Engagement

Engagement	Mean	SD	Verbal Interpretation
Cultural Engagement	3.56	0.59	Highly Engaged
Stakeholder's Relationship Engagement	3.56	0.59	Highly Engaged
Overall	3.56	0.59	Highly Engaged

Legend: 3.25 – 4.00 Highly Engaged, 2.50 – 3.24 Moderately Engaged, 1.75 – 2.49 Slightly Engaged, 1.0 – 1.74 Not Engaged

Table 1 presents a summary of students' perceptions of school climate in terms of overall engagement, encompassing both cultural and stakeholder relationship dimensions. The overall mean score of 3.56 with a standard deviation of 0.59 falls within the "Highly Engaged" category, indicating that students generally feel deeply involved, valued, and supported within their school environment. Notably, the mean scores for both Cultural Engagement and Stakeholder Relationships are also 3.56, demonstrating a consistent perception of strong engagement across key areas of the school climate. This consistency highlights the school's success in fostering a positive and inclusive culture, where students not only feel respected and connected to their peers and teachers, but also see their cultural identities reflected and affirmed in the learning process.

The "Highly Engaged" rating suggests that students experience a school environment that promotes active participation, mutual respect, and meaningful relationships—all of which are critical to academic motivation and socio-emotional well-being. These findings align with the assertion of the National Center on Safe Supportive Learning Environments (NCSSLE, 2020), which emphasizes that the involvement of school staff, students, and families is essential in building and sustaining a safe, inclusive, and supportive educational atmosphere. This finding is particularly meaningful given the developmental stage of students in upper elementary grades, who are beginning to form stronger self-identities, seek peer acceptance, and respond more sensitively to how they are treated by adults.

Table 2. Level of Student's Perception on School Climate in terms of Safety

Indicators	Mean	SD	Verbal Interpretation
Emotional Safety	3.52	0.62	Very High
Physical Safety	3.61	0.55	Very High
Emergency and Readiness Safety	3.55	0.63	Very High
Overall	3.56	0.60	Very High

Legend: 3.25 – 4.00 Very High, 2.50 – 3.24 High, 1.75 – 2.49 Moderate, 1.0 – 1.74 Low

Table 2 summarizes the level of students' perceptions of School Climate in terms of Safety, divided into three categories: Emotional Safety, Physical Safety, and Emergency and Readiness Safety. Students have a high sense of emotional safety in school, with a mean score of 3.52 and a standard deviation of 0.62, indicating a positive perception of emotional well-being and safety in the school environment. Physical safety,

which likely refers to the protection from harm or injury, has the highest mean score of 3.61 with a standard deviation of 0.55, reflecting a strong sense of physical security among students. The category of Emergency and Readiness Safety, with a mean score of 3.55 and a standard deviation of 0.63, suggests that students feel well-prepared and confident in their school's emergency preparedness and response procedures.

The overall mean score of 3.56 with a standard deviation of 0.60 indicates that, on average, students strongly agree that their school provides a safe environment across all three dimensions: emotional, physical, and emergency readiness. The relatively low standard deviations suggest that there is little variation in students' perceptions, pointing to a consistent belief that the school prioritizes their safety in multiple areas.

Table 3. Level of Student's Perception on School Climate in terms of Environment

Indicators	Mean	SD	Verbal Interpretation
Physical Environment	3.56	0.50	Very Favorable
Instructional Environment	3.62	0.58	Very Favorable
Overall	3.56	0.60	Very Favorable

Legend: 3.25 – 4.00 Very Favorable, 2.50 – 3.24 Favorable, 1.75 – 2.49 Moderate, 1.0 – 1.74 Unfavorable

Table 3 summarizes the students' perceptions of their school's climate, specifically focusing on the environment. The data is organized into two main categories: Physical Environment and Instructional Environment, each with corresponding mean scores, standard deviations (SD), and verbal interpretations. A mean score of 3.56 for Physical Environment with an SD of 0.50 indicates that students generally feel positively about the physical aspects of their school, such as cleanliness, safety, and facilities.

For Instructional Environment, a mean of 3.62 indicates that students express strong agreement with the quality of teaching and learning experiences. The combined mean of 3.56 across both categories reinforces the overall positive perception of the school environment. The data indicates that students have a very favourable view of their school's environment, both physically and instructional.

Table 4. Level of the Students' Performance in Reading

Reading	Mean	Std. Deviation	Interpretation
Filipino	91.07	5.06	Independent
English	87.74	5.60	Independent
Overall	89.40	5.33	Independent

Legend: 80-100 Independent; 49-79 Instructional; 58 – below Frustration

The table details students' reading development in Filipino and English. It was shown that in Filipino, the mean score of 91.07 and a standard deviation of 5.06 suggest that students are highly capable of reading and comprehending texts on their own with little difficulty. Similarly, in English, the mean score of 87.74 and a standard deviation of 5.60 also place students at an independent level, demonstrating solid proficiency, though slightly lower than in Filipino. The overall mean score of 89.40, with a standard deviation of 5.33, confirms that, on average, students possess a strong ability to read and understand texts in both languages.

These findings underscore several key implications. First, the overall independent reading level is encouraging and reflects effective foundational literacy instruction. However, the presence of students in the frustration level, especially in English, suggests the need for targeted interventions, such as remedial reading programs, differentiated instruction, and additional language exposure to help struggling readers catch up. It also points to the need for ongoing monitoring of reading development and possibly a review of the English reading curriculum and instructional strategies. By addressing these gaps early, educators can ensure that all students develop the necessary reading skills to succeed academically in all subject areas.

Table 5. Level of the Students' Development in Numeracy

Numeracy	Mean	Std. Deviation	Interpretation
Overall-mean	86.62	4.22	Above Average Numerate

Legend: 76-100 Above Average; 51-75 Average; 26-50 Emergent; 0-25 Non-Numerate

The findings from the numeracy post-test align well with the outcomes of the reading assessments, where the majority of students also performed at an independent level in both Filipino and English. Together, these results indicate a generally strong academic foundation among learners in both literacy and numeracy. However, while the numeracy results show uniformity in high performance, it remains important to sustain these gains through continuous enrichment activities, integration of real-life applications of math, and differentiated instruction to challenge high-performing learners further. Additionally, routine monitoring and formative assessments should be maintained to ensure that all students continue to develop and retain essential numeracy skills across grade levels.

Table 6. Level of the Students' Socio-emotional Development

Students' Development in terms of Socio-emotional Development	Mean	SD	Verbal Interpretation
1. I stay focused when I am working independently.	3.49	0.68	Always
2. I remain calm, even when someone was bothering me or saying bad things.	3.39	0.69	Always
3. I allow others to speak without interrupting.	3.41	0.76	Always
4. I am polite to adults.	3.68	0.61	Always
5. I respect other students.	3.70	0.54	Always
6. I listen to other people's points of view.	3.53	0.72	Always
7. I compliment others' accomplishments.	3.61	0.61	Always
8. I get along with students who are different from me.	3.54	0.73	Always
9. I cared about other people's feelings.	3.49	0.72	Always
10. I offered help to classmates who needed it.	3.43	0.81	Always
11. I know how to be a good partner and friend.	3.61	0.61	Always
12. If I have a problem, I can solve or find someone who can help me solve it.	3.43	0.62	Always
13. I can work well with anyone in my class.	3.62	0.58	Always
14. I can keep my temper.	3.47	0.69	Always
15. I care about other people's feelings.	3.50	0.59	Always
16. I can respect other's point of view.	3.54	0.60	Always
17. I stand up for myself without putting others down.	3.55	0.62	Always
18. I can disagree with others without starting an argument.	3.51	0.64	Always
19. I can easily stay in control when I am feeling pressured.	3.44	0.60	Always
20. I can get myself to relax when I get upset.	3.55	0.60	Always
Overall	3.52	0.65	Always

Legend: 3.25 – 4:00 Always, 2.50 – 3.24 Sometimes, 1.75 – 2.49 Seldom, 1.0 – 1.74 Never

The results from Table 6 shows a strong level of socio-emotional development among the students, with a mean score of 3.52 and a relatively low standard deviation of 0.65. This suggests that the students consistently demonstrate positive socio-emotional behaviours, with most of their responses falling under the "Always" category. Students appear to excel in areas such as self-regulation, as evidenced by their ability to

stay focused, manage their emotions, and control their temper in challenging situations. For instance, responses like "I stay focused when I am working independently" (mean = 3.49) and "I can keep my temper" (mean = 3.47) reflect their ability to handle academic and emotional pressures effectively. This aligns with the work of Brackett et al. (2016) and Weissberg et al. (2015), who highlight the importance of emotional regulation in enhancing both academic and behavioural outcomes.

Table 7. Test of Relationship Correlation between School Climate and Students' Development

SCHOOL CLIMATE		STUDENTS' DEVELOPMENT			
		Academic			Socio-emotional Development
		Filipino	English	Numeracy	
		r-value	r-value	r-value	r-value
ENGAGEMENT	CULTURAL	.442**	.497**	.547**	.502**
	STAKEHOLDER'S RELATIONSHIP	.423**	.439**	.481**	.578**
	EMOTIONAL SAFETY	.501**	.521**	.588**	.707**
SAFETY	PHYSICAL SAFETY	.501**	.475**	.502**	.619**
	EMERGENCY AND READINESS	.396**	.947**	.460**	.634**
	PHYSICAL ENVIRONMENT	.481**	.486**	.532**	.561**
ENVIRONMENT	INSTRUCTIONAL ENVIRONMENT	.421**	.429**	.489**	.555**

** . Correlation is significant at the 0.01 level (2-tailed).

The table reveals significant positive correlations between various aspects of school climate and student development, highlighting the strong relationship between a supportive school environment and both academic and socio-emotional growth. The statistical significance of all correlations at the 0.01 level suggests that these relationships are reliable and not due to chance.

One key finding is the positive impact of cultural factors on academic performance and socio-emotional development. The r-values for Filipino (0.442), English (0.497), and Numeracy (0.547) demonstrate that cultural engagement enhances academic outcomes, while an r-value of 0.502 indicates its positive effect on socio-emotional growth. This aligns with research by Dolegowsky (2022) and Villegas and Lucas (2007), which showed that schools focusing on diversity and inclusion foster higher levels of student engagement and better academic and social outcomes. Furthermore, the data highlights the importance of stakeholder relationships—specifically, those between students, parents, teachers, and the broader community. The r-values for Filipino (0.423), English (0.439), and Numeracy (0.481) suggest that stronger stakeholder relationships contribute to improved academic performance, with the strongest correlation found in socio-emotional development ($r = 0.578$). This finding echoes Bryk & Schneider's (2002) assertion that trust among students, teachers, and families creates a supportive environment that promotes both academic success and socio-emotional growth. Studies by Cole (2017) and Gerebese (2021) further emphasize that parental involvement positively impacts academic achievement, reinforcing the importance of strong community ties.

In terms of safety, the table underscores the profound influence of emotional safety on student development. The r-values for Filipino (0.501), English (0.521), Numeracy (0.588), and socio-emotional development (0.707) indicate that students who feel emotionally safe at school show improvements in both academic and socio-emotional outcomes, with emotional safety having the most significant and consistent positive impact. These findings align with Brackett et al. (2016) and Weissberg et al. (2015), who highlight the importance of emotional support for overall student success. While physical safety also shows positive

correlations with academic and socio-emotional development, its impact is slightly less pronounced than emotional safety, with r-values for Filipino (0.501), English (0.475), Numeracy (0.502), and socio-emotional development (0.619). Emergency preparedness shows mixed but still significant correlations, with a particularly strong r-value for English (0.947), suggesting its importance in certain areas of development. Overall, emotional safety emerges as a key factor in enhancing both academic performance and socio-emotional well-being, reinforcing the role of social-emotional learning (SEL) programs in improving student outcomes.

The study also emphasizes the importance of the physical and instructional environments in promoting student development. The physical environment, with r-values for Filipino (0.481), English (0.486), Numeracy (0.532), and socio-emotional development (0.561), indicates that a clean, well-maintained, and organized environment supports both academic success and emotional well-being. Similarly, the instructional environment, which includes teaching quality, learning resources, and classroom interactions, demonstrates positive correlations with student development, with r-values for Filipino (0.421), English (0.429), Numeracy (0.489), and socio-emotional development (0.555). This highlights the critical role of high-quality instruction and engaging learning materials in supporting academic achievement and emotional development. These findings align with Wang and Degol (2015), who assert that an effective academic climate—supported by professional development and high-quality teaching—is essential for student success. A well-maintained, supportive school environment directly contributes to both cognitive and emotional growth, ultimately enhancing overall student performance.

The study reinforces the importance of a positive school climate in fostering student success. Schools that prioritize cultural inclusivity, nurture strong stakeholder relationships, ensure emotional safety, and maintain supportive physical and instructional environments provide the foundation for students to thrive academically and socially. These findings are consistent with previous research, supporting the idea that a well-rounded, inclusive, and safe school climate is essential for students' overall development and long-term success.

The findings underscore the critical role of a positive school climate in promoting both academic achievement and socio-emotional development, particularly for students in public schools. For example, in a public elementary school where teachers integrate Filipino culture and local traditions into classroom lessons, students often show greater enthusiasm and improved performance in subjects like Filipino and Social Studies. When parents are regularly involved through school-based activities such as reading sessions or community clean-up drives, students tend to feel more supported and motivated. In one such school, regular parent-teacher meetings and community events led to noticeable improvements in student behavior and class participation. Moreover, when students feel emotionally safe—such as having a homeroom adviser they trust, or access to a guidance counselor—they are more likely to express themselves, seek help, and build positive peer relationships. For instance, a student who once struggled with bullying began participating actively in class after the school implemented a peer support program and classroom check-ins. While safety drills and secured campuses remain important, these examples highlight that emotional safety and inclusive, engaged communities are equally vital. These real-life scenarios emphasize the need for holistic, school-wide strategies that foster cultural inclusion, emotional well-being, and active stakeholder engagement to support the overall development of students in public elementary settings.

4. Conclusions

Based on the findings in the study, the hypothesis there is no significant relationship between the perceived level of school climate and that of the student's academic performance and socio-emotional development is not accepted. These findings highlight the need for a school climate that values diversity, trust, safety, and quality teaching to support both academic success and emotional development.

Recommendations

From the drawn conclusion, the following recommendations are offered:

For Teachers:

Teachers may create a supportive classroom where students feel safe and encouraged. They may use teaching methods that include everyone and celebrate differences, helping all students take part, especially in activities outside class. Teachers may also add lessons on managing emotions, solving conflicts, and understanding others to help students get along better.

For School Heads:

School heads may ensure that policies and programs consistently prioritize inclusivity, emotional safety, and diversity, with targeted initiatives to support the varied emotional and academic needs of all students. Strengthening collaboration among teachers, students, parents, and the wider community through regular communication and feedback sessions is essential. Maintaining clean, well-equipped, and culturally relevant classrooms, along with investing in diverse learning materials, helps create an environment where all students can thrive. Additionally, ongoing professional development for teachers is crucial to enhance their ability to foster a safe, inclusive, and supportive school climate.

For Students:

Students are encouraged to build and maintain positive relationships with peers and teachers by respecting diversity, engaging in inclusive activities, and supporting one another academically and emotionally. Developing skills in emotional self-regulation, empathy, and conflict resolution is essential for their social and academic growth. Additionally, students should take an active role in their learning by participating in reading and numeracy activities, seeking help when necessary, and practicing independence in managing their academic responsibilities.

For Parents:

Parents should stay actively involved in their children's academic and socio-emotional growth by participating in school activities, attending parent-teacher conferences, and encouraging engagement in extracurricular programs. At home, they play a key role in reinforcing emotional safety and fostering healthy relationships by nurturing empathy and emotional regulation. Additionally, parents can support learning by assisting with homework, providing resources for reading and numeracy practice, and creating a supportive and focused study environment that complements classroom learning.

For Future Researchers:

Future researchers should investigate additional factors that may influence student development, such as the integration of technology in the classroom and the dynamics of peer relationships. Longitudinal studies are also encouraged to examine how shifts in school climate impact students' academic performance and socio-emotional growth over time, offering valuable insights into the sustained effects of educational environments on student outcomes.

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