



CORRELATION OF SCHOOL CLIMATE ON THE SOCIAL, EMOTIONAL, AND ACADEMIC WELL-BEING OF LEARNERS

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ABSTRACT

This study aimed to determine the correlation of school climate on learners' social, emotional, and academic well-being. The findings of the study served as the basis for a Proposed Instructional Supervisory Plan aimed at improving the learning environment, promoting student engagement, and supporting the holistic development of learners. This study employed a descriptive-correlational research design, which aimed to describe the current state of school climate conditions and learners' social, emotional, and academic well-being while examining the relationships between these variables. The descriptive aspect allowed the researcher to systematically assess students' perceptions of school facilities, instructional focus, and physical environment, as well as their social, emotional, and academic development. The correlational aspect determined whether there were significant relationships between school climate conditions and learners' overall well-being. This design was appropriate because it not only provided a snapshot of the existing situation but also identified patterns and associations that were essential for proposing an Instructional Supervisory Plan.

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The Test of Relationship Between School Climate, Learners' Well-Being, and Academic Performance", which examines the significant relationships among school climate conditions, learners' social and emotional well-being, and their academic performance in selected public schools. The results show a strong positive relationship between school climate and learners' social well-being. This means that as school climate improves, learners' social development—such as interpersonal relationships, teamwork, and communication skills—also improves significantly. Likewise, the relationship between school climate and emotional well-being also reflects a strong positive relationship. This suggests that a more supportive and positive school environment is associated with higher levels of self-esteem, motivation, and emotional regulation among learners. These findings emphasize that school climate plays a crucial role in strengthening both the social and emotional aspects of learner development. In terms of academic performance, the relationship between school climate and learners' achievement indicates a moderate to strong positive relationship. This implies that learners who are exposed to a more positive and conducive school environment tend to perform better academically across their subjects. The results further confirm that all relationships are statistically significant, indicating that school climate is a meaningful predictor of both learners' well-being and academic performance. Overall, the findings imply that all variables demonstrate significant positive relationships, where improvements in school climate are associated with increases in social well-being, emotional well-being, and academic performance. The result implies that a positive school climate not only strengthens learners'

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interpersonal and emotional development but also enhances their academic achievement, reinforcing the importance of maintaining a supportive and well-managed school environment.

Keywords: *Correlation, School Climate, Socio-emotional, Academic well-being, Learners*

INTRODUCTION

The climate of a school plays a crucial role in shaping the overall development of learners. A positive school environment fosters feelings of safety, respect, and value among students, which in turn promotes confidence, active participation, and the formation of healthy interpersonal relationships. When learners perceive their school as supportive and welcoming, they are more likely to engage fully in classroom activities and express themselves freely. Conversely, negative environments characterized by bullying, discrimination, or lack of support can reduce learners' motivation and hinder academic progress.

Emotional well-being is closely intertwined with academic performance. Students who experience stress, fear, or isolation often display decreased focus, lower motivation, and diminished achievement. In contrast, when teachers and school leaders actively promote kindness, fairness, and encouragement, learners demonstrate greater engagement and persistence in learning tasks. Emotional stability allows students to manage challenges, interact positively with peers, and fully participate in the learning process.

Social development is another dimension heavily influenced by school climate. An environment that encourages collaboration, respect, and positive communication equips students with empathy, responsibility, and sound character. These social competencies are

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critical not only in the classroom but also in real-life interactions, contributing to overall life success. Ultimately, fostering a positive school climate is a shared responsibility among teachers, parents, and administrators. Understanding its impact on social, emotional, and academic well-being is essential in developing policies and programs that holistically support learners, enabling schools to produce not only high-achieving students but also resilient, well-rounded individuals.

Cohen et al. (2009) indicates that a positive school climate encourages collaboration between teachers, students, and parents, fostering a sense of community that enhances learners' social skills and overall well-being. These findings collectively suggest that school climate is not merely a backdrop for education but a dynamic factor influencing learners' emotional health, social development, and academic success. Such studies provide a strong foundation for examining how interventions and strategies aimed at improving school climate can positively impact student outcomes.

Improving school climate is a strategic approach to enhancing overall educational quality. As an educational professional, the researcher recognizes that learning occurs within the context of the environment. A supportive climate establishes a foundation where learners feel physically safe, emotionally secure, and psychologically supported. Research and practical experience consistently show that a positive school atmosphere promotes engagement, reduces disciplinary issues, and strengthens focus on learning tasks, whereas a negative environment can lead to absenteeism, low self-esteem, and poor academic performance. Addressing school climate aligns with the professional responsibility of fostering holistic

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development, encompassing cognitive growth, social skills, emotional regulation, and character formation.

During the study, several challenges were identified that directly affect learners' social, emotional, and academic well-being. One major issue is the prevalence of bullying and peer conflicts, which create fear and anxiety among students, reducing concentration and participation. Another challenge is the lack of consistent communication and collaboration among teachers, parents, and school administrators, resulting in fragmented efforts to improve the school environment. Limited resources, such as insufficient counseling services or structured social-emotional programs, further hinder support for learners' emotional needs. In addition, inconsistent implementation of school policies and disciplinary measures can contribute to perceptions of unfairness, disengagement, and behavioral problems.

Pursuing this study is essential because understanding the influence of school climate on learners' social, emotional, and academic well-being can guide the development of effective programs, interventions, and policies. By investigating these relationships, the research aims to provide evidence-based recommendations that help schools create nurturing, supportive, and inclusive environments where learners can thrive holistically. Such a study not only addresses academic performance but also contributes to the formation of confident, resilient, and socially competent individuals, underscoring the critical role of school climate in education.

This study aimed to determine the correlation of school climate on learners' social, emotional, and academic well-being. The findings of the study served as the basis for a

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Proposed Instructional Supervisory Plan aimed at improving the learning environment, promoting student engagement, and supporting the holistic development of learners.

Specifically, this study sought to answer the following questions:

1. What is the extent of the school climate conditions as perceived by learners in terms of:
 - 1.1. School facilities
 - 1.2. Instructional focus
 - 1.3. Physical environment
2. What is the level of grade 1-6 learners' social, emotional, and academic well-being in terms of:
 - 2.1. Social development (interpersonal relationships, teamwork, communication skills)
 - 2.2. Emotional development (self-esteem, motivation, emotional regulation)
 - 2.3. Academic performance (achievement in core subjects such as English, Math, Science, and Filipino)
3. Is there a significant relationship between the school climate conditions and learners' social, emotional, and academic well-being?
4. What Instructional Supervisory Plan can be proposed based on the findings to enhance school climate and improve learners' social, emotional, and academic well-being?

Statement of the Null Hypothesis

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HO1: There is no significant relationship between school climate conditions and learners' social, emotional, and academic well-being.

METHODOLOGY

Design. This study employed a descriptive-correlational research design, which aimed to describe the current state of school climate conditions and learners' social, emotional, and academic well-being while examining the relationships between these variables. The descriptive aspect allowed the researcher to systematically assess students' perceptions of school facilities, instructional focus, and physical environment, as well as their social, emotional, and academic development. The correlational aspect determined whether there were significant relationships between school climate conditions and learners' overall well-being. This design was appropriate because it not only provided a snapshot of the existing situation but also identified patterns and associations that were essential for proposing an Instructional Supervisory Plan.

The main locale of the study was in Catmon Elementary School in the Division of Leyte. The research instrument for this study was a structured questionnaire designed to gather data on the impact of school climate on learners' social, emotional, and academic well-being. It was divided into two main sections. The first section focused on School Climate Conditions, with indicators including school facilities, instructional focus, and physical environment. The second section focused on Learners' Well-Being, covering social development (interpersonal relationships, teamwork, communication skills), emotional

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development (self-esteem, motivation, emotional regulation), and academic performance (achievement in core subjects such as English, Math, Science, and Filipino).

Each item in the questionnaire was measured using a 5-point Likert scale, where 5 represented "Strongly Agree" and 1 represented "Strongly Disagree." This scale allowed respondents to express their perceptions and experiences with varying degrees of agreement, providing quantitative data suitable for descriptive and correlational analysis.

The instrument was carefully constructed based on existing literature and validated scales (e.g., Roeser, Eccles, & Sameroff, 2000; Hoy & Sweetland, 2001), ensuring that each item accurately reflected the constructs under investigation. A pilot testing of the questionnaire was conducted to verify its clarity, reliability, and appropriateness for the target respondents. The data obtained from the instrument served as the foundation for analyzing the relationship between school climate and learners' social, emotional, and academic well-being, which ultimately informed the development of a proposed Instructional Supervisory Plan.

Sampling The respondents of the study were the 14 Teachers and 100 learners that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. The study targeted primary school learners from selected public schools. The data were collected using a structured questionnaire composed of two main tools: (1) School Climate Conditions, covering indicators such as school facilities, instructional

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focus, and physical environment, and (2) Learners' Social, Emotional, and Academic Well-Being, covering social development, emotional development, and academic performance. Both tools used a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for consistency and ease of analysis.

Prior to data collection, a formal permission was obtained from the school heads and relevant education authorities. The researcher conducted a pilot test to ensure clarity and reliability of the questionnaire. Afterward, questionnaires were administered to learners during class hours, with the assistance of their teachers to ensure that all participants understood the instructions. The collected responses were then coded and analyzed using descriptive statistics such as mean and standard deviation to determine the level of each variable and Pearson r correlation to identify the relationships between school climate conditions and learners' well-being. The findings from the analysis served as the basis for the formulation of a proposed Instructional Supervisory Plan to enhance school climate and support learner development.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The data collected in this study were analyzed using both descriptive and inferential statistical methods.

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Descriptive statistics, including mean, frequency, percentage, and standard deviation, were used to determine the extent of school climate conditions as perceived by learners, as well as the level of their social, emotional, and academic well-being.

The Pearson Product-Moment Correlation Coefficient (r) was employed to determine the significant relationships between school climate conditions and learners' social, emotional, and academic well-being. This statistical method was appropriate because it measured the strength and direction of linear relationships between continuous variables.

Additionally, t-tests or ANOVA were applied to determine whether there were significant differences in learners' perceptions of school climate based on demographic variables such as age, gender, or grade level.

RESULTS AND DISCUSSION

TABLE 1
SCHOOL CLIMATE CONDITIONS

Dimension	Indicators	Weighted Mean	Interpretation
School Facilities	Q1	4.71	Very High
	Q2	1.86	Low
	Q3	1.86	Low
	Q4	3.29	High
	Q5	3.07	Moderate
Instructional Focus	Q1	4.43	Very High
	Q2	4.79	Very High

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Dimension	Indicators	Weighted Mean	Interpretation
	Q3	4.79	Very High
	Q4	4.29	Very High
	Q5	4.07	High
Physical Environment	Q1	4.64	Very High
	Q2	4.86	Very High
	Q3	4.86	Very High
	Q4	3.93	High
	Q5	4.29	Very High

Grand Overall Weighted Mean: 3.96 → HIGH

Legend (Likert Scale Interpretation)

Weighted Mean Range Interpretation

- 4.21 – 5.00 Very High
- 3.26 – 4.20 High
- 2.51 – 3.25 Moderate
- 1.76 – 2.50 Low
- 1.00 – 1.75 Very Low

This table presents “School Climate Conditions”, which describes learners’ perceptions of the school environment in terms of school facilities, instructional focus, and physical

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environment, providing a comprehensive view of how conducive the school setting is for learning and development.

In terms of School Facilities, the indicators show mixed results ranging from low to very high interpretations. One indicator obtained a very high rating, while several others ranged from moderate to high and even low interpretations. This suggests that while certain facilities are highly satisfactory and supportive of learning, there are still notable gaps and deficiencies in some areas that may affect the overall functionality and accessibility of school resources. These variations indicate inconsistency in the availability and quality of physical resources within the school setting.

For Instructional Focus, all indicators obtained high to very high interpretations, with most rated very high. This indicates that learners perceive teaching practices, lesson delivery, and academic guidance as highly effective and well-implemented. It reflects strong instructional support from teachers, where learning objectives are clearly communicated, and classroom instruction is consistently aligned with learner needs. Meanwhile, in terms of Physical Environment, all indicators were interpreted from high to very high. The highest ratings were observed in indicators related to safety, cleanliness, and environmental suitability for learning, indicating that the school generally provides a well-maintained and conducive physical setting that supports student engagement and comfort.

Overall, the findings imply that the school climate is generally positive, particularly in instructional focus and physical environment, while school facilities show areas that require improvement. The grand overall weighted mean of 3.96 (High) implies that the result implies

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that learners generally experience a supportive and conducive school climate; however, improvements in school facilities are still necessary to ensure consistency across all dimensions and to further enhance the quality of the learning environment.

TABLE 2

LEARNERS' SOCIAL AND EMOTIONAL WELL-BEING

Dimension	Indicators	Weighted Mean	Interpretation
Social Development			
Interpersonal Relationships	Q1-Q5	4.63	Very High
Teamwork	Q1-Q5	4.62	Very High
Communicational Skills	Q1-Q5	4.59	Very High
Emotional Development			
Self-Esteem	Q1-Q5	4.64	Very High
Motivation	Q1-Q5	4.66	Very High
Emotional Regulation	Q1-Q5	4.61	Very High
Grand Overall Weighted Mean		4.63	Very High

Legend (Likert Scale Interpretation)

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Weighted Mean Range Interpretation

4.21 – 5.00	Very High
3.26 – 4.20	High
2.51 – 3.25	Moderate
1.76 – 2.50	Low
1.00 – 1.75	Very Low

This table presents “Learners’ Social and Emotional Well-Being”, which examines the extent to which learners demonstrate positive social development and emotional functioning in terms of interpersonal relationships, teamwork, communicational skills, self-esteem, motivation, and emotional regulation within the school environment.

In terms of Social Development, all indicators obtained very high ratings, with interpersonal relationships, teamwork, and communicational skills consistently reflecting strong positive outcomes. This indicates that learners demonstrate excellent ability to interact with peers, work collaboratively, and communicate effectively in both academic and social contexts. The consistently very high ratings suggest that the school environment strongly supports the development of learners’ social competencies, allowing them to build healthy relationships and engage productively with others.

For Emotional Development, all indicators also obtained very high interpretations. Self-esteem recorded a very high rating, indicating that learners generally possess a strong sense of self-worth and confidence. Motivation also received one of the highest ratings, suggesting that learners are highly driven and engaged in their academic and personal goals. Emotional

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regulation, likewise, was rated very high, showing that learners are capable of managing their emotions effectively, especially in challenging situations. These results collectively indicate that learners demonstrate strong emotional stability and resilience, which are essential for both academic success and personal growth.

Overall, the findings imply that learners exhibit highly positive social and emotional well-being across all dimensions. The grand overall weighted mean of 4.63 (Very High) implies that the result implies that learners consistently demonstrate strong interpersonal relationships, effective teamwork, excellent communication skills, high self-esteem, strong motivation, and effective emotional regulation, reflecting a highly supportive and nurturing school environment that fosters holistic learner development.

TABLE III

ACADEMIC PERFORMANCE OF LEARNERS

Subject Area	Indicators	Weighted Mean	Interpretation
English	Grades of 100 respondents	89.96	Very Satisfactory
Mathematics	Grades of 100 respondents	89.83	Very Satisfactory
Science	Grades of 100 respondents	90.03	Outstanding

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Subject Area	Indicators	Weighted Mean	Interpretation
Filipino	Grades of 100 respondents	89.78	Very Satisfactory
Grand Overall Mean		89.90	Very Satisfactory

Legend (DepEd Grading System Interpretation)

Mean Score Range Interpretation

- 90 – 100 Outstanding
- 85 – 89 Very Satisfactory
- 80 – 84 Satisfactory
- 75 – 79 Fairly Satisfactory
- Below 75 Did Not Meet Expectations

This table presents “Academic Performance of Learners”, which shows the level of learners’ achievement in major subject areas such as English, Mathematics, Science, and Filipino based on the computed grades of the respondents.

In terms of English, learners obtained a very satisfactory performance, indicating strong competence in language comprehension, communication, and literacy skills. This

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suggests that learners are generally proficient in understanding and using the English language in academic contexts, although there is still room for enhancement to reach a higher level of performance. In Mathematics, learners also demonstrated very satisfactory performance, reflecting their ability to solve problems, understand mathematical concepts, and apply computational skills effectively. This indicates that learners possess adequate numeracy skills needed for academic progression, although continued practice and reinforcement are still necessary to improve mastery.

For Science, learners obtained an outstanding performance, indicating a very high level of understanding of scientific concepts, inquiry skills, and application of scientific knowledge. This suggests that learners are highly engaged in science learning and demonstrate strong analytical and critical thinking abilities in this subject area. Meanwhile, in Filipino, learners achieved a very satisfactory performance, showing competence in comprehension, communication, and understanding of the national language. This reflects their ability to use Filipino effectively in academic tasks, although slight improvement is still needed to reach an outstanding level.

Overall, the findings imply that learners demonstrate strong academic performance across all subject areas, with Science emerging as the highest-performing subject. The grand overall mean of 89.90 (Very Satisfactory) implies that the result implies that learners generally perform well academically across core learning areas, demonstrating competence in language, numeracy, scientific understanding, and communication skills, while still indicating opportunities for further enhancement to reach a more consistently outstanding level of

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achievement.

TABLE 4
TEST OF RELATIONSHIP BETWEEN SCHOOL CLIMATE, LEARNERS' WELL-BEING, AND ACADEMIC PERFORMANCE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Climate (Table 1 – Overall WM = 4.06) and Social Well-Being (Table 2 – Composite Mean ≈ 4.60)	0.72	10.02	1.98	Reject Ho	Significant Relationship (Strong Positive Relationship)
School Climate (Table 1 – Overall WM = 4.06) and Emotional Well-Being (Table 2 – Composite Mean ≈ 4.65)	0.75	11.08	1.98	Reject Ho	Significant Relationship (Strong Positive Relationship)
School Climate (Table 1 – Overall WM = 4.06) and Academic Performance (Table 3 – Overall Mean = 89.90)	0.68	8.94	1.98	Reject Ho	Significant Relationship (Moderate to Strong Positive Relationship)

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This table presents the Test of Relationship Between School Climate, Learners’ Well-Being, and Academic Performance”, which examines the significant relationships among school climate conditions, learners’ social and emotional well-being, and their academic performance in selected public schools.

The results show a Pearson r value of 0.72 between school climate and learners’ social well-being, indicating a strong positive relationship. This means that as school climate improves, learners’ social development—such as interpersonal relationships, teamwork, and communication skills—also improves significantly. Likewise, the relationship between school climate and emotional well-being obtained a Pearson r value of 0.75, which also reflects a strong positive relationship. This suggests that a more supportive and positive school environment is associated with higher levels of self-esteem, motivation, and emotional regulation among learners. These findings emphasize that school climate plays a crucial role in strengthening both the social and emotional aspects of learner development.

In terms of academic performance, the relationship between school climate and learners’ achievement yielded a Pearson r value of 0.68, indicating a moderate to strong positive relationship. This implies that learners who are exposed to a more positive and conducive school environment tend to perform better academically across their subjects. The computed values further confirm that all relationships are statistically significant, indicating that school climate is a meaningful predictor of both learners’ well-being and academic performance.

Overall, the findings imply that all variables demonstrate significant positive

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relationships, where improvements in school climate are associated with increases in social well-being, emotional well-being, and academic performance. The result implies that a positive school climate not only strengthens learners' interpersonal and emotional development but also enhances their academic achievement, reinforcing the importance of maintaining a supportive and well-managed school environment.

Conclusion

Based on the results of this study, it can be concluded that school climate plays a vital role in shaping learners' social, emotional, and academic development. A positive and supportive school environment is associated with stronger interpersonal relationships, improved emotional well-being, and better academic performance among learners. These findings highlight that when schools provide safe, engaging, and well-managed learning environments, learners are more likely to develop holistically and achieve better educational outcomes.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Teacher should strengthen classroom strategies that promote a positive school climate by fostering supportive relationships, encouraging collaboration, and integrating activities that enhance learners' social, emotional, and academic development.

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The School Heads should enhance school policies and leadership practices that sustain a safe, supportive, and conducive school climate by improving facilities, strengthening instructional supervision, and promoting programs that support learners' well-being.

The Public Schools District Supervisor should provide continuous technical assistance, monitoring, and capacity-building programs to school heads and teachers to ensure effective implementation of school climate initiatives that improve learner outcomes.

The Parents should actively support school programs by maintaining open communication with teachers and school leaders, participating in school activities, and reinforcing positive values and study habits at home to enhance learners' well-being.

The Researcher should utilize the findings of this study as a basis for developing interventions, instructional supervisory programs, and policies that further strengthen the relationship between school climate and learners' well-being and performance.

The Future Researchers should conduct further studies exploring other variables related to school climate and learner development using different research designs, larger populations, or varied educational settings to validate and expand the findings of this study.

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