

School Climate and Learners' Well-Being in Select Public Elementary Schools

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ABSTRACT

School climate and learners' well-being are important factors that influence learners' academic, emotional, and social development. However, limited local studies have examined the relationship between these variables among elementary learners. Public elementary schools continue to face challenges such as bullying, overcrowded classrooms, inadequate facilities, and limited psychosocial support, which may affect learners' overall well-being. This study determined the relationship between school climate and learners' well-being among Grade 6 learners in selected public elementary schools in the Opol East and West Districts during the School Year 2025–2026. The study employed a descriptive-correlational research design. The respondents consisted of 190 Grade 6 learners selected through stratified sampling. Data were gathered using a validated researcher-made questionnaire. School climate was assessed in terms of safety, learner–teacher relationship, and engagement, while learners' well-being was measured across personal, family-related, and school-related domains. Mean and standard deviation were used to determine the levels of the variables, while the Pearson Product-Moment Correlation Coefficient was utilized to test the significant relationship between them at the 0.05 level of significance.

The findings revealed that learners perceived the school climate as very positive in terms of safety, learner–teacher relationship, and engagement. Learners also reported positive levels of well-being across the personal, family-related, and school-related domains. Furthermore, a significant positive relationship was found between school climate and learners' well-being. The study concluded that a positive school climate contributes to better learners' well-being. It is recommended that schools continue strengthening safety, learner support, engagement, and home–school partnerships to further promote learners' overall well-being.

Keywords: school climate, learners' well-being

1. INTRODUCTION

Background of the Study

School climate and learners' well-being are important to academic achievement and social-emotional development. Public elementary schools are expected to provide safe, supportive, and engaging environments that promote positive learner-teacher relationships.

The Philippines recorded the highest bullying rates among PISA-participating countries in 2018 and 2022. The 2022 PISA results showed that one in three Filipino students experienced weekly bullying, with boys

more frequently affected than girls. In public elementary schools in Opol, concerns also include overcrowded classrooms, limited learning spaces, inadequate WASH facilities, bullying, social exclusion, physical conflicts, and limited guidance counselors. These conditions may affect learners' well-being and school experiences.

Literature and Related Studies

Previous studies establish a relationship between school climate, bullying, safety, and learners' well-being. Abrigo, Lingatong, and Relos (2024) found that bullying was associated with lower academic achievement among Filipino students. EDCOM II and De La Salle University (2024) identified overcrowding, limited teacher support, and weak disciplinary systems as factors contributing to bullying. The OECD (2022) likewise reported that supportive teachers and strong peer relationships were associated with fewer bullying incidents. Cuellar et al. (2021) found that stronger school connectedness was related to lower victimization, better attendance, and improved academic performance. UNESCO (2021) emphasized inclusion, mutual respect, learner engagement, anti-bullying policies, and positive teacher-student relationships as protective factors.

Safety

Maerlender and Bray (2025) reported that bullying affects about 30% of children and adolescents globally and can harm well-being, belonging, and mental health. Weir (2025) found that only 58.5% of U.S. teens receive sufficient emotional and social support, emphasizing the importance of adult and peer relationships. Bradshaw et al. (2021) found that strong school safety structures promote stable perceptions of safety and positive academic and social outcomes. Wong et al. (2021) similarly linked supportive school environments with greater safety and well-being. Shean and Mander (2020) emphasized that emotional safety, supported by respect and positive relationships, promotes psychological well-being and engagement. Coyle et al. (2022) found that teacher and peer support can protect victimized learners and improve perceptions of school safety.

Physical

Studies also show that physical confidence, activity, and school environments can influence bullying and safety. Rojo Ramos et al. (2024) and Galán-Arroyo et al. (2024) found that higher motor self-efficacy was associated with lower bullying. Rusillo Magdaleno et al. (2024) reported that structured physical activity can reduce bullying and promote social-emotional well-being. Tay and Zamore (2024) linked safer learning environments and spatial design with reduced bullying. Siu (2025) found that bullying commonly occurs in classrooms and hallways and that repeated victimization may lead to fear and avoidance. Bradshaw et al. (2021) and Ryberg et al. (2020) identified safety, engagement, and supportive environments as key dimensions of school climate. In the Philippines, Reyes et al. (2024) found that moderate perceptions of school cleanliness were related to learners' satisfaction with their school environment.

Emotional

Emotional safety is essential to reducing bullying and supporting learners' well-being. León del Barco et al. (2020) found that emotional intelligence protects learners from bullying and emotional distress, while Zhao et al. (2023) linked bullying with PTSD, anxiety, depression, and sleep problems. Tay and Zamore

(2024) found that safe, orderly, and supportive learning environments reduce victimization. In the Philippines, Save the Children Philippines (2025) reported that bullying and harsh discipline are associated with aggression and mental health concerns. Lcoe (2020) and Wong et al. (2021) further found that safe and supportive schools improve participation, academic performance, confidence, and emotional well-being.

Social

Positive peer relationships, inclusion, fairness, and social support contribute to social safety. Ningsih et al. (2025) and Jankowiak et al. (2020) found that supportive school climates and relationships reduce bullying and violence. Wang et al. (2023) and Stahel et al. (2024) emphasized the roles of peer acceptance and bystander behavior in bullying experiences. Burgess et al. (2023) and Renick and Reich (2020) found that bullying and negative peer experiences can weaken school fairness and belonging, while positive relationships strengthen belonging. Li (2025) reported greater rejection and victimization among learners with SEND, while Hark Söylemez and Söylemez (2025) found that teacher support improves belonging and reduces bullying. Overall, inclusive and supportive peer and school relationships promote social safety.

Learner-Teacher Relationship

Positive teacher-learner relationships help prevent bullying and promote safety. Montero et al. (2021), Gao et al. (2022), and Bokkel et al. (2022) found that teacher support and high-quality relationships are associated with lower victimization and bullying. Dawes et al. (2024) found that positive teacher attitudes toward bullying encourage active intervention. Ivaniushina and Alexandrov (2022) showed that humiliating teacher behavior can increase aggression, while Hong et al. (2022) emphasized teacher empathy and fairness. Thus, supportive, responsive, and fair teachers are important to a positive school climate.

Engagement

Learner engagement is positively related to academic achievement and well-being. Wong et al. (2024), Molinari and Grazia (2023), and Patall et al. (2024) emphasized the roles of school climate and supportive teaching in promoting engagement. Dias et al. (2024) found that supportive relationships with parents and peers also encourage engagement. In the Philippines, Cubero and Villocino (2023) and Villarias and Allaba (2025) found significant relationships between school climate, engagement, motivation, and academic outcomes.

Learners' Involvement

Learner involvement, teacher support, and positive school climates promote engagement and reduce bullying. Ruiz-Narezo and Santibáñez Gruber (2020) and Hultin et al. (2021) found that supportive school environments protect learners from violence and victimization. Yang et al. (2022) and Obenza-Tanudtanud and Obenza (2023) highlighted teacher autonomy support and positive teacher-learner interaction as important to engagement. Dalucapas et al. (2023) further emphasized participation in school activities as part of learners' educational experiences.

Motivation

School climate and teacher support influence learners' motivation. Dincer (2021) found a positive relationship between school climate, teacher-learner relationships, and motivation. Dimitropoulou et al. (2025) and Zhao et al. (2023) linked supportive school climates with positive academic emotions, motivation, and learning adaptability. Çibukçiu (2025) found that constructivist learning environments promote intrinsic and identified motivation. Overall, supportive environments and meaningful learning opportunities strengthen motivation.

Learners' Well-Being

Learners' well-being involves physical, social, emotional, and psychological experiences. Datu and Mateo (2020) and Datu et al. (2022) found that character strengths, gratitude, and kindness support positive well-being. Bückner et al. (2018) and Kaya and Erdem (2021) reported positive relationships between well-being and academic achievement. Buenconsejo and Datu (2024), Miranda et al. (2024), and Cleofas (2024) further linked positive psychological resources, school experiences, and well-being with greater engagement and mental health. Podiya et al. (2025) and Obeidat and Haimed (2024) emphasized that supportive school climates promote emotional health, development, learning, and achievement.

Personal

Personal well-being is influenced by emotional intelligence, self-esteem, and self-regulation. Casino-García et al. (2021) found that emotional intelligence is associated with higher self-esteem and positive self-concept. Carlén et al. (2023) and Anque and Ceballo (2023) similarly linked self-esteem with better mental and psychological well-being. Nuryana et al. (2023) emphasized that self-esteem promotes confidence, independence, and participation, while Esto et al. (2025) found that emotional intelligence supports positive mental well-being. Pedditzi and Scalas (2024) further reported that self-regulated learning improves learners' confidence, academic management, and psychological well-being.

Family-Related

Family support provides emotional security, guidance, and coping resources. Adams et al. (2025) and da-Silva-Domingues et al. (2024) found that supportive family relationships contribute to emotional stability and well-being. In the Philippines, Juguilon (2023) emphasized the role of parental guidance and communication in learners' academic performance and behavior. Sarmiento et al. (2025) found high parental involvement among preschool learners, although it was not significantly related to literacy and numeracy outcomes. Segura et al. (2025), however, found that parental involvement improved literacy performance. Baria and Gomez (2022) and UNICEF and DepEd (2021) likewise emphasized that family encouragement, communication, guidance, and participation support learners' development and academic outcomes.

School-Related

School-related well-being is influenced by autonomy, competence, relatedness, belonging, safety, and supportive environments. Pedditzi and Scalas (2024) found that satisfying these psychological needs promotes engagement and confidence. Allen et al. (2025) emphasized that school belonging strengthens emotional well-being and academic motivation, while Shen et al. (2025) linked supportive school environments with competence and collaboration.

Korpershoek et al. (2020) found that school belonging is positively associated with achievement, motivation, self-concept, self-efficacy, and engagement, and negatively associated with absence and dropout. The OECD PISA 2022 findings also emphasized safety and belonging as important aspects of student well-being and learning.

Objectives

The study aims to examine the relationship between school climate and learners' well-being in selected public elementary schools. Specifically, it seeks to:

- assess school climate in terms of physical, emotional, and social safety;
- assess learner-teacher relationships;
- assess engagement in terms of learner involvement and motivation;
- determine the level of learners' well-being in terms of personal, family-related, and school-related domains; and
- determine the significant relationship between school climate and learners' well-being.

Theoretical Framework

The study is anchored in Bronfenbrenner's Ecological Systems Theory (1979) and the Bioecological Model of Human Development (Bronfenbrenner & Morris, 2006). These explain that learners' development is shaped by interactions within their environments, particularly the school microsystem where they interact with teachers and peers.

School climate serves as the independent variable, covering safety, relationships, and engagement. Safety provides physical and emotional security, positive relationships offer support, and engagement promotes participation and connection. Learners' well-being is the dependent variable, measured through personal, family-related, and school-related domains. Thus, positive school experiences are expected to support development and well-being, while bullying and unsafe conditions may negatively affect them.

Conceptual Framework

The conceptual framework assumes that school climate influences learners' overall well-being. It is guided by Department of Education Order No. 40, s. 2012 (Child Protection Policy), which promotes a safe, inclusive, and supportive learning environment.

Learners' well-being is further guided by Self-Determination Theory of Ryan and Deci (2017), which states that learners thrive when their needs for autonomy, competence, and relatedness are satisfied. Accordingly, a school climate characterized by safety, positive relationships, and engagement is expected to promote learners' personal, family-related, and school-related well-being.

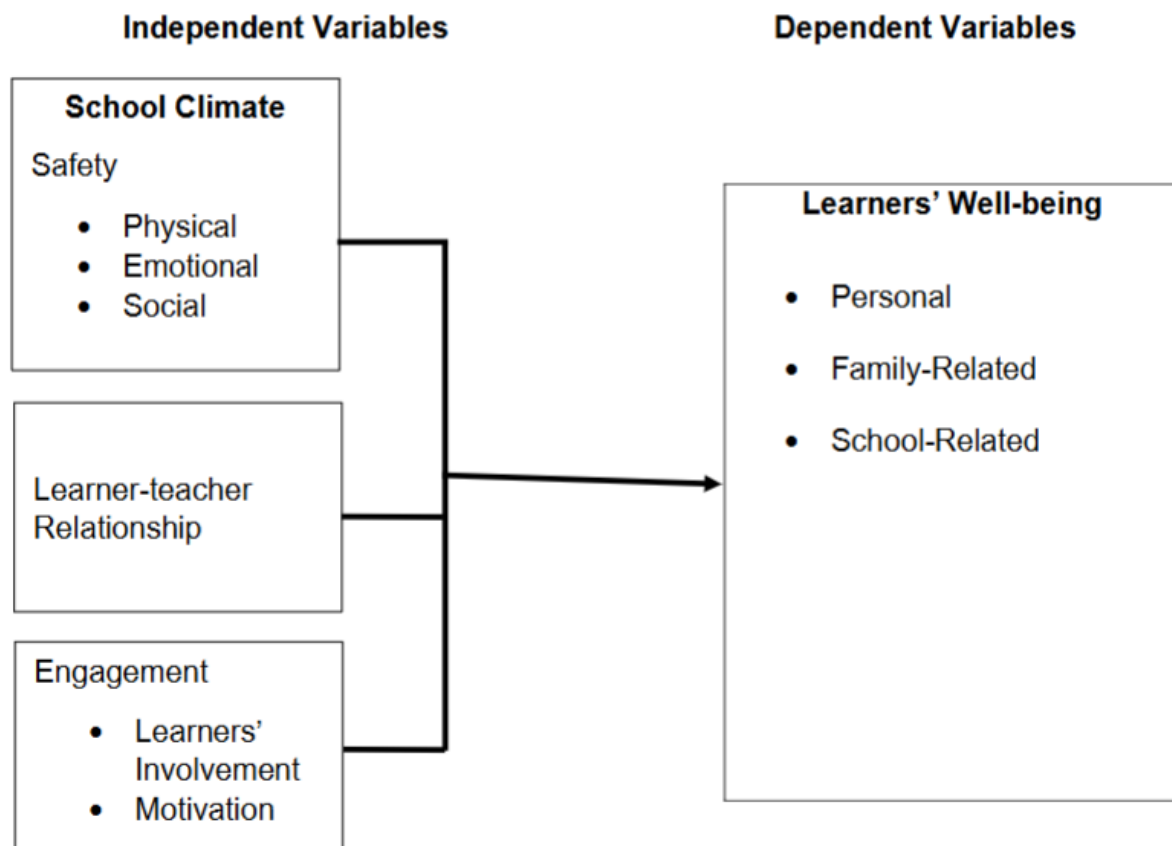


Figure 1. Schematic Presentation Showing the Interplay of the Independent and Dependent Variables of the Study

Statement of the Problem

The study aimed to examine and to determine the relationship of the school climate and learners' well-being in select public elementary schools for school year 2025 - 2026.

Specifically, it seeks to answer the following questions:

1. How do the respondents perceive their school climate in terms of safety as to the physical, emotional and social?
2. How do the respondents perceive their school climate in terms of learner-teacher relationship?
3. How do the respondents perceive their school climate in terms of engagement as to the learners' involvement and motivation?
4. What is the level of learners' well-being as to personal, family-related, and school-related?
5. Is there a significant relationship between the respondents perceived school climate and their well-being?

Hypothesis

Problems 1, 2, 3 and 4 are hypotheses-free. Based on problem 5, the null hypothesis will be tested at 0.05 level of significance.

Ho1: There is no significant relationship between the level of school climate and the level of learners' well-being in select public elementary schools.

2. METHODOLOGY

This section will describe and justify the research design, respondents, sampling procedure, and data gathering procedure. It will also outline the details of the study's instrument, scoring procedure, and statistical treatment employed.

Research Design

This study employed a descriptive-correlational research design, following Gay, Mills, and Airasian (2012) and Creswell (2014), to examine the relationship between school climate and learners' well-being in selected public elementary schools. The descriptive component assessed learners' perceptions of school climate and well-being, while the correlational component determined the strength and direction of their relationship.

School climate was assessed in terms of safety (physical, emotional, and social), learner-teacher relationships, and engagement (involvement and motivation). Learners' well-being was examined through personal, family-related, and school-related domains. The design allowed the study to examine naturally occurring variables without manipulation and identify patterns that may guide school policies and interventions (Gay et al., 2012).

Study Setting

The study was conducted in four selected public elementary schools in the Opol East and Opol West Districts, Division of Misamis Oriental: Patag Elementary School, Opol Central School, Barra Elementary School, and Igpit Elementary School. The schools were selected based on learner population, accessibility, location, and differences in school environment.

Barra and Igpit Elementary Schools serve developing, low-income, and semi-urban communities and may experience resource limitations and overcrowding. Opol Central School, located in the town center, has a larger population and more established facilities and programs, while Patag Elementary School represents a rural setting with distinct community conditions and resource challenges.

The inclusion of urban, semi-urban, and rural schools provided varied contexts for examining how school conditions, relationships, and support systems relate to learners' well-being.

Research Respondents

The study involved a total of 190 Grade 6 learners selected from medium- and large-sized public elementary schools in the Opol East and Opol West Districts of Opol, Misamis Oriental namely: Igpit Elementary School, Barra Elementary School, Opol Central School and Patag Elementary School. The table below shown a distribution of respondents across different schools.

Table A
Distribution of Respondents

School Code	Population	Respondents
A	250	53
B	150	32
C	400	84
D	100	21
Total	900	190

Sampling Technique

The study used stratified sampling to fairly represent Grade 6 learners from four selected public elementary schools. From a total population of 900 learners, 190 respondents were selected using Slovin's formula and proportionally allocated according to each school's population:

Research Instrument

A researcher-made questionnaire was used to assess school climate and learners' well-being. It consisted of two parts:

- Part I – School Climate: 60 items covering physical, emotional, and social safety, learner-teacher relationships, and engagement in terms of involvement and motivation.
- Part II – Learners' Well-Being: 30 items covering personal, family-related, and school-related well-being.

A 4-point Likert scale was used: 4 – At all times, 3 – Most of the time, 2 – Sometimes, and 1 – Never. The instrument was guided by Bronfenbrenner's Ecological Systems Theory, DepEd Order No. 40, s. 2012, and Self-Determination Theory.

Validity and Reliability

The questionnaire was reviewed by experts in educational research, school administration, guidance and counseling, and teaching. Their feedback was used to improve the clarity, relevance, organization, and appropriateness of the items for Grade 6 learners.

A pilot test involving 30 Grade 6 learners from Malanang Integrated School was conducted, and minor revisions were made based on the results.

Reliability was established using Cronbach's alpha. All dimensions demonstrated excellent internal consistency, with coefficients ranging from $\alpha = 0.965$ to $\alpha = 0.967$. These results confirmed that the questionnaire was valid, reliable, and suitable for gathering data on school climate and learners' well-being.

Data Gathering Procedure

The researcher followed ethical procedures and coordinated with the participating schools. A formal request was submitted to the Misamis Oriental Schools Division Office, followed by coordination with

the school heads of the selected schools in the Opol East and Opol West Districts. After approval, the researcher distributed the questionnaires personally to Grade 6 learners during class hours.

The purpose of the study, participants' rights, and confidentiality were explained, and school approval and parental consent were secured. The researcher-made, two-part questionnaire used a 4-point Likert scale to assess school climate in terms of safety, learner-teacher relationships, and engagement, and learners' well-being in terms of personal, family-related, and school-related domains. Completed questionnaires were encoded, tabulated, and statistically analyzed.

Statistical Treatment of Data

Descriptive statistics, particularly the mean and standard deviation, were used to determine learners' perceptions of school climate and their level of well-being.

The Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the strength and direction of the relationship between school climate and learners' well-being. A 0.05 significance level was applied to determine statistical significance.

Ethical Considerations

Ethical approval was obtained before data collection. Parental/guardian consent was secured, and Grade 6 learners were given age-appropriate explanations of the study, their participation, and their right to decline or withdraw without penalty.

Participants' privacy and confidentiality were protected by anonymizing responses, securely storing data, and reporting results only in aggregate form. Throughout the study, the researcher maintained a safe, respectful, and equitable environment and upheld the rights and welfare of the child participants.

3. RESULTS AND DISCUSSION

This section presents the results, discussions, conclusions, and recommendations that make up the significant constituents of a comprehensive research paper. It also allows the interpretation and analysis of the data of the results and puts its implications, insights, and significance within the existing literature of this study.

Results

Problem 1. How do the respondents perceive their school climate in terms of safety as to the physical, emotional and social?

Table 1
Distribution of Respondents' Level of School Climate in terms of
Safety in Physical

Indicators	Mean	SD	Description
As a learner ...			
I can walk around the school campus, such as in hallways, playgrounds, or near the canteen without feeling scared of being bullied.	3.24	0.73	Most of the Time

I notice posters or signs in the school that promote kindness and discourage bullying, such as “Be a Buddy, not a Bully.”	3.26	0.75	At all Times
I know where to go and whom to approach such as the guidance counselor, teachers, or school clinic, when I need help with bullying.	3.25	0.74	Most of the Time
I learn in a classroom that feels safe, where bullying, teasing, name-calling, and physical harm are not tolerated.	3.26	0.73	At all Times
I see teachers or school staff supervising students during recess, lunch breaks, and dismissal to keep everyone safe.	3.25	0.76	Most of the Time
I feel comfortable using school restrooms and walking through hallways without worrying about being bullied or harassed.	3.26	0.75	At all Times
I notice that when school facilities such as doors, fences, or lights are damaged, they are repaired promptly to keep the campus safe.	3.25	0.74	Most of the Time
I study in a clean, well-organized school without messy or neglected areas that could cause unsafe situations.	3.27	0.74	At all Times
I can be in hidden areas such as stairwells, behind buildings, or empty classrooms without being afraid of bullying.	3.26	0.75	At all Times
I trust that my school is physically safe, with secure gates, working emergency exits, and regular safety drills.	3.25	0.75	Most of the Time
Overall	3.26	0.74	At all Times

Legend:	3.26 - 4.00 – At all Times / Very Positive / Negative	1.76 - 2.50 – Sometimes
	2.51- 3.25 – Most of the Time / Positive Negative	1.00 -1.75 – Never / Very

Table 1 shows that learners perceived Physical Safety very positively, with an overall mean of 3.26 (SD = 0.74), interpreted as At All Times/Very Positive. This indicates that learners generally experience their school environment as clean, organized, secure, and supportive. Visible conditions such as cleanliness, maintenance, organized spaces, and consistent safety routines contribute to their sense of comfort and security.

The highest-rated indicator was “I study in a clean, well-organized school without messy or neglected areas that could cause unsafe situations,” with a mean of 3.27 (SD = 0.74). This suggests that learners strongly associate cleanliness and order with safety and effective school management. The lowest-rated

indicator was “I can walk around the school campus... without feeling scared of being bullied,” with a mean of 3.24 (SD = 0.73), indicating that learners feel slightly less secure in open or less supervised areas.

These findings are consistent with Ryberg et al. (2020), Bradshaw et al. (2021), Tay and Zamore (2024), and Reyes et al. (2024), who emphasized the importance of safety, physical school conditions, and supportive environments in learners’ school experiences. Rojo Ramos et al. (2024), Galán-Arroyo et al. (2024), and Rusillo Magdaleno et al. (2024) also linked physical confidence and structured activities with reduced bullying and more positive school experiences. Siu (2025) noted that bullying can occur in common school areas such as classrooms and hallways.

Overall, the findings indicate that clean, organized, and well-maintained facilities strengthen learners’ sense of safety, while less supervised areas may require additional attention. Schools should therefore continue improving maintenance, supervision, and preventive measures to sustain a safe and supportive environment.

Table 2
Distribution of Respondents’ Level of School Climate in terms of Safety in Emotional

Indicators	Mean	SD	Description
As a learner ...			
I feel respected by my classmates, as they speak to me kindly and treat me fairly during group work and activities.	3.28	0.76	At all Times
I feel emotionally supported when I report bullying, as teachers or classmates comfort me and address my concerns seriously.	3.27	0.75	At all Times
I can freely share my thoughts and feelings in class without fear of being judged, teased, or bullied.	3.29	0.78	At all Times
I feel safe talking to teachers or school staff, such as guidance counselors or class advisers, when I have personal problems.	3.26	0.75	At all Times
I feel included and accepted by my peers, as I am invited to participate in games, group work, and other class activities.	3.27	0.76	At all Times
I am confident to ask questions or make mistakes in class because I know I will not be laughed at or teased.	3.30	0.78	At all Times
I can be myself at school without fear of being teased or bullied for my speech, appearance, or personal interests.	3.25	0.74	Most of the Time
I trust my teachers to listen and offer help when I feel sad, anxious, or scared.	3.28	0.76	At all Times
I attend school without constant fear or anxiety, whether during recess, class hours, or dismissal time.	3.27	0.77	At all Times
I believe my school takes bullying seriously, as seen when teachers address the issue with those involved or inform parents when necessary.	3.26	0.76	At all Times
Overall	3.29	0.78	At all Times
Legend:			
3.26-4.00 – At all Times / Very Positive		1.76-2.50 – Sometimes / Negative	
2.51-3.25 – Most of the Time / Positive		1.00-1.75 – Never / Very Negative	

Table 2 presents the respondents' level of school climate in terms of emotional safety, with an overall mean of 3.29 (SD = 0.78), described as At All Times and interpreted as Very Positive. This indicates that learners generally experience respect, care, trust, acceptance, and psychological comfort in school. They feel safe expressing their thoughts and emotions, which supports confidence, participation, and self-expression.

Save the Children Philippines (2025) supports these findings by emphasizing the emotional and psychological effects of bullying and harsh discipline and the need for safe, supportive schools. Similarly, Wong et al. (2021) found that supportive and well-structured school environments are associated with greater self-confidence and lower stress among learners.

The highest-rated indicator, "As a learner, I am confident to ask questions or make mistakes because I know I won't be laughed at or teased," obtained a mean of 3.30 (SD = 0.78), interpreted as Very Positive. This shows that learners feel comfortable asking questions and making mistakes without fear of embarrassment, suggesting that they are more willing to participate when mistakes are viewed as part of learning. Lcoe (2020) found that school safety is associated with greater participation, concentration, and academic outcomes, while León del Barco et al. (2020) reported that emotional intelligence can protect learners from the negative emotional effects of bullying.

The lowest-rated indicator, "As a learner, I can be myself at school without fear of being teased or bullied for my speech, appearance, or personal interests," obtained a mean of 3.25 (SD = 0.74), described as Most of the Time and interpreted as Positive. Although positive, this suggests that some learners may feel less confident expressing their identity due to possible peer judgment, highlighting the influence of peer relationships and social dynamics on emotional safety. Zhao et al. (2023) associated bullying exposure with anxiety, depression, post-traumatic stress, and sleep problems, while Tay and Zamore (2024) emphasized that positive learning environments are linked to lower negative behaviors and victimization.

Overall, learners experience positive emotional safety, particularly in participating and making mistakes without fear of ridicule. However, continued efforts to promote acceptance, inclusivity, and respectful peer interactions are needed to further strengthen their emotional security.

Table 3
Distribution of Respondents' Level of School Climate in terms of
Safety in Social

Indicators	Mean	SD	Description
As a learner ...			
I get along well with my classmates in a respectful and friendly way, such as sharing materials or playing together during breaks.	3.30	0.81	At all Times
I have seen students help each other avoid bullying, such as standing up for someone or reporting the incident to a teacher.	3.26	0.75	At all Times

I am part of a class where teamwork is encouraged, and we work in groups without teasing or excluding anyone.	3.28	0.76	At all Times
I am treated fairly by my classmates regardless of my background, appearance, or abilities.	3.26	0.75	At all Times
I have friends who support me when I am being bullied, such as comforting me or helping me report it.	3.27	0.77	At all Times
I show respect to classmates who have different interests, beliefs, backgrounds, or cultures.	3.29	0.78	At all Times
I speak up when someone is being bullied, such as telling a teacher or asking the person to stop.	3.25	0.77	Most of the Time
I see classmates being kind and inclusive, such as inviting others to join games or group work.	3.28	0.75	At all Times
I am included in group activities and not left out by classmates, whether in classroom tasks or school programs.	3.27	0.76	At all Times
I see my classmates working together to stop bullying, such as reminding others to be kind or reporting incidents as a group.	3.26	0.75	At all Times

	Overall	3.27	0.76	At all Times
Legend:	3.26-4.00 – At all Times / Very Positive			1.76-2.50 – Sometimes /
Negative	2.51-3.25 – Most of the Time / Positive			1.00-1.75 – Never / Very
Negative				

Table 3 presents the respondents' level of school climate in terms of social safety, with an overall mean of 3.27 (SD = 0.76), described as At All Times and interpreted as Very Positive. This indicates that learners consistently experience respectful, friendly, and supportive interactions characterized by cooperation, kindness, inclusivity, and mutual respect. Such interactions strengthen trust, connectedness, acceptance, and belonging. Renick and Reich (2020), Li (2025), and Hark Söylemez and Söylemez (2025) similarly emphasized the importance of positive peer relationships, peer acceptance, teacher support, and belonging in promoting a supportive school climate and reducing bullying.

The highest-rated indicator, “As a learner, I get along well with my classmates in a respectful and friendly way, such as sharing materials or playing together during breaks,” obtained a mean of 3.30 (SD = 0.81), interpreted as Very Positive. This shows that friendliness and cooperation are consistently experienced by learners. Van Leeuwen et al. (2025), Beattie and Ersoy (2025), and Detyna et al. (2025) similarly found that supportive communication, cooperation, inclusion, and collaboration strengthen trust, participation, and engagement.

The lowest-rated indicator, “As a learner, I speak up when someone is being bullied, such as telling a teacher or asking the person to stop,” obtained a mean of 3.25 (SD = 0.77), described as Most of the Time and interpreted as Positive. This suggests that some learners may hesitate to intervene because of fear, uncertainty, or concern about peer reactions. Jankowiak et al. (2020) and Stahel et al. (2024) highlighted the protective role of social support, peer relationships, and bystander responses in bullying situations. Wang et al. (2023) further found that peer acceptance can reduce the emotional effects of victimization.

Overall, learners experience very positive social safety through respectful and cooperative peer relationships. However, further support is needed to strengthen learners’ confidence and willingness to speak up against bullying.

Table 4
Summary Distribution of Respondents’ Level of School Climate in terms of Safety

Variables	Mean	SD	Interpretation
Physical	3.26	0.74	Very Positive
Emotional	3.29	0.78	Very Positive
Social	3.27	0.75	Very Positive
Overall	3.27	0.76	Very Positive
Legend:	3.26-4.00 – At all Times / Very Positive		1.76-2.50 – Sometimes /
Negative	2.51-3.25 – Most of the Time / Positive		1.00-1.75 – Never / Very Negative

Table 4 presents the respondents’ level of school climate in terms of safety, with an overall mean of 3.27 (SD = 0.76), interpreted as Very Positive. This indicates that learners consistently perceive the school as safe and secure, reflecting well-established safety practices and routines that support their confidence and comfort. Bradshaw et al. (2021) and Mavis Wong et al. (2021) similarly found that established safety structures and supportive school environments contribute to stable and positive safety perceptions among learners.

Among the variables, emotional safety obtained the highest mean of 3.27 (SD = 0.76), interpreted as Very Positive. This indicates that learners consistently experience respect, support, and psychological comfort from teachers and peers. Shean and Mander (2020) and Coyle et al. (2022) likewise emphasized that supportive relationships and emotionally safe environments strengthen learners’ perceptions of safety and well-being.

Physical safety recorded the lowest mean of 3.26 (SD = 0.74), although still interpreted as Very Positive. This suggests that learners generally feel physically safe, but perceptions may vary slightly depending on facilities, supervision, or specific school areas. These findings indicate that safety is shaped by both consistent practices and situational factors.

Overall, physical, emotional, and social safety work together to create a secure school environment. Emotional safety appears particularly important in strengthening learners’ sense of belonging and psychological comfort, while organized spaces and consistent routines provide stability. Maerlender and

Bray (2025) and Kirsten Weir (2025) further emphasized the importance of comprehensive safety measures and supportive relationships in promoting learners' well-being, security, and belonging.

Problem 2. How do the respondents perceive their school climate in terms of learner-teacher relationship?

Table 5
Distribution of Respondents' Level of School Climate in terms of
Learner-teacher Relationship

Indicators	Mean	SD	Description
As a learner ...			
I feel confident that my teachers are committed to stopping bullying by consistently reminding us to be kind and respectful.	3.28	0.77	At all Times
I can talk to my teachers when I or someone else is being bullied, such as reporting it during class or recess.	3.31	0.76	At all Times
I have seen my teachers act quickly when bullying occurs, such as stepping in to stop it or informing parents.	3.27	0.77	At all Times
I trust my teachers to take bullying seriously and handle it fairly, without showing favoritism or ignoring the problem.	3.26	0.75	At all Times
I learn in a classroom where my teacher protects us from bullying by setting clear rules and actively monitoring student behavior.	3.27	0.77	At all Times
I am not afraid to ask my teachers for help when I feel unsafe at school.	3.27	0.78	At all Times
I feel comfortable reporting bullying to my teachers because I know they will listen to me and offer support.	3.29	0.77	At all Times
I have seen teachers respect and appreciate students who report bullying, such as thanking them or praising their courage.	3.27	0.75	At all Times
I feel heard when I talk to my teachers about bullying, as they ask questions to understand the situation better.	3.28	0.75	At all Times
I feel that my teachers care about how bullying affects me by checking on my feelings or offering advice.	3.27	0.76	At all Times
Overall	3.28	0.76	At All Times

Legend:	3.26-4.00 – At all Times / Very Positive	1.76-2.50 – Sometimes /
Negative	2.51-3.25 – Most of the Time / Positive	1.00-1.75 – Never / Very
Negative		

Table 5 presents the respondents' level of school climate in terms of learner–teacher relationship, with an overall mean of 3.28 (SD = 0.76), described as At All Times and interpreted as Very Positive. This indicates that learners consistently perceive their teachers as approachable, supportive, responsive, and willing to listen. Such relationships promote trust, open communication, and confidence in seeking help. Montero et al. (2021) and Dawes et al. (2024) similarly emphasized the importance of teacher support and responsiveness in addressing bullying and creating a supportive classroom environment.

The highest-rated indicator, “As a learner, I can talk to my teachers when I or someone else is being bullied, such as reporting it during class or recess,” obtained a mean of 3.31 (SD = 0.76), interpreted as Very Positive. This shows that learners feel confident approaching teachers and reporting bullying incidents, viewing teachers as reliable sources of support. Longobardi et al. (2022) found that teacher responsiveness is associated with greater closeness and lower conflict, while Gao et al. (2022) and Bokkel et al. (2022) found that positive teacher–student relationships are associated with lower bullying perpetration and victimization.

The lowest-rated indicator, “As a learner, I trust my teachers to take bullying seriously and handle it fairly, without showing favoritism or ignoring the problem,” obtained a mean of 3.26 (SD = 0.75), still interpreted as Very Positive. Although learners generally trust their teachers, this suggests that perceived fairness and consistency may influence their confidence in how bullying is handled. Ivaniushina and Alexandrov (2022) emphasized that negative teacher behaviors can damage the school environment, while Hong et al. (2022) found that teacher empathy is associated with fairer teacher behavior.

Overall, learner–teacher relationships are strong and supportive, providing a foundation for trust, communication, and help-seeking. However, maintaining consistent, fair, empathetic, and respectful responses remains important in sustaining learners' trust and promoting a positive school climate.

Problem 3. How do the respondents perceive their school climate in terms of engagement as to the learners' involvement and motivation?

Table 6
Distribution of Respondents' Level of School Climate in terms of Engagement as to Learners' Involvement

Indicators	Mean	SD	Description
As a learner ...			
I continue to take part in school activities, such as joining clubs, contests, or group projects, even when bullying occurs.	3.20	0.74	Most of the Time
I feel encouraged to participate in class because I feel safe from bullying, such as answering questions or sharing my ideas.	3.25	0.75	Most of the Time
I enjoy learning more when my classroom is free from bullying, such as teasing, name-calling, or exclusion.	3.27	0.78	At all Times
I give my best effort in school because I feel supported by my teachers when bullying issues arise.	3.27	0.77	At all Times
I take part in school events and programs such as performances, sports, or other activities without fear of being bullied.	3.26	0.75	At all Times
I am able to stay focused on my lessons because I feel supported and safe, even when challenges like bullying occur around me.	3.25	0.74	Most of the Time
I actively and confidently participate in class because I feel safe and supported by both my teachers and classmates.	3.28	0.79	At all Times
I continue learning even when I witness bullying at school because I know how to ask for help.	3.25	0.76	Most of the Time
I volunteer for school activities such as helping in clean-up drives or classroom tasks when the school feels safe from bullying.	3.26	0.76	At all Times
I am more motivated to attend school when I see teachers and staff address bullying promptly, fairly, and with care.	3.25	0.75	Most of the Time
Overall	3.25	0.76	Most of the Time
Legend:	3.26-4.00 – At all Times / Very Positive		1.76-2.50 – Sometimes / Negative

2.51-3.25 – Most of the Time / Positive

1.00-1.75 – Never / Very

Negative

Table 6 presents the respondents' level of school climate in terms of learners' involvement, with an overall mean of 3.25 (SD = 0.76), described as Most of the Time and interpreted as Positive. This indicates that learners generally participate in academic and co-curricular activities and feel encouraged by supportive teachers and peers. Wong et al. (2024) found that student engagement is positively associated with academic achievement and well-being, while Molinari and Grazia (2023) highlighted the relationship between engagement and perceived school climate.

The highest-rated indicator, "As a learner, I actively and confidently participate in class because I feel safe and supported by both my teachers and classmates," obtained a mean of 3.28 (SD = 0.79), described as At All Times and interpreted as Very Positive. This shows that safety, teacher encouragement, peer support, and inclusion strengthen learners' confidence and participation. Patall et al. (2024) found that teachers' need-supportive practices promote student engagement, while Dias et al. (2024) showed that supportive relationships with parents and peers are associated with school engagement and academic achievement.

The lowest-rated indicator, "As a learner, I continue to take part in school activities, such as joining clubs, contests, or group projects, even when bullying occurs," obtained a mean of 3.20 (SD = 0.74), described as Most of the Time and interpreted as Positive. This suggests that although learners generally remain involved, bullying and negative peer interactions may reduce participation, particularly in socially demanding activities.

Overall, learners' involvement is positively influenced by safety, inclusion, supportive relationships, and encouragement from teachers and peers. However, social challenges such as bullying may affect consistent participation. Cubero and Villocino (2023) found significant relationships among student engagement, school climate, motivation, and academic self-efficacy, while Villarias and Allaba (2025) found a significant relationship between school climate and learning engagement among Grade 7 learners. These findings reinforce the importance of a positive and supportive school climate in sustaining learners' active involvement.

Table 7

Distribution of Respondents' Level of School Climate in terms of Engagement as to Motivation

Indicators	Mean	SD	Description
As a learner ...			
I feel motivated to attend school because I know I am safe from bullying, whether in the classroom, playground, or other school areas.	3.27	0.74	At all Times
I am eager to participate in class when I know that bullying is not tolerated by my teachers and classmates.	3.26	0.76	At all Times
I have the confidence to complete my schoolwork because I am not afraid of being teased, judged, or humiliated.	3.27	0.76	At all Times

I feel motivated to keep learning when my teachers and classmates support me during bullying situations.	3.31	0.84	At all Times
I feel confident joining school activities because I trust that teachers will protect us from bullying.	3.27	0.76	At all Times
I am willing to try new things at school such as joining contests or speaking in front of the class when I feel safe from bullying.	3.29	0.75	At all Times
I maintain a positive attitude toward school because I see teachers and staff take bullying seriously.	3.28	0.74	At all Times
I stay focused on my goals in school even when bullying occurs because I know how and where to ask for help.	3.29	0.76	At all Times
I am proud to be part of a school that values kindness and actively works to prevent bullying.	3.28	0.78	At all Times
I am motivated to do my best in school because I feel emotionally supported and socially accepted.	3.27	0.76	At all Times

Overall	3.28	0.77	At All Times
Legend:	3.26-4.00 – At all Times / Very Positive	1.76-2.50 – Sometimes / Negative	
	2.51-3.25 – Most of the Time / Positive	1.00-1.75 – Never / Very Negative	

Table 7 presents the respondents' level of school climate in terms of engagement as to motivation, with an overall mean of 3.28 (SD = 0.77), described as Most of the Time and interpreted as Very Positive. This indicates that learners are generally motivated to participate in academic tasks and remain interested in learning. Their motivation is strengthened by supportive teachers and classmates, positive relationships, and a sense of belonging. Dincer (2021) found a positive relationship between school climate and school motivation, with student-teacher relationships significantly predicting motivation. Dimitropoulou et al. (2025) likewise found that supportive school environments promote positive academic emotions.

The highest-rated indicator, "As a learner, I feel motivated to keep learning when my teachers and classmates support me during bullying situations," obtained a mean of 3.31 (SD = 0.84), described as At All Times and interpreted as Very Positive. This shows that teacher and peer support helps learners remain motivated, focused, and resilient despite challenging social situations.

The lowest-rated indicator, "As a learner, I am eager to participate in class when I know that bullying is not tolerated by my teachers and classmates," obtained a mean of 3.26 (SD = 0.76), also interpreted as Very Positive. This suggests that consistent implementation of anti-bullying rules helps learners feel secure and confident to participate.

Overall, learners' motivation is closely associated with supportive relationships, emotional encouragement, positive school conditions, and consistent classroom expectations. Zhao et al. (2023)

found that school climate positively predicted achievement motivation and that teacher support strengthened this relationship. Çibukçiu (2025) likewise found that constructivist learning environments positively relate to intrinsic and identified motivation. These findings emphasize that supportive teachers, positive relationships, meaningful learning experiences, and a safe school environment help sustain learners' motivation and engagement.

Table 8
Summary Distribution of Respondents' Level of School Climate in terms of Engagement

Variables	Mean	SD	Interpretation
Learner's Involvement	3.26	0.74	Very Positive
Motivation	3.28	0.76	Very Positive
Overall	3.27	0.75	Very Positive
Legend:	3.26-4.00 – At all Times / Very Positive		1.76-2.50 – Sometimes /
Negative	2.51-3.25 – Most of the Time / Positive		1.00-1.75 – Never / Very
Negative			

Table 8 presents the respondents' level of school climate in terms of engagement, with an overall mean of 3.27 (SD = 0.75), interpreted as Very Positive. This indicates that learners consistently experience an engaging environment where participation, attention, and involvement are encouraged through organized classroom routines, teacher practices, and positive peer interactions. Wong et al. (2024) found that student engagement is positively associated with academic achievement and subjective well-being, while Molinari and Grazia (2023) highlighted the relationship between engagement and perceived school climate.

Among the variables, motivation obtained the highest mean of 3.28 (SD = 0.76), interpreted as Very Positive. This shows that learners are consistently motivated to participate, complete tasks, and remain focused. Encouragement, clear guidance, constructive feedback, and positive relationships with teachers and peers help strengthen confidence, persistence, and commitment to learning. Patall et al. (2024) found that teachers' need-supportive practices promote student engagement, while Dias et al. (2024) showed that supportive relationships with parents and peers are associated with school engagement and academic achievement.

Learners' involvement recorded the lowest mean of 3.26 (SD = 0.74), still interpreted as Very Positive. This indicates that learners are generally active and attentive, although participation may vary depending on the type of activity, task design, interest, and learning conditions. Motivation remains a key strength that supports learners' involvement and persistence.

In the Philippine context, Cubero and Villocino (2023) found meaningful relationships among student engagement, academic motivation, school climate, and academic self-efficacy. Villarias and Allaba (2025) likewise found a significant relationship between school climate and learning engagement among Grade 7 learners. Overall, the findings show that learner engagement is strengthened by motivation, supportive teaching practices, positive relationships, and a favorable school climate.

Table 9
Summary Distribution of Respondents' Level of School Climate

Variables	Mean	SD	Interpretation
Safety	3.26	0.74	Very Positive
Learner-teacher Relationship	3.28	0.76	Very Positive
Engagement	3.27	0.75	Very Positive
Overall	3.27	0.75	Very Positive
Legend:	3.26-4.00 – At all Times / Very Positive		1.76-2.50 – Sometimes /
Negative	2.51-3.25 – Most of the Time / Positive		1.00-1.75 – Never / Very
Negative			

Table 9 presents the respondents' level of school climate, with an overall mean of 3.27 (SD = 0.75), interpreted as Very Positive. This indicates that learners consistently experience a supportive school environment characterized by safety, positive relationships, and engagement. Clear routines, consistent expectations, and meaningful interactions help learners feel respected, connected, comfortable, and confident in participating. Abrigo, Lingatong, and Relos (2024) found that school bullying is associated with lower academic achievement among Filipino students, while EDCOM II and De La Salle University (2024) identified bullying, overcrowding, limited teacher support, and weak disciplinary systems as continuing concerns in Philippine schools.

The highest-rated variable, learner-teacher relationship, obtained a mean of 3.28 (SD = 0.76), interpreted as Very Positive. This shows that learners experience supportive and approachable teachers who encourage trust, communication, participation, and engagement. The OECD PISA 2022 report emphasized the importance of supportive teachers and positive peer relationships in promoting positive school experiences and protecting learners from bullying. Cuellar et al. (2021) likewise found that stronger school connectedness is associated with lower victimization and better academic outcomes.

Safety recorded the lowest mean of 3.26 (SD = 0.74), although still interpreted as Very Positive. This indicates that learners generally feel safe, although perceptions may vary depending on specific situations and school conditions. Overall, school climate is strengthened by the interaction of safety, supportive relationships, and engagement, with learner-teacher relationships emerging as a key strength. The UNESCO Global Status Report on Bullying and Violence in Schools (2021) similarly emphasized inclusion, mutual respect, learner engagement, and positive teacher-student relationships in reducing bullying and violence.

Taken together, the findings show that a positive school climate is closely associated with learners' safety, belonging, supportive relationships, and active engagement.

Problem 4. What is the level of learners' well-being as to personal, family-related, and school-related?

Table 10

Distribution of Respondents' Level of Learners' Well-being as to Personal

Indicators	Mean	SD	Description
As a learner ...			
I am confident in my ability to answer in class, such as volunteering to solve a math problem or sharing my ideas during discussions.	3.29	0.78	At all Times
I am proud of my school achievements, like when I receive good grades, get a star on my assignment, or win a class award.	3.25	0.76	Most of the Time
I am able to control my emotions when I feel sad or angry, for example by taking deep breaths or asking for help instead of fighting or crying.	3.28	0.77	At all Times
I am motivated to study even when the lessons are difficult, like reviewing for a hard test or practicing reading until I get better.	3.26	0.76	At all Times
I am positive about my future and believe I can achieve my dreams, such as becoming a teacher, nurse, or police officer.	3.26	0.75	At all Times
I am responsible in doing my assignments and tasks on time, like finishing my homework before playing or submitting projects before the deadline.	3.30	0.81	At all Times
I am happy when I accomplish something I worked hard for, such as getting a high score after studying or finishing a group project successfully.	3.27	0.76	At all Times
I am strong enough to face challenges, like improving after getting a low grade or learning from mistakes in class.	3.26	0.78	At all Times
I am satisfied with the effort I give in my school activities, such as when I prepare well for a presentation or participate in group tasks.	3.28	0.77	At all Times
I am interested and excited to learn new things in school, like exploring science experiments or reading new stories.	3.29	0.82	At all Times
Overall	3.27	0.78	At All Times
Legend:			
3.26-4.00 – At all Times / Very Positive		1.76-2.50 – Sometimes / Negative	
2.51-3.25 – Most of the Time / Positive		1.00-1.75 – Never / Very Negative	

Table 10 presents the respondents' level of learners' well-being in terms of personal well-being, with an overall mean of 3.27 (SD = 0.78), described as At All Times and interpreted as Very Positive. This indicates that learners consistently demonstrate confidence, motivation, emotional control, responsibility, and self-management. These positive habits help them remain focused, organized, and engaged in their academic tasks. Casino-García et al. (2021) found that emotional intelligence is strongly associated with self-esteem and self-concept, while Carlén et al. (2023) found that higher self-esteem is associated with better perceived mental well-being among adolescents.

The highest-rated indicator, “As a learner, I am responsible in doing my assignments and tasks on time, like finishing my homework before playing or submitting projects before the deadline,” obtained a mean of 3.30 (SD = 0.81), described as At All Times and interpreted as Very Positive. This shows that learners consistently demonstrate responsibility and time management, which support confidence, independence, and lower stress. Nuryana et al. (2023) emphasized the role of self-esteem in developing confidence and independence, while Anque and Ceballo (2023) found that self-esteem influences the relationship between social support and psychological well-being.

The lowest-rated indicator, “As a learner, I am proud of my school achievements, like when I receive good grades, get a star on my assignment, or win a class award,” obtained a mean of 3.25 (SD = 0.76), described as Most of the Time and interpreted as Positive. This suggests that learners generally feel proud of their achievements, although this may vary depending on recognition and feedback. Their personal well-being is influenced by both internal habits, such as responsibility and self-regulation, and external experiences, including validation and encouragement.

Esto et al. (2025) emphasized the importance of emotional intelligence in maintaining students’ mental well-being, while Pedditz and Scalas (2024) found that psychological well-being is associated with self-efficacy for self-regulated learning. Overall, the findings show that emotional intelligence, self-esteem, confidence, responsibility, and self-regulation are important factors associated with learners’ personal well-being.

Table 11
Distribution of Respondents’ Level of Learners’ Well-being in terms of Family-related

Indicators	Mean	SD	Description
As a learner ...			
I have a family that supports me in my studies, such as helping me review for exams or explaining lessons I find difficult.	3.26	0.75	At all Times
I have parents or guardians who motivate me to do my best, for example by saying encouraging words or cheering for me during school events.	3.25	0.76	Most of the Time
I have family members who celebrate my achievements, big or small, such as congratulating me for high scores or completing my homework early.	3.26	0.78	At all Times
I have someone at home I can talk to when I have problems, such as a parent, sibling, or grandparent who listens and understands me.	3.32	0.80	At all Times
I have a family that provides what I need for school, such as notebooks, uniforms, and other supplies.	3.29	0.75	At all Times

I am loved and cared for by my family, such as when they prepare meals for me, ask about my day, or show affection.	3.28	0.77	At all Times
I have family members who check on my school progress, such as asking about my grades or reviewing my report card.	3.27	0.78	At all Times
I have a family that guides me in making good choices, such as advising me to study before playing or helping me solve problems responsibly.	3.28	0.75	At all Times
I am given enough time at home to study or do homework, such as when my family limits distractions until I finish my tasks.	3.26	0.81	At all Times
I have a family that listens when I share my feelings, such as when I tell them I am happy, sad, or worried.	3.29	0.77	At all Times
Overall	3.28	0.77	At All Times
Legend:	3.26-4.00 – At all Times / Very Positive		1.76-2.50 – Sometimes / Negative
	2.51-3.25 – Most of the Time / Positive		1.00-1.75 – Never / Very Negative

Table 11 presents the respondents' level of learners' well-being in terms of family-related well-being, with an overall mean of 3.28 (SD = 0.77), described as At All Times and interpreted as Very Positive. This indicates that learners consistently receive care, guidance, emotional support, and necessary resources from their families. Such support strengthens their confidence, motivation, and ability to cope with school-related challenges. Adams et al. (2025) emphasized that family support provides emotional security and coping resources, while da-Silva-Domingues et al. (2024) highlighted the role of family dynamics and social support in students' emotional stability and well-being.

The highest-rated indicator, "As a learner, I have someone at home I can talk to when I have problems, such as a parent, sibling, or grandparent who listens and understands me," obtained a mean of 3.32 (SD = 0.80), described as At All Times and interpreted as Very Positive. This shows that learners consistently have access to emotional support and open communication at home, helping them manage concerns and remain focused on school. Juguilon (2023) emphasized the foundational role of family support through communication and guidance, while Baria and Gomez (2022) found that family encouragement and emotional support contribute to learning and overall development.

The lowest-rated indicator, "As a learner, I have parents or guardians who motivate me to do my best, for example by saying encouraging words or cheering for me during school events," obtained a mean of 3.25 (SD = 0.76), described as Most of the Time and interpreted as Positive. This suggests that although family

encouragement is generally present, its consistency may vary due to family routines, responsibilities, and availability.

Overall, family-related well-being is strong, with emotional support, communication, guidance, and care serving as key strengths. Sarmiento et al. (2025) found that parental involvement does not necessarily predict learning outcomes, suggesting that the quality and type of support matter. In contrast, Segura et al. (2025) found that specific forms of parental involvement, such as homework support and encouraging reading, were associated with better literacy performance. The UNICEF and Department of Education (2021) likewise emphasized parental communication, school participation, and guidance at home in supporting learners' development. Overall, meaningful family involvement strengthens learners' emotional security, motivation, and educational well-being.

Table 12
Distribution of Respondents' Level of Learners' Well-being in terms of School-related

Indicators	Mean	SD	Description
As a learner ...			
I feel happy and proud to be part of my school community, such as participating in flag ceremonies or joining school traditions.	3.27	0.76	At all Times
I have teachers who care about both my learning and my well-being, such as checking if I understand lessons or offering help when I have problems.	3.28	0.75	At all Times
I am treated fairly and respectfully by my teachers, such as being addressed politely in class and given equal chances to participate.	3.28	0.74	At all Times
I have classmates who support me with my schoolwork, such as helping me answer questions or sharing their notes.	3.29	0.76	At all Times
I am proud to belong to my school, such as wearing my school uniform with confidence or inviting friends to attend school events.	3.28	0.75	At all Times
I feel comfortable expressing my ideas in class, such as sharing answers or asking questions without fear.	3.27	0.76	At all Times
I have friends in school whom I can trust, such as sharing personal thoughts or working together on group projects.	3.30	0.77	At all Times
I am able to join school programs and activities that I enjoy, such as contests, sports, or cultural events.	3.28	0.78	At all Times
I am motivated to attend school every day, such as looking forward to meeting friends or learning new lessons.	3.26	0.75	At all Times
I have teachers who encourage me to do my best in class, such as praising my efforts or giving advice on how to improve.	3.32	0.83	At all Times
Overall	3.29	0.77	At All Times
Legend:			
3.26-4.00 – At all times / Very Positive		1.76-2.50 – Sometimes / Negative	
2.51-3.25 – Most of the time / Positive		1.00-1.75 – Never / Very Negative	

Table 12 presents the respondents' level of learners' well-being in terms of school-related factors, with an overall mean of 3.29 (SD = 0.77), described as At All Times and interpreted as Very Positive. This indicates that learners consistently experience a supportive school environment characterized by belonging, fair treatment, encouragement, positive relationships, and comfort in expressing ideas. Such conditions strengthen their confidence, motivation, participation, and engagement in classroom and school activities.

These findings are supported by Pedditz and Scalas (2024), who found that satisfying learners' needs for autonomy, competence, and relatedness was associated with psychological well-being and self-efficacy for self-regulated learning. Allen et al. (2025) likewise emphasized that school belonging involves feeling accepted, respected, and valued, contributing to emotional well-being and academic motivation.

The highest-rated indicator, "As a learner, I have teachers who encourage me to do my best in class, such as praising my efforts or giving advice on how to improve," obtained a mean of 3.32 (SD = 0.83), described as At All Times and interpreted as Very Positive. This shows that teacher encouragement is a strong and consistent part of learners' school experience. Positive feedback and guidance help learners build confidence, sustain effort, and remain motivated. Shen et al. (2025) found that supportive learning environments enhance competence and collaboration, while Korpershoek et al. (2020), in a meta-analysis of 82 correlational studies, found that school belonging was positively associated with academic achievement, motivation, self-concept, self-efficacy, and engagement, and negatively associated with absence and dropout.

The lowest-rated indicator, "As a learner, I am motivated to attend school every day, such as looking forward to meeting friends or learning new lessons," obtained a mean of 3.26 (SD = 0.75), described as At All Times and interpreted as Very Positive. Although learners generally remain motivated to attend school, their enthusiasm may vary with classroom activities, peer interactions, personal experiences, and other daily circumstances.

Overall, school-related well-being is strong and is supported by teacher encouragement, positive peer relationships, belonging, fairness, and supportive interactions. These factors strengthen learners' confidence, motivation, and participation while making school more enjoyable and meaningful. The OECD PISA 2022 findings likewise emphasize safety and belonging as important aspects of learners' school experiences and well-being. Taken together, the findings show that school-related well-being is closely associated with belonging, supportive relationships, psychological needs satisfaction, safety, and positive everyday school experiences.

Table 13
Summary Distribution of Respondents' Level of Learners' Well-being

Variables	Mean	SD	Interpretation
Personal	3.27	0.78	Very Positive
Family-related	3.28	0.77	Very Positive
School-related	3.29	0.77	Very Positive

Overall	3.28	0.77	Very Positive
Legend:	3.26-4.00 – At all Times / Very Positive		1.76-2.50 –
Sometimes / Negative	2.51-3.25 – Most of the Time / Positive		1.00-1.75 – Never /
Very Negative			

Table 13 presents the respondents' learners' well-being, with an overall mean of 3.28 (SD = 0.77), interpreted as Very Positive. This indicates consistently positive well-being across personal, family, and school-related domains, supported by care, guidance, encouragement, and positive relationships at home and school. These support systems strengthen learners' confidence, engagement, motivation, and ability to cope with challenges. Datu and Mateo (2020) and Datu et al. (2022) likewise emphasized the role of positive emotions and character strengths in promoting well-being.

The school-related domain obtained the highest mean of 3.29 (SD = 0.77), interpreted as Very Positive, indicating strong support, belonging, and positive teacher and peer relationships. These experiences promote confidence, motivation, participation, and engagement. Bückner et al. (2018) and Kaya and Erdem (2021) found positive relationships between well-being and academic achievement, although Bückner et al. (2018) noted that achievement does not automatically result in higher well-being.

The personal domain had the lowest mean of 3.27 (SD = 0.78), also Very Positive, suggesting generally strong personal well-being, although differences in emotional management, self-regulation, and coping may occur. Balanced support from family and school can strengthen confidence and resilience.

Overall, learners' well-being is shaped by interconnected personal, family, and school factors. Dimitropoulou et al. (2025), Buenconsejo and Datu (2024), Miranda et al. (2024), and Cleofas (2024) support the links among supportive environments, psychological needs, well-being, and school engagement. Podiya et al. (2025) and Obeidat and Haimed (2024) further emphasize that supportive school environments and school climate promote emotional health, development, learning, and well-being. Thus, nurturing support systems across home and school contribute to learners' overall well-being and positive development.

Problem 5. Is there a significant relationship between the respondents perceived school climate and learners' well-being?

Table 14
Result of the Test on Relationship between the School Climate and Learners' Well-being

School Climate Indicators	Learners' Well-being Indicator			Overall
	Personal	Family-related	School-related	
	r-value p-value	r-value p-value	r-value p-value	
Safety	0.5003 0.0403 S	0.8003 0.0308 S	0.6006 0.0142 S	0.4536 0.0284 S
Learner-teacher Relationship	0.9009 0.0102 S	0.8002 0.0301 S	0.7860 0.0205 S	0.8290 0.0203 S
Engagement	0.8005 0.0241 S	0.7054 0.0324 S	0.6007 0.0432 S	0.7022 0.0332 S

*Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant*

Table 14 presents the relationship between school climate and learners' well-being. Safety, learner-teacher relationship, and engagement were all significantly related to personal, family-related, and school-related well-being, with all p-values below 0.05. Learner-teacher relationship showed the strongest correlation ($r = 0.8290$, $p = 0.0203$), followed by engagement ($r = 0.7022$, $p = 0.0332$) and safety ($r = 0.4536$, $p = 0.0284$). Thus, the null hypothesis was rejected, indicating that learners who experience a more positive school climate tend to have better well-being. This supports Budiongan and Corpuz (2024), who found that positive school climate significantly influences engagement and overall functioning.

The strong relationship between learner-teacher relationship and well-being may be explained by supportive, approachable, and respectful teachers who guide and encourage learners. Such interactions strengthen confidence, emotional security, motivation, and participation. Abrigo, Lingatong, and Relos (2024) emphasized the importance of safe school environments, while EDCOM II and De La Salle University (2024) identified bullying, overcrowding, limited teacher support, and weak disciplinary systems as factors affecting school conditions.

Engagement also showed a strong relationship with well-being, reflecting learners' participation in group activities, discussions, school programs, and interactive tasks. OECD PISA 2022 highlighted supportive teachers and positive peer relationships as protective factors against bullying, while Cuellar et al. (2021) found that school connectedness was associated with lower victimization, better attendance, and improved academic performance.

Although safety had the lowest correlation, it remained significantly related to well-being, indicating the importance of physical and emotional protection in school. UNESCO (2021) likewise emphasized inclusion, mutual respect, learner engagement, effective anti-bullying policies, and healthy teacher-student relationships in reducing violence and discrimination. Overall, the findings show that safety, supportive relationships, connectedness, and engagement are important components of a positive school climate that promotes learners' academic, social, emotional, and overall well-being.

4. Discussion

The findings revealed a very positive level of physical safety. Likewise, emotional safety and social safety were also at very positive levels. Overall, the level of safety was very positive, reflecting a school environment where learners consistently felt physically, emotionally, and socially protected.

Similarly, learner–teacher relationship, motivation, and engagement were all at very positive levels, while learners' involvement was at a positive level, indicating that learners actively participated in classroom and school activities. Overall, the school climate was at a very positive level, reflecting a safe, supportive, and learner-centered environment that promotes meaningful learning experiences.

With regard to learners' well-being, personal well-being, family-related well-being, and school-related well-being were all at very positive levels. Overall, learners' well-being was also at a very positive level, reflecting positive personal, family-related, and school-related experiences that contributed to learners' holistic development.

Finally, the findings established a significant positive relationship between school climate and learners' well-being, leading to the rejection of the null hypothesis. This indicates that learners who experienced a more positive school climate also demonstrated higher levels of well-being. The findings further revealed that a safe, supportive, and engaging school environment contributes significantly to learners' holistic well-being.

5. Conclusion

Based on the findings of the study, it is concluded that the respondents experienced a very positive school climate, reflecting a learning environment that promotes safety, support, and meaningful participation. Among the different dimensions, emotional safety emerged as the strongest aspect, indicating that learners generally feel respected, valued, and emotionally secure in school. This demonstrates that when schools foster a caring, inclusive, and supportive atmosphere, learners are more likely to feel comfortable, confident, and connected to their school community.

The study also concluded that the respondents demonstrated a very positive level of learners' well-being. In particular, school-related well-being stood out as the strongest dimension, indicating that learners generally enjoy positive school experiences, feel a sense of belonging, and receive the support they need from their teachers and peers. These findings affirm that schools play an important role not only in promoting academic learning but also in supporting learners' social, emotional, and personal development.

Finally, the study concluded that school climate is significantly related to learners' well-being, confirming that a more positive school climate is associated with higher levels of well-being among learners. This highlights the importance of sustaining a school environment where learners feel safe, respected, supported, and actively engaged. Such an environment creates opportunities for learners to develop academically while also nurturing their confidence, resilience, and overall well-being.

6. Recommendation

Based on the findings of the study, the following recommendations are proposed to further strengthen school climate and learners' well-being:

1. For the DepEd Officials, strengthen the implementation and monitoring of school safety policies, particularly in common areas such as hallways, playgrounds, canteens, and school entrances. Schools may also adopt a standardized bullying reporting system and structured supervision plan to ensure that learners feel safe and supported.
2. For District and School Administrators, improve learners' physical safety by maintaining clean, secure, and well-supervised school facilities. Schools may also provide more opportunities for learner participation through leadership programs, collaborative activities, and school decision-making to further enhance learner involvement.
3. For Teachers, continue creating learner-centered classrooms that encourage active participation, collaboration, and open communication. Integrating social-emotional learning activities and confidence-building exercises may further strengthen learners' personal well-being while promoting a positive classroom environment.
4. For Parents and Guardians, provide consistent encouragement, recognize learners' efforts and achievements, and maintain open communication about their school experiences. Active involvement in school activities and regular communication with teachers may further support learners' personal well-being.
5. For Future Researchers, conduct similar studies in other schools or grade levels and include additional variables such as resilience, school connectedness, academic achievement, or parental involvement. Qualitative or mixed-method approaches may also be used to gain deeper insights into learners' experiences and well-being.

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