

School Climate and Academic Performance: A Correlational Study

ABSTRACT:

This study aimed to investigate the relationship between school climate and academic performance of students at the elementary level. The objectives were to: identify the dimensions of school climate; assess the academic performance of elementary-level students; examine the correlation between school climate and academic performance. The study employed a descriptive research design, utilizing a survey method. The population consisted of 3,048 female students from elementary schools in Tehsil Kotli. A simple random sampling technique was used to select a sample of 346 female students. A five-point Likert-scale questionnaire with a reliability coefficient of 0.90 was used for data collection. Data were gathered through personal visits and analyzed using SPSS version 22, with statistical techniques including mean scores, frequency, standard deviation, percentage and Pearson's correlation. The study discovered a moderate and positive correlation between students' academic achievement and the school climate. Better academic results are associated with a pleasant school climate, underscoring the significance of preserving a nurturing and orderly learning environment to improve student achievement. It is recommended that, by promoting cultural safety and making sure that staff and students have safe access to facilities, schools may continue to provide a secure and encouraging environment. In order to improve the relationship between the home and the school, schools may also actively promote parental involvement through outreach initiatives and events.

KEY WORDS:

School Climate, Academic Performance, Safety, Relationships, Physical Environment, Support

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Introduction

Elementary education is super significant in a child's life because the things students learn during these years often stick with them as they move forward in their academic journey (Lezotte, [2011](#)). A safe learning environment is essential. It's during elementary school that the curriculum really starts to take hold, benefiting not just academic success but also social and emotional development (Thapa et al., [2013](#)). School climate is not just about the physical

environment, it includes things like how students interact with teachers and each other, how safe they feel, and whether the atmosphere is overall supportive and inclusive (DeWitt et al., [2014](#)).

Research has shown that the climate kids experience in school has a significant impact on how they perform academically. Generally speaking, students who go to schools with a good reputation tend to do better in their studies, show up more regularly, and even graduate high school (Kley, [2011](#)). This phase in a child's life is crucial; everything they encounter now influences their future achievements. A positive school climate can really enhance cognitive and social well-being, especially when kids build strong relationships with their teachers.

The term "school climate" describes the [quality and character](#) of school life, including the relationships, customs, and values that exist inside a school setting. It is a [crucial factor influencing](#) on students' learning, wellbeing, and general school efficacy. While a bad school climate can lead to disengagement, behavioral problems, and poor performance, a positive school climate promotes a sense of safety, belonging, and respect, which in turn improves academic achievement, social-emotional development, and student involvement. A school culture that truly values respect, empathy, and inclusiveness usually create a pretty positive atmosphere (Gerver, [2014](#)). When students feel encouraged and supported in that kind of environment, they are more likely to explore new ideas, ask questions, and really dive into their studies. But, on the flip side, a negative school climate can really hold students back — it stifles their motivation, creativity, and even their intelligence.

Of course, there are many factors that influence how well students perform academically, and school climate is definitely one of them (Maxwell et al., [2017](#)). A poor school environment can negatively impact kids' performance, while a positive climate tends to boost engagement, attendance, and motivation — all of which can lead to better academic results. A good school climate can help students develop a more positive outlook, allowing them to see challenges as opportunities to learn (Wang & Eccles, [2013](#)).

And when students graduate from schools with a great climate, you would hope they walk away with some valuable attitudes and skills that really help them socially and emotionally, not to mention academically. Schools that incorporate social-emotional learning alongside conflict resolution and character education are doing something important here. They are equipping students with vital life skills — like self-awareness, empathy, and self-control (Schonert-Reichl & O'Brien, [2012](#)).

The study on school climate and how it affects elementary students' academic performance is pretty important because it can lead to better educational practices and make schools more equitable and inclusive. This research dives into how the atmosphere of a school impacts how well young student do academically (Shouppe & Pate, [2010](#)). Plus, it gives school administrators a clearer picture of the smaller, yet crucial, elements of school climate that need some attention if we want to foster a more effective learning environment.

When we look into the link between how kids perform in school and the overall atmosphere, it really helps improve educational practices, boosts student well-being, and shapes policies that matter. This study digs into what we mean by school climate—basically, it is about the kind of environment kids are learning in and how that influences their performance.

By understanding this, school leaders can pinpoint specific areas in the school climate that might need work, so they can create a more welcoming and productive space for learning. After all, the climate of a school is vital for making sure every student feel included and supported (Allodi, [2010](#)). Gaining insight into this relationship helps educators and researchers come up with effective strategies to boost student performance and overall learning outcomes.

Objectives of the Study

Following are the objectives of the study:

1. To identify various dimensions of school climate.

2. To find out academic performance of students at elementary level.
3. To examine the relationship between school climate and academic performance of students at elementary level.

Research Questions

Following are the research questions of the study:

1. What are various dimensions of school climate at elementary level?
2. What is the academic performance of students at elementary level?
3. To what extent there is a relationship between school climate and academic performance of students at elementary level?

Research Methodology

The goal of this study was to explore how school climate relates to academic performance. For this, a quantitative approach and focusing on descriptive elements were employed. To gather the data, the researchers went with a survey method, targeting all the elementary school students in Kotli, AJ&K. They picked their sample through simple random sampling, which is pretty straightforward. The researchers developed a questionnaire that looked at different aspects of school climate that could impact students' performance. There were seven key areas covered: school climate factors like safety, relationships, physical environment, and support. Then, for academic performance, they considered factors related to students, their homes, and their teachers. To make sure everything was on point, two educational experts validated the questionnaire. Plus, the researchers did some pilot testing to check if the instrument worked well. With the help of the Statistical Package for Social Sciences (SPSS, version 22), they assessed the reliability of the instrument using the Cronbach's alpha technique, which scored a solid 0.90 — quite reliable. The researchers themselves took the time to visit each elementary school in Kotli, AJ&K, to collect data firsthand. When it came to analyzing data, they used SPSS again, applying various methods like Pearson's correlation, frequency, percentage, mean score, and standard deviation.

Results

Objective 1: Various Dimensions of School Climate

Table 1

My teachers provide safe environment for student at school.

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	96	172	23	19	18	3.89
	346	%	27.7	49.7	11.8	5.5	5.2	

Table 1 indicates that 77.4% (27.7%SA+49.7%A) respondent agreed with the statement, “My teachers provide safe environment for students at school”. Furthermore, mean score (3.89) of elementary level students also shows that they agreed with the statements.

Table 2

The school environment is free from intimidation.

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	71	168	63	24	20	3.71
	346	%	20.5	48.6	18.2	6.9	5.8	

Table 2 specifies that 69.1 % (20.5%SA+48.6%A) respondent agreed with the statement, “The school environment is free from intimidation”. Furthermore, mean score (3.71) of Elementary level students also shows that they agreed with the statements.

Table 3
The school encourages a cultural safety

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	90	171	51	18	16	3.87
	346	%	26.0	49.4	14.7	5.2	4.6	

Table 3 indicates that 75.4% (26.0%SA+49.4%A) respondent agreed with the statement, “The school encourages a cultural safety”. Furthermore, mean score (3.87) of Elementary level students also shows that they agreed with the statements.

Table 4
The school building well maintained and secure

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	98	151	53	24	20	3.82
	346	%	28.3	43.6	15.3	6.9	5.8	

Table 4 Shows that 71.9 % (28.3%SA+43.6%A) respondent agreed with the statement, “The school building well maintained and secure”. Furthermore, mean score (3.82) of Elementary level students also shows that they agreed with the statements.

Table 5
My parents attend school events and meetings

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	2	3	21	184	136	1.70
	346	%	.6	.9	6.1	53.2	39.3	

Table 5 specifies that 92.5% (39.3%SDA+53.2DA) respondent disagreed with the statement, “My parents attend school events and meetings”. Furthermore, mean score (1.70) of Elementary level students also shows that they disagreed with the statements.

Table 6
Collaborative spaces encourage student interaction and learning

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	126	131	54	15	20	3.95
	346	%	36.4	37.9	15.6	4.3	5.8	

Table 6 shows that 73% (36.4%SA+37.9%A) respondent agreed with the statement, “Collaborative spaces encourage student interaction and learning”. Furthermore, mean score (3.95) of Elementary level students also shows that they agreed with the statements.

Table 7
A teacher student relationship enhances the learning process

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	86	174	55	16	15	3.87
	346	%	24.9	50.3	15.9	4.6	4.3	

Table 7 demonstrates that 75.2 % (29%SA+50.3%A) respondent agreed with the statement, “A teacher student relationship enhances the learning process”. Furthermore, mean score (3.87) of Elementary level students also shows that they agreed with the statements.

Table 8*My teachers try to solve student's problem*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	101	142	63	19	21	3.82
	346	%	29.2	41.0	18.2	5.5	6.1	

Table 8 indicates that 70.2 % (29.2%SA+41.0%A) respondent agreed with the statement, “My teachers try to solve student's problem”. Furthermore, mean score (3.82) of Elementary level students also shows that they agreed with the statements.

Table 9*Teachers are available when students need to talk*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	70	146	72	30	28	3.58
	346	%	20.2	42.2	20.8	8.7	28.1	

Table 9 demonstrates that 62.4% (20.2%SA+42.2%A) respondent agreed with the statement, “Teachers are available when students need to talk”. Furthermore, mean score (3.58) of Elementary level students also shows that they agreed with the statements.

Table 10*A school fosters conducive learning environment*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	77	139	77	30	23	3.63
	346	%	22.3	40.2	22.3	8.7	6.6	

Table 10 specifies that 62.5 % (22.3%SA+40.2%A) respondent agreed with the statement, “A school fosters conducive learning environment”. Furthermore, mean score (3.63) of Elementary level students also shows that they agreed with the statements.

Table 11*School facilities support academic growth*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	96	158	48	25	19	3.83
	346	%	27.7	45.7	13.9	7.2	5.5	

Table 11 indicates that 73.4 % (27.7%SA+45.7%A) respondent agreed with the statement, “School facilities support academic growth”. Furthermore, mean score (3.83) of Elementary level students also shows that they agreed with the statements.

Table 12*Well maintained classroom plays a key role to improve academic performance*

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	94	157	58	26	11	3.86
	346	%	27.2	45.4	16.8	7.5	3.2	

Table 12 reveals that 72.6 % (27.2%SA+45.4%A) respondent agreed with the statement, “School facilities support academic growth”. Furthermore, mean score (3.86) of Elementary level students also shows that they agreed with the statements.

Table 13

Organized facilities positively impact overall students' academic performance

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	99	148	63	20	16	3.85
	346	%	28.6	42.8	18.2	5.8	4.6	

Table 13 indicates that 71.4 % (28.6%SA+42.8%A) respondent agreed with the statement, “Organized facilities positively impact overall students' academic performance”. Furthermore, mean score (3.85) of Elementary level students also shows that they agreed with the statements.

Table 14

Teachers always available to facilitate students

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	121	133	58	18	16	3.94
	346	%	35.0	38.4	16.8	5.2	4.6	

Table 14 shows that 73.4 % (35.0%SA+38.4%A) respondent agreed with the statement, “Teachers always available to facilitate students”. Furthermore, mean score (3.94) of Elementary level students also shows that they agreed with the statements.

Table 15

Students feel comfortable asking questions in class

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	92	149	55	22	28	3.74
	346	%	26.6	43.1	15.9	6.4	8.1	

Table 15 demonstrates that 69.7 % (26.6%SA+43.1%A) respondent agreed with the statement, “Students feel comfortable asking questions in class”. Furthermore, mean score (3.74) of Elementary level students also shows that they agreed with the statements.

Table 16

Teachers help students to set academic goals

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	95	150	69	19	13	3.85
	346	%	27.5	43.4	19.9	5.5	3.8	

Table 16 reveals that 70.9 % (27.5%SA+43.4%A) respondent agreed with the statement, “Teachers help students to set academic goals”. Furthermore, mean score (3.85) of Elementary level students also shows that they agreed with the statements.

Table 17

The school provides resources for students with special needs

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	1	2	14	231	98	
	346	%	0.3	0.6	4.0	66.8	28.3	1.78

Table 17 show that 95.1% (28.3% SDA + 66.8% DA) respondents disagreed with the statement, “The school provides resources for students with special needs”. Furthermore, mean score (1.78) of Elementary level students also shows that they disagreed with the statements.

Table 18
The school offers extracurricular activities that support academics

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	104	148	54	19	21	3.85
	346	%	30.1	42.8	15.6	5.5	6.1	

Table 18 demonstrates that 72.9% (30.1%SA+42.8%A) respondent agreed with the statement, “The school offers extracurricular activities that support academics”. Furthermore, mean score (3.85) of Elementary level students also shows that they agreed with the statements.

Table 19
The school provides technological resources for learning

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	105	157	45	22	17	3.90
	346	%	30.3	45.4	13.0	6.4	4.9	

Table 19 show that 75.7 % (30.3% SA + 45.4% A) respondents agreed with the statement, “The school provides technological resources for learning”. Furthermore, mean score (3.90) of Elementary level students also shows that they agreed with the statements.

Objective 2: Academic Performance of Students

Table 20
I make myself ready in all my subjects

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	81	141	82	29	13	3.72
	346	%	23.4	40.8	23.7	8.4	3.8	

Table 20 indicates that 62% (23.4%SA+40.8%A) respondent agreed with the statement, “I make myself ready in all my subjects”. Furthermore, mean score (3.72) of Elementary level students also shows that they agreed with the statements.

Table 21
I pay attention during every discussion

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	101	142	53	24	26	3.77
	346	%	29.2	41.0	15.3	6.9	7.5	

Tables 21 reveals that 70.2% (29.2%SA+41.0%A) respondent agreed with the statement, “I pay attention during every discussion”. Furthermore, mean score (3.77) of Elementary level students also shows that they agreed with the statements.

Table 22
I actively participate in every discussion

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	54	178	70	43	1	3.70
	346	%	15.6	51.4	20.2	12.4	.3	

Table 22 specifies that 67 % (15.6%SA+51.4%A) respondent agreed with the statement, “I actively participate in every discussion”. Furthermore, mean score (3.70) of Elementary level students also shows that they agreed with the statements.

Table 23
I actively listen to my teacher

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	108	164	63	3	8	4.04
	346	%	31.2	47.4	18.2	.9	2.3	

Table 23 indicates that 78.6 % (31.2%SA+47.4%A) respondent agreed with the statement, “I actively listen to my teacher”. Furthermore, mean score (4.04) of Elementary level students also shows that they agreed with the statements.

Table 24
I get good grades in class test

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	91	147	78	24	6	3.85
	346	%	26.3	42.5	22.5	6.9	1.7	

Table 24 shows that 68.8 % (26.3%SA+42.5%A) respondent agreed with the statement, “I get good grades in class test”. Furthermore, mean score (3.85) of Elementary level students also shows that they agreed with the statements.

Table 25
I feel bad when teacher is absent

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	92	146	64	29	15	3.78
	346	%	26.6	42.2	18.5	8.4	4.3	

Table 25 indicates that 68.8 % (26.6%SA+42.2%A) respondent agreed with the statement “I feel bad when teacher is absent”. Furthermore, mean score (3.78) of Elementary level students also shows that they agreed with the statements.

Table 26
I work hard for difficult assignments

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	106	134	56	22	28	3.77
	346	%	30.6	38.7	16.3	6.4	8.1	

Table 26 reveals that 69.3 % (30.6%SA+38.7%A) respondent agreed with the statement, “I work hard for difficult assignments”. Furthermore, mean score (3.77) of Elementary level students also shows that they agreed with the statements.

Table 27
My parents encourage me to improve my studies

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	78	188	59	10	11	3.90
	346	%	22.5	54.3	17.1	2.9	3.2	

Table 27 demonstrates that 76.8% (22.5%SA+53%A) respondent agreed with the statement, “My parents encourage me to improve my studies”. Furthermore, mean score (3.90) of Elementary level students also shows that they agreed with the statements.

Table 28
I seek guidance from my elders

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	96	161	40	29	20	3.82
	346	%	27.7	46.5	11.6	8.4	5.8	

Table 28 reveals that 72% (27.7%SA+46.5%A) respondent agreed with the statement, “I seek guidance from my elders”. Furthermore, mean score (3.82) of Elementary level students also shows that they agreed with the statements.

Table 29
My parents help me in my homework

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	83	157	64	27	15	3.77
	346	%	24.0	45.4	18.5	7.8	4.3	

Table 29 indicates that 69.4% (20%SA+45.4%A) respondent agreed with the statement, “My parents help me in my homework”. Furthermore, mean score (3.77) of Elementary level students also shows that they agreed with the statements.

Table 30
My family is facing financial problem

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	2	2	8	202	132	1.67
	346	%	0.6	0.6	2.3	57.1	37.3	

Table 30 shows that 94.4 % (37.3%SDA+57.1%DA) respondent disagreed with the statement “My family is facing financial problem”. Furthermore, mean score (1.67) of Elementary level students also shows that they disagreed with the statements.

Table 31
My teachers have good relationship with students

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	116	131	53	23	23	3.85
	346	%	33.5	37.9	15.3	6.6	6.6	

Table 31 indicates that 71.4% (33.5%SA+37.9%A) respondent agreed with the statement, “My teachers have good relationship with students”. Furthermore, mean score (3.85) of Elementary level students also shows that they agreed with the statements.

Table 32
My teachers have good relationship with their colleagues

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	5	7	23	2.18	93	1.88
	346	%	1.4	2.0	6.6	63.0	26.9	

Table 32 indicates that 89.9% (26.9%SDA+63.0%DA) respondent disagreed with the statement, “My teachers have good relationship with their colleagues”. Furthermore, mean score 1.88 of respondents also reflect the opinion not in favor of the statement.

Table 33
My teachers observe proper discipline

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	113	128	65	18	22	3.84
	346	%	32.7	37.0	18.8	5.2	6.4	

Table 33 shows that 69.7% (32.7%SA+37.0%A) respondent agreed with the statement, “My teachers observe proper discipline”. Furthermore, mean score (3.84) of Elementary level students also shows that they agreed with the statements.

Table 34
My teachers are confident

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	90	161	63	17	15	3.85
	346	%	26.0	46.5	18.2	4.9	4.3	

Table 34 indicates that 72.5% (26.0%SA+46.5%A) respondent agreed with the statement, “My teachers are confident”. Furthermore, mean score (3.85) of Elementary level students also shows that they agreed with the statements.

Table 35
My teachers have grip on subject matter

Sample Group			SA	A	UD	DA	SDA	Mean
Students	N	F	102	157	52	16	19	3.89
	346	%	29.5	45.4	15.0	4.6	5.5	

Table 35 demonstrates that 79% (29.5%SA+45.4%A) respondent agreed with the statement, “My teachers have grip on subject matter”. Furthermore, mean score (3.89) of Elementary level students also shows that they agreed with the statements.

Objective 3: Relationship between School Climate and Academic Performance

Table 36
Correlation between School Climate and Academic Performance

Variables	Mean	SD	r	p
School Climate	68.90	13.66	.349	.000
Academic Performance	57.25	6.89		

Table 36 indicates the relationship of school climate and academic performance of students. Table further shows that there was a significant correlation found between dimensions of School climate (Mean= 68.90, SD=13.66) and Academic Performance (Mean= 57.25, SD=6.89) as $p=.000<0.05$. The value of Pearson’s correlation $r=.349$ indicated that school climate and academic performance of students had a moderate and positive correlation.

Discussions and Conclusions

The research highlights that students feel protected and supported in their educational environment. The school is seen as intimidation-free, and the teachers create a welcoming environment. There is a feeling of safety because the school facility is secure and well-maintained. Additionally, the school community promotes cultural safety. Strong teacher-student interactions provide a positive learning environment, and teachers are typically seen as

personable and encouraging, according to the study's findings. Additionally, collaborative areas are important for encouraging student engagement and education. Parental involvement in school events and meetings is minimal. The study emphasizes how crucial a clean, orderly physical environment is to fostering students' intellectual development and learning. Students' academic performance is positively impacted by the school's amenities and a conducive physical setting is essential for successful learning. It has been observed that schools provide extracurricular activities and technology resources that improve learning, and that teachers are always available to assist kids. However, the resources offered to pupils with special needs need to be improved. According to the report, students take an active role in their education by studying for classes, attending class, and aiming for high grades. Additionally, they exhibit a high propensity to pay attention to their teachers and work hard on difficult projects. The findings demonstrate how important family support is to students' academic careers. The majority of respondents say their parents provide them with a lot of support, which helps them succeed academically. For the majority of students, financial limitations don't seem to be a major obstacle. According to the survey, teachers have a solid understanding of their subject matter, exhibit confidence in their instruction, and sustain positive relationships with their students. But they need to work on their relationship with their coworkers. The study discovered a moderate correlation between students' academic achievement and the school climate. Better academic results are associated with a pleasant school climate, underscoring the significance of preserving a nurturing and orderly learning environment to improve student achievement.

Recommendations

By promoting cultural safety and making sure that staff and students have safe access to facilities, schools may continue to provide a secure and encouraging environment. In order to improve the relationship between the home and the school, schools may also actively promote parental involvement through outreach initiatives and events. Stronger teacher-student relation may be fostered by giving teachers the tools and training they need to play a more supporting role. These suggestions are meant to help parents, teachers, and school administrators enhance the learning outcomes and general well-being of their students. By keeping buildings well-maintained and structured, schools may preserve and enhance their physical surroundings, which promotes student achievement and learning. In order to maintain equality in academic opportunities, schools may also improve inclusion by giving special needs students additional resources. In order to establish a more encouraging and productive learning environment for every student, school administrators and policymakers are recommended to put these changes into practice, meanwhile students will perform better academically and grow as individuals.

In order to keep students engaged, teachers may keep promoting proactive learning practices by creating lively debates and difficult assignments. Additionally, schools ought to improve parent-teacher cooperation in order to improve the nurturing home environment that promotes academic accomplishment. This is suggested to guarantee that pupils stay inspired and have the support they require at home and at school. The recommendation is for educators, school administrators, and parents to work together in sustaining students' positive attitudes and strong academic support systems.

Through frequent meetings, group projects, and professional development exercises, schools can encourage cooperation and teamwork among educators. Their relationships with their coworkers will improve as a result, creating a more encouraging learning atmosphere. Improving teacher collaboration may improve knowledge exchange and give students a better educational experience. The implementation of these programs may be spearheaded by education authorities and school administrators. By encouraging student participation, maintaining a safe atmosphere, and cultivating strong teacher-student interactions, schools may establish and preserve a favorable climate. This may be accomplished by putting in place explicit policies, providing teacher training, and promoting student involvement. Since it directly enhances students' academic achievement and general well-being, a healthy school climate is crucial.

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