

School Climate and Learners' Academic Engagement

Mary Jane M. Caay¹, Azel M. Valle²

¹Southern de Oro Philippines College, Cagayan de Oro City, Philippines

²Southern de Oro Philippines College, Cagayan de Oro City, Philippines

ABSTRACT: A positive school environment promotes cooperation, improved academic performance, and better learners' well-being. This study aimed to identify the perspectives of learners about the school climate and their academic engagement. A sample of 202 learners chosen by simple random sampling was used in a correlational-causal study design. The adapted questionnaire was used to gather the data. Mean, Standard Deviation, Pearson Product Moment Correlation Coefficient and Multiple Linear Regression were employed to draw analysis. The study revealed that learners positively perceived school climate, show interest in academics, and strongly correlate with social and academic dimensions and academic engagement. Academic and social dimensions found to influence academic engagement. The study concludes that a positive school climate significantly enhances academic engagement. It can be suggested that improving in physical facilities, creating supportive learning environments, and implementing innovative teaching strategies improve learners' academic engagement.

KEYWORDS: academic engagement, physical dimension, school climate, social dimension

I. INTRODUCTION

Education is essential in a society. It is a way to pass on knowledge, skills, and values from one generation to the next. The educational system is where future success and societal advancement begin. The school environment is a key factor in a child's learning and well-being. School climate is all about what school life is like which includes how learners, parents, and teachers experience. It is identified as an element that is important to the character of a school. This may even give an identity to the school itself, the people connected to it, and the graduates it produces. It shows the norms, values, relationships, teaching methods, and overall structure of the school.

A healthy school climate is a vital component of successful educational institutions as it sets the tone for all the learning and teaching activities that occur within its walls. It creates an environment conducive to learning where every individual feels valued and encouraged to participate actively in school activities. A positive school climate promotes cooperation, supports academic performance, and nurtures student well-being and teacher satisfaction (Lobo, 2023)

While educators and administrators have long recognized its importance, there is a growing acknowledgment that parents, too, have a crucial role to play in influencing and contributing to the school climate. It includes various aspects such as the relationships between learners, teachers, and parents as a welcoming environment where learners feel respected and involved in their education and the overall atmosphere of the school. The school climate significantly influences the daily experiences of learners affecting their motivation, engagement, and academic performance. Additionally, the involvement of parents in shaping and fostering a positive school climate is crucial and cannot be overstated.

Learners' engagement involves three main factors: behavioral, emotional, and cognitive factors. The behavioral factors include efforts, persistence, concentration, asking question, and class communication. The emotional factors involve students' affective communication and practices on campus (Deringöl, 2019). Learners do their educational pursuits, primarily measured through grades, test scores, and overall comprehension of academic materials involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem, or the teacher-student relationship (Jevtic and Danijela, 2022).

Learners are more engaged in school and attain higher academic achievement with a positive school climate. They are effectively engaging in learning and perform better in school and on standardized tests, and they are more likely to persist in school than contribute to lifelong learning, and even inspire continued engagement. It is on this context that the researchers sought to assess the school climate and learners academic engagement in West II District, Division of Cagayan De Oro City for the School Year 2024- 2025.

School Climate and Learners' Academic Engagement

This study was anchored on Albert Bandura's Social Cognitive Theory (SCT) in 1986 as cited by Schunk and DiBenedetto (2022), where it emphasized the dynamic and reciprocal interaction of personal factors, behavior, and the environment in shaping human behavior and learning. They further stated that social cognitive theory is a comprehensive framework that emphasized the process of learning through interaction with the social environment.

Furthermore, people's behavior is shaped by their personal beliefs, emotions, and attitudes. It is also shaped by its social interaction, its environment, and the culture of the school. Human behavior would reflect its interaction with others. Parents who have positive personal perspectives about the school climate of their children firmly believe that it has a beneficial contribution to the upbringing of their children. Parents would be more involved in their children's education and would help the school achieve its goal of providing high-quality education for their children's foundational learning. Studies show that when parents and schools work together on children's social and emotional skills, it helps improve their education and overall well-being (Kelty & Wakabayashi, 2020).

It is believed that the school climate, representing the views of school community members, plays a crucial role in influencing parental involvement in their children's educational journeys (Jiang & Liu, 2024). A positive school environment encourages learners to do well, allows teachers to be creative, and makes everyone feel safe, supported, and committed to the school's success. This overall approach creates the best conditions for learning and development.

Schools provide learners with both academic knowledge and social skills. They also teach cultural values. In schools with a positive climate, good relationships between learners and teachers improve teaching and make learners feel valued which boost their performance. Respect and fair discipline are key and parental support is highly valued (Gimbert et al., 2021). Through these values and relationships that are considered in school climate towards the good performance of learners help create a sense of safety and trust among learners and create a cohesive and supportive environment that benefits the entire school community.

II. METHODOLOGY

The correlational and causal research designs were used by the researchers. This research is correlational since it attempted to find the relationship between the independent variables with respect to learners' perspectives on school climate and the dependent variable which is the learners' academic engagement (Bhandari, 2023).

Moreover, it also used causal research design because it tried to find out which of the independent variable/s singly or in combination influenced the pupils' academic engagement. This design allowed a convenient evaluation of the connections between school climate and learners' academic performance (Indeed Editorial Team, 2021).

The data gathered were tallied, tabulated, and analyzed. In analyzing and interpreting the information gathered, descriptive and inferential statistics were employed. First, to determine the pupil's perspective on school climate as well as the learners' academic engagement, Mean and Standard Deviation were used. Second, inferential statistics such as the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship that exists between the level of school climate and learners' academic engagement. Multiple Linear Regression was used to determine which of the independent variable/s singly or in combination influence/s academic engagement of the learners.

III. RESULTS AND DISCUSSION

Problem 1. What is the extent of learners' perspective on school climate in terms of:

- 1.1 physical dimension;
- 1.2 social dimensions; and
- 1.3 academic dimension?

Table 1. Overall Level of School Climate

Variables	Mean	SD	Description	Interpretation
Physical Dimension	4.24	0.71	Strongly Agree	Very High
Social Dimension	4.30	0.74	Strongly Agree	Very High
Academic Dimension	4.23	0.73	Strongly Agree	Very High
Overall Mean	4.25	0.72	Strongly Agree	Very High

Note: 4.21- 5.00 Very High; 3.41-4.20 High; 2.61-3.40 Moderate; 1.81-2.90 Low; 1.00-1.80 Very Low

School Climate and Learners' Academic Engagement

Table 1 presents the Overall Level of School Climate. It has an overall Mean of 4.25, with $SD=0.72$, which describes a Strongly Agree and is interpreted as Very High. This reveals that the overall perception of the school climate among learners is very positive. It implies that the school has successfully created an environment where learners feel valued and appreciated, which is crucial for academic engagement. This leads to the idea that a healthy school climate can result in a positive discuss using a more understandable explanation. Learners' perspective on school climate in terms of physical dimension, social dimension, and academic dimension relatively affects their academic engagement, relationships with teachers, and development of the learners.

A study by Phuntsho and Rinchen De'dup (2020) found that a positive school climate enhances the learners sense of belonging and emotional stability. Their insights towards the school hold a significant association with the way that learners engage in activities and their teachers and have a healthy and successful academic performance. The school climate greatly contributes to the intellectual, social, and physical aspects of school climate, potentially increasing the involvement of the student.

In the same table, Social Dimension got the highest Mean, with 4.30, and $SD = 0.74$ describes a Strongly Agree and interpreted as Very High. The findings revealed that learners valued and saw the social dimension as respectful, appreciative, and inclusive, where teachers offered them supportive relationships. The social dimension provides a healthy atmosphere for the learners, which contributes to enhancing their motivation to participate and engage academically. Learners appreciate the good feedback from teachers; they tend to treasure it and motivate themselves to do more in class. Thus, this leads the students to engage more as they have a positive feeling towards recognition and appreciation.

In a study by Chan and Lam (2023), it was indicated that school climate was recognized to have a positive relation to academic engagement and emotional competence. The engagement of the students is defined as their participation or involvement in learning, which can be influenced by teachers, their general feelings, and motivation. The more the student feels connected. Once the students feel connectedness and belongingness to the school, they are more motivated to engage in academic activities. Further, when students perceive their school as fair and favorable in terms of fairness of rules, safety, and relationships with teachers, they are more likely to be inclined to agree with the norms ingrained in the school culture and feel a sense of relatedness. Students feel a positive and safe school environment, which can significantly reduce negative outcomes in their performance, as it creates a secure and supportive atmosphere conducive to learning.

Meanwhile, the variable Academic Dimension got the lowest Mean, with 4.23, and $SD = 0.73$, described as Strongly Agree and interpreted as Very High. This finding means that the school needs to have an improvement in terms of equitable access to resources and infrastructure and even harness the potential of teachers in educational methods and strategies. The school climate in terms of academic dimension falls short on the support and assistance in the classroom instructions, where learners reported under this dimension that the integration of technology in education receives a low rank. This suggests that learners contemplate that schools have gaps in the integration of resources into teaching practices that affect the seamless learning of the students and the process of teaching of the teachers.

According to Grazia and Molinari (2023), pupils' engagement has a crucial role in academic success. The study identified that specific components that fall under the academic dimension include the positive teaching, environment, resources, and involvement. The specific associations between distinct school climate and student engagement dimensions offer a deeper insight into how essential it is in pupils' academic engagement and success.

Problem 2. What is the extent of learners' academic engagement?

Table 2. Academic Engagement

Indicators	Mean	SD	Description	Interpretation
1. When I'm in class, I participate in class activities.	4.14	0.91	Agree	Highly Engaged
2. I take an active role in extracurricular activities in my school.	4.10	0.83	Agree	Highly Engaged
3. When learning new information, I try to put the ideas in my own words.	4.16	0.83	Agree	Highly Engaged
4. I volunteer to help with school activities such as sport day and parent day.	4.18	0.93	Agree	Highly Engaged
5. When I study, I try to connect what I am learning with my own experiences.	4.28	0.74	Strongly Agree	Verry Highly Engaged
6. I try to match what I already know with things I am trying to learn for school.	4.21	0.73	Strongly Agree	Very Highly Engaged

School Climate and Learners' Academic Engagement

7. I try to understand how the things I learn in school fit together with each other.	4.17	0.67	Agree	Highly Engaged
8. When I study, I figure out how the information might be useful in the real world.	3.92	1.01	Agree	Highly Engaged
9. I am an active participant of school activities such as sport day and school family day	3.94	0.90	Agree	Highly Engaged
10. When I study, I try to understand the material better by relating it to things I already know.	4.03	1.05	Agree	Highly Engaged
Overall Mean	4.13	0.86	Agree	Highly Engaged

Note: 4.21- 5.00 Very Highly Engaged; 3.41-4.20 Highly Engaged; 2.61-3.40 Moderately Engaged; 1.81-2.90 Less Engaged; 1.00-1.80 Least Engaged

Table 2 presents the academic engagement with an overall Mean of 4.13 with SD = 0.86, interpreted as Highly Engaged. This implies that the learners perceive their engagement at school in academic terms as active and participative. They believe that they spend their time and exert an effort in school activities, take a role, gain new learning and new information, and understand everything that is included in school. Parents have a vital role in helping their children with learning at home. Numerous studies have highlighted the importance of this aspect in improving their children's academic performance. Teachers also view it as a means to engage parents in their children's education. The partnership between parents and teachers is key in fostering a favorable academic environment for learners (Deslandes, 2020).

In the same table, when I study, *I try to connect what I am learning with my own experiences*, earning the highest Mean of 4.28 with SD=0.74, interpreted as Highly Engaged. The majority of the learners believed that the things and information they have learned and discovered, they tend to relate to real-life experiences. In affirmation, Filho (2021) stated that relating the academic information to personal experiences entails a meaningful learning, which will involve a continuous construction of new knowledge and interpretations of existing knowledge.

On the other hand, indicator 8, *When I study, I figure out how the information might be useful in the real world*, got the lowest mean of 3.92 and SD=1.01, interpreted as highly engaged. Despite the recognition of the importance of information to the real world, the learners face challenges in indicating how they will use it. The learners believed that they found it difficult to apply what they had studied to their daily lives. This suggests that while the students may engage academically, it is a struggle to find the relevance of the context and lessons in academics in their daily lives.

These findings align with the study of Mebert et al. (2020), where students were asked to apply class content to the real-world problem; as other students succeeded in the task, an alarming number of students failed. This suggests that learners engage in academic content and learn new information; however, it is challenging to figure out the usefulness and relevance in real-world scenarios.

Problem 3. Is there a significant relationship between the extent of learners' perspective on school climate and the learners' academic engagement?

Table 3. Test of Correlation Between School and Learners' Academic Engagement

Independent Variables	r-value	p-value	Description	Decision on Ho	Interpretation
Physical Dimension	0.420	0.000**	Low Positive	Reject	Significant
Social Dimension	0.506	0.000**	Moderate Positive	Reject	Significant
Academic Dimension	0.600	0.000**	Moderate Positive	Reject	Significant

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

Table presents the correlation analysis between learners' perspectives on school climate in terms of physical, social, and academic dimensions and their academic engagement. Physical Dimension registered a computed value of 0.420 with a computed p-value of 0.000, which is described as low positive and interpreted as significant. This implies that the computed p-value is lower than the 0.05 level of significance. Thus, the null hypothesis is rejected. This reveals that there is a meaningful relationship between the physical dimension of school climate and academic engagement. It indicated that betterment and enhancements of the physical surroundings, including better resources and facilities, may have a positive impact on academic engagement of learners.

School Climate and Learners' Academic Engagement

According to Nugroho and Wibowo (2020), the school's facilities and infrastructure are the condition of the physical environment that ensures quality learning with no hindrances and disruptions. It is an academic setting that is safe, sound, and comfortable, where there is an availability of resources and supplies. The physical dimensions ensure quality education while also measuring education's growth and development level. The conditions that interfere with student achievement, such as cleanliness and noise, air quality, lighting, the role of temperature, classroom size and space, and others, must be minimized.

Moreover, Social Dimension registered a computed value of 0.506, with a computed p-value of 0.000, described as moderately positive and interpreted as significant. This indicated that the computed p-value is lower than 0.05. It means that the null hypothesis is rejected. This shows a positive and significant relationship between the social dimension of school climate and academic engagement. The findings revealed that warm and encouraging interactions within the school community can somewhat increase the learners' engagement and interest in their academic endeavors. Based on Han (2021) as well as Pioquinto and Oco (2025), that in order for students to develop learning, firstly they must feel safe, engaged, connected, and supported in the classrooms and schools. An individual student ought to develop connectedness to teachers, staff, and other peers. Among all, the teachers have the biggest role in the classroom in order to foster the type of learning environment that motivates, appreciates, and values the students inside the classroom that supports student success.

In addition, the Academic Dimension registered a computed value of 0.600, with a computed p-value of 0.000 described as moderately positive and interpreted as significant. Similar to other dimensions, the p-value is lower than 0.05, resulting in the rejection of the null hypothesis. This implies that there is a significant moderate positive relationship between the academic dimension of school climate and academic engagement. The results unveiled that the environment characterized by effective teaching practices and academic support is associated with higher levels of student engagement. Aligned with the results are the findings of Gaxiola-Romero et al. (2020), which reveal the relationship between positive learning environments (POLE) and academic engagement. Results showed that POLE was a latent factor formed by academic support, pro-academic friends, and a positive family environment. This further implies that academic support includes the availability of resources in education, the integration of advancements, and the positive and quality education that learners should experience.

Problem 4. Which of the independent variable/s singly or in combination influence/s learners' academic engagement?

Table 2 shows the multiple linear regression of physical dimension, social dimension, and academic dimension. Among all, Academic Dimension emerges as a significant predictor of school climate, with an unstandardized coefficient of 0.525 and a p-value of 0.000. This implies a robust positive correlation, indicating that academic dimensions impact the use of culturally sensitive teaching methods. The standardized beta coefficient of 0.425 reinforces its strong predictive influence, identifying it as the most impactful factor among the variables studied.

Table 4. Multiple Linear Regression

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta	T	Sig.
	B	Std. Error			
(Constant)	0255	0.346		0.738	0.461
Physical Dimension	0.101	0.079	0.085	1.284	0.200
Social Dimension	0.286	0.085	0.290	3.378	0.001
Academic Dimension	0.525	0.087	0.425	6.040	0.000
		R=0.640	R ² =0.409	F=45.698	Sig=0.000

a. Dependent Variable: Culturally Responsive Teaching Pedagogy

b. Predictors: (Constant), Teaching Methods, Cultural Integration, Assessment

In school climate, the academic dimension highlighted the opportunities, needs, and challenges that learners faced. Such as the importance of integrating technology in teaching, assisting learners with difficulties, promoting collaborative learning, computer-assisted learning, providing remedial instructions, and fostering critical thinking. Studies by Lagare and Paglinawan (2024) found that collaborative teaching strategies and assisted learning by teachers tend to enhance the students engagement in class. While also integrating technology, learners become motivated to participate. This study revealed that effective teaching strategies and a positive technology mindset significantly improved students' critical thinking abilities. The study suggests that educational reforms incorporating technology and collaborative techniques can create a stimulating learning environment. The

School Climate and Learners' Academic Engagement

findings also suggest professional development in collaborative teaching and technology integration to help teachers foster students' critical thinking skills in a rapidly changing educational landscape.

The social dimension also shows a significant contribution, with an unstandardized coefficient of 0.286 and a p-value of 0.001. Its beta coefficient of 0.290 suggests a moderate yet meaningful influence on culturally responsive pedagogy. The results indicate that inclusive classroom relationships and constructive social interactions support more culturally sensitive teaching practices. The social dimension encompasses how a process containing specific and transversal policies aimed at creating an inclusive environment, such as entering, participating in, and interacting. The study by Ajisafe and Taiwo (2023) investigated the environment of the school, the quality of the school experience, particularly the interpersonal relationships of individual school members, and teaching and learning practices. The study found that teachers have an essential role.

A good school climate motivates readiness to learn and promotes better learning in students. The physical interaction between learners and teachers and the intellectual environment plays a crucial role in the engagement and learning process. A positive social and psychological environment helps the students' academic achievement. The social dimensions indicate that they support learners' academic performance, mental health, and long-term success. While a poor or ineligible environment can negatively impact students' academic performance. Negative aspects of the school climate in the social dimension can result in negative behavioral indicators, covering situations such as an increase in absenteeism, dropout numbers, suspension, and aggressive behavior that decreases the students engagement and chances to succeed academically.

Furthermore, the physical dimension appears to be the least influential, with a B value of 0.101 and a p-value of 0.200, indicating that it does not significantly predict culturally responsive teaching in this model. This result also implies that the physical appearance of the environment of the school is one of the concerns of the learners. As school climate is a general construct that shapes the learner's school experience, all dimensions, specifically the physical, must be given attention.

According to Baafi (2020), physical dimension includes the school building and classroom presentation, the size of the school and the classroom, the organization of classes, the effectiveness of the tools and teaching resources, security and safety, and the cleanliness and comfort of the environment for the students. Learners appreciate the school with pleasant, appealing, healthy external surroundings and safe and inclusive. The school is where students build their aspirations, set their attitudes toward education, form their perspectives on life, and formulate their future goals. This indicated the importance of physical dimensions of the students from engagement, performance, overall well-being, and improving academic achievements. With an R value of 0.640 and an R^2 of 0.409, with the significance level of 0.000 and the F-value of 45.698, the results imply that the whole model is statistically significant, indicating that the three dimensions included in it account for around 41% of the variance in culturally responsive teaching pedagogy.

From the foregoing analysis, the equation useful in predicting which independent variable(s) significantly influence academic engagement (Y), as indicated by the F-value (45.698) with its corresponding probability value (0.000), is significant at ($p < .01$).

This model is illustrated as follows:

$$Y = 0.101X_1 + 0.286X_2 + 0.525X_3 + 0.255$$

Where: 0.255 = Constant

Y= Academic Engagement

X_1 = Social Dimension

X_2 = Academic Dimension

IV. CONCLUSIONS

Based on the significant findings the conclusions were drawn:

1. The learners perceive their school as a place where learning is effectively facilitated through instructional practices and accessible academic support.
2. The high level of academic engagement among learners indicates that learners are motivated, actively involved in their studies.
3. A positive school climate is associated with high academic engagement.
4. Academic and social dimension play a significant role learners' achievement.

V. RECOMMENDATIONS

The following recommendations were based on the results of the study.

1. The school may maintain cleanliness of its environment, ensuring that all learning spaces remain safe and conducive.
2. School need to know the interests of its learners in order to sustain their academic engagement.

School Climate and Learners' Academic Engagement

3. The school may improve the cleanliness and maintenance of playgrounds/sports grounds, ensuring that all learning spaces remain safe, conducive, and aesthetically pleasing.
4. The school may prioritize the academic and social needs of the learners to sustain the learners' academic engagement.

REFERENCES

- 1) Abdi, A., Aligees, M., Abshir, A., & Suldan, W. (2018). Factors Affecting Student Academic Performance: Case Study from University of Somalia in Mogadishu- Somalia. *IOSR Journal of Humanities and Social Science (IOSR- JHSS)*, 23 (3), 73-80. <https://doi.org/10.9790/0837-2303097380>
- 2) Ainley, J., & Carstens, R. (2018). Teaching and Learning International Survey (TALIS) 2018 conceptual framework, OECD working papers, No. 187. Paris:
- 3) OECD Publishing. Ben-Tov, S., & Romi, S. (2019). An interactive model of parents' involvement and their children's functioning in school. *Education 3- 13*, 47(2), 217-232.
- 4) Amerstorfer, C. M., & Frein von Münster-Kistner, C. (2021). learners Perceptions of Academic Engagement and learners-Teacher Relationships in Problem- Based Learning. *Frontiers in Psychology*, 12(12). <https://doi.org/10.3389/fpsyg.2021.713057>
- 5) Baafi, R. K. A. (2020). School Physical Environment and Student Academic Performance. *Advances in Physical Education*, 10(02), 121–137. <https://doi.org/10.4236/aep.2020.102012>
- 6) Bisera, Jevtić, B., & Danijela Milošević, (2022). Identifying the Dimensions of the School Climate from the Perspective of Primary School Students. *Teme*, 677–677. <https://doi.org/10.22190/teme210210036j>
- 7) Bradshaw, C. P., Cohen, J., Espelage, D. L., and Nation, M. (2021). Addressing school safety through comprehensive school climate approaches. *School Psych. Rev.* 50, 221–236. <https://doi.org/10.1080/2372966X.2021.1926321>
- 8) Capp, G., Astor, R. A., and Gilreath, T. D. (2020). Advancing a conceptual and empirical model of school climate for school staff in California. *J. Sch. Violence* 19, 107–121. <https://doi.org/10.1080/15388220.2018.1532298>
- 9) Castillo, C. B., Lynch, A. G., & Paracchini, S. (2020). Different laterality indexes are poorly correlated with one another but consistently show the tendency of males and females to be more left- And rightlateralized, respectively. *Royal Society Open Science*, 7(4). <https://doi.org/10.1098/rsos.191700>
- 10) Celeste, R. J., & Osias, N. (2024). Challenges and Implementation of Technology Integration: Basis for Enhanced Instructional Program. *American Journal of Arts and Human Science*, 3(2), 106–130. <https://doi.org/10.54536/ajahs.v3i2.2656>
- 11) Chun, R.C., Lam, M.S. (2023). The Relationship between Perceived School climate, Academic engagement, and Emotional Competence among Chinese students: the Moderating Role of Collectivism. *Learning and Individual Differences*, 106, 102337–102337. <https://doi.org/10.1016/j.lindif.2023.102337>
- 12) Cusinato, M., Iannattone, S., Spoto, A., Poli, M., Moretti, C., Gatta, M., & Miscioscia, M. (2020). Stress, resilience, and well-being in Italian children and their parents during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*, 17(22), 1 17.
- 13) Daily, S. M., Mann, M. J., Kristjansson, A. L., Smith, M. L., & Zullig, K. J. (2019). School climate and academic achievement in middle and high school pupils. *Journal of School Health*, 89(3), 173–180.
- 14) Deringöl, Y. (2019). Parents' expectation of mathematics education and their engagement in education and homework habits of children. *Acta Educationis Generalis*, 9(3), 16-40. <https://doi.org/10.2478/atd-2019-0012>
- 15) Deslandes, R. (2020). School-Family-Community Collaborations. Retrospective on what has been done and what has been learned. Volume 1. School- Family Relations.
- 16) Duman, J., Aydin, H., & Ozfidan, B. (2018). Parents' involvement in their children's education: The value of parental perceptions in public education. *The Qualitative Report*, 23(8), 1836-1860.
- 17) Ebbert, A. M., and Luthar, S. S. (2021). Influential domains of school climate fostering resilience in high achieving schools. *Int. J. Sch. Educ. Psychol.* 9,
- 18) Filho, P. de S. (2021). Identifying students' prior knowledge to enable Meaningful Learning. *International Journal of Advanced Engineering Research and Science*, 8(4), 273–277. <https://doi.org/10.22161/ijaers.84.32>
- 19) Gale, A., Williams, A., Rowley, S., & Boyd, D. (2022). The role of parents' school climate perceptions on attainment expectations for Black middle schoolers. *Journal of Child and Family Studies*, 31, 61-69.
- 20) Gaxiola-Romero, J. C., Gaxiola-Villa, E., Corral-Frías, N. S., & Escobedo- Hernández, P. (2020, December 1). Positive learning environment, academic engagement and self-regulated learning in high school students. <https://www.redalyc.org/journal/798/79864707011/html/>

School Climate and Learners' Academic Engagement

- 21) Gimbert, B. G., Miller, D., Herman, E., Breedlove, M., & Molina, C. E. (2021). Social Emotional Learning in Schools: The Importance of Educator Competence. *Journal of Research on Leadership Education*, 18(1), 3-39.
<https://doi.org/10.1177/19427751211014920>
- 22) Grazia, V., & Molinari, L. (2023). A multidimensional approach to the study of school climate and student engagement. *The Journal of Educational Research*, 116(6), 386–395. <https://doi.org/10.1080/00220671.2023.2278771>
- 23) Han, F. (2021). The Relations between Teaching Strategies, Students' Engagement in Learning, and Teachers' Self-Concept. *Sustainability*, 13(9), 5020.
<https://doi.org/10.3390/su13095020>
- 24) Hart, S., Stewart, K, and Jimerson, S. (2011). The Student Engagement in Schools Questionnaire (sesQ) and the Teacher Engagement Report Form-new (terF-n): Examining the Preliminary Evidence. *Contemporary School Psychology*, 2011, Vol. 15
- 25) Indeed Editorial Team. (2021). What Is Causal Research? (With Examples, Benefits and Tips).
<https://www.indeed.com/career-advice/career-development/causal-research>
- 26) Jiang, X., Liu, R. Factors influencing school climate: an empirical study based on the TALIS principal survey. *Humanit Soc Sci Commun* 11, 722 (2024).
<https://doi.org/10.1057/s41599-024-03203-1>
- 27) Jong, L., Meirink, J., and Admiraal, W. (2022). School-based collaboration as a learning context for teachers: A systematic review.
<https://www.sciencedirect.com/science/article/pii/S0883035522000052>
- 28) Kearney, C. A., Sanmartín, R., & González, C. (2020). The School Climate and Academic Mindset Inventory (SCAMI): Confirmatory Factor Analysis and Invariance Across Demographic Groups
- 29) Kelty, N. E., & Wakabayashi, T. (2020). Family Engagement in Schools: Parent, Educator, and Community Perspectives. *SAGE Open*, 10(4). <https://doi.org/10.1177/2158244020973024>
- 30) Kjønnsken, L., Wiium, N., & Fjørtoft, I. (2022). Affordances of School Ground Environments for Physical Activity: A Case Study on 10- and 12-Year-Old Children in a Norwegian Primary School. *Frontiers in Public Health*, 10.
<https://doi.org/10.3389/fpubh.2022.773323>
- 31) Lagare, K.O.B., Paglinawan, J. L. (2024). Collaborative Teaching Practices and Technology Mindset on Students' Critical Thinking Abilities – *International Journal of Research and Innovation in Social Science*. *International Journal of Research and Innovation in Social Science*.
<https://rsisinternational.org/journals/ijriss/articles/collaborative-teaching-practices-and-technology-mindset-on-students-critical-thinking-abilities/?>
- 32) Lobo, J. (2023). Instructor Emotional Support, Academic Resiliency, and School Engagement in an Online Learning Setting during Covid-19 Pandemic. *Journal of Learning for Development*, 10(2), 252–266.
<https://doi.org/10.56059/jl4d.v10i2.826>
- 33) Lombardi, E., Traficante, D., Bettoni, R., Offredi, I., Giorgetti, M., and Vernice, M. (2019). The impact of school climate on well-being experience and school engagement: a study with high-school students. *Front. Psychol.* 10, 2482.
<https://doi.org/10.3389/fpsyg.2019.02482>
- 34) Mebert, L., Barnes, R., Dalley, J., Gawarecki, L., Ghazi-Nezami, F., Shafer, G., Slater, J., & Yezbick, E. (2020). Fostering student engagement through a real-world, collaborative project across disciplines and institutions. *Higher Education Pedagogies*, 5(1), 30–51. <https://doi.org/10.1080/23752696.2020.1750306>
- 35) Mercer, S., and Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge: Cambridge University Press. Doi: 10.1017/9781009024563. Google Scholar
- 36) National School Climate Center. (2024) Measuring School Climate (CSCI).
<https://schoolclimate.org/services/measuring-school-climate-csci/>
- 37) Nugroho, A. A., & Wibowo, U. B. (2020, February 6). The Influence of School Infrastructure on Student Learning Activeness: A Research Study. *www.atlantis-Press.com*; Atlantis Press.
<https://doi.org/10.2991/assehr.k.200129.076>
- 38) Nuri, C. (2020). DEHB'nin çocukların okul başarısı, sosyal ve duygusal yönleri üzerindeki etkileri. Kurnaz, A. & Şengün, G. (Ed.). *Dikkat Eksikliği ve Hiperaktivite Bozukluğu içinde* (ss. 147- 161. ss.). Ankara: Pegem Akademi.
- 39) Nuri, C., Akçamete, G., & Direktör, C. (2022). The trial support program for empowerment of parents of children with ADHD. *Psychology, Health & Medicine*, 27(3), 676-685. <https://doi.org/10.1080/13548506.2021.1975786>

School Climate and Learners' Academic Engagement

- 40) Phuntsho, U. ., & Dendup, R. . (2021). The relationship between school climate, student engagement and academic achievement in higher secondary school. *Bhutan Journal of Research and Development*, 9(2). Retrieved from <https://bjrd.rub.edu.bt/index.php/bjrd/article/view/81>
- 41) Pioquinto, H. L. C. & Oco, R. M. (2025). *Reading Inspiration and Pupils' Learning Engagement*. *International Journal of Multidisciplinary Research and Analysis*. DOI: [10.47191/ijmra/v8-i03-19](https://doi.org/10.47191/ijmra/v8-i03-19)
- 42) Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*, 31(4), 2371–2391. <https://doi.org/10.1080/10494820.2021.188488>
- 43) Rashid, M. H. A. (2023, July 30). The impact of school climate on student engagement. *Library & Information Management*. <https://doi.org/10.3390/ijerph17228297>
- 44) Rekiene, V. and Pakrosnis, R. (2021). The Importance of Perceived School Climate and Personal Strengths Use for Psychological Functioning Among High School Pupils." *Psichologija*, 40-55. <https://doi.org/10.15388/Psicho.2021.45>.
- 45) Schunk, D.H. & DiBenedetto, M.K. (2022). Learning from a social cognitive theory perspective, *International Encyclopedia of Education* (Fourth Edition).
- 46) Thomas, V., De Backer, F., Peters, J., & Lombaerts, K. (2019). Parental involvement and adolescent school achievement: The mediational role of self-regulated learning. *Learning Environments Research*, 22(3), 1-19.
- 47) Tran, T., Hoang, A. D., Nguyen, Y. C., Nguyen, L. C., Ta, N. T., Pham, Q. H., Pham, C. X., Le, Q. A., Dinh, V. H., & Nguyen, T. T. (2020). Toward sustainable learning during school suspension: Socioeconomic, occupational aspirations, and learning behavior of Vietnamese students during COVID-19. *Sustainability* <https://doi.org/10.3390/su12104195> 305–317.
- 48) Ugyen Phuntsho, & Rinchen Dendup. (2020). The relationship between school climate, student engagement and academic achievement in higher secondary school. *Bhutan Journal of Research and Development*, 9(2). https://bjrd.rub.edu.bt/index.php/bjrd/article/view/81?utm_source=chatgpt.Com
- 49) UNESCO. (2023). Technology in education. 2023 GEM Report. <https://gem-report-2023.unesco.org/technology-in-education/>
- 50) Yangambi, M. (2023). Impact of School Infrastructures on Students Learning and Performance: Case of Three Public Schools in a Developing Country. *Creative Education*, 14(4), 788–809. <https://doi.org/10.4236/ce.2023.144052>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.