

# Influence of School Climate on Students' Social and Emotional Well-Being

Athmika S<sup>1</sup>, Dr. Sudheer K. V<sup>2</sup>

<sup>1,2</sup>Assistant Professor, Psychology, Sri Dharmasthala Manjunatheshwara College

## Abstract

The psychosocial environment of a school plays a meaningful role in shaping students' developmental experiences. The present study examined whether students' perceptions of school climate are associated with their social and emotional well-being. A correlational research design was employed using a sample of 100 middle and secondary school students. Standardized instruments were administered to measure perceived school climate and social and emotional well-being. Descriptive statistics, normality testing, Spearman's rank correlation, and regression analysis were used for data analysis. Findings indicated that although students generally reported moderate to high levels of school climate and well-being, no statistically significant relationship was observed between the variables. The results suggest that additional contextual and individual factors may influence student well-being beyond perceived school climate. The study highlights the need for further research using larger and more diverse samples to better understand this relationship.

**Keywords:** School climate, Social well-being, Emotional well-being, Student mental health, Educational environment, Teacher–student relationship, Peer support

## Introduction

Students spend a substantial portion of their formative years within school settings, making schools influential environments for psychological and social development. Beyond academic instruction, schools function as structured social systems where students establish interpersonal relationships, develop emotional regulation skills, and form perceptions about belonging and safety.

School climate reflects students' collective perceptions regarding safety, interpersonal relationships, teaching practices, institutional norms, and emotional support within the school environment. These perceptions may influence how students experience stress, manage emotions, and engage socially.

Social well-being refers to the quality of students' relationships and their sense of connectedness within the school community. Emotional well-being involves the ability to regulate feelings, cope with challenges, and maintain psychological balance. While previous research often reports a positive association between supportive school climates and student well-being, contextual differences may produce varying outcomes. Therefore, the present study seeks to empirically examine this relationship within the selected sample.

## Review of Literature

### School Climate

School climate encompasses the overall tone and functioning of a school as perceived by its members. It

includes dimensions such as perceived safety, teacher–student interactions, peer relationships, fairness of rules, and academic support structures. A constructive school climate is typically characterized by mutual respect, emotional safety, consistent discipline practices, and supportive instructional methods. Earlier research has suggested that when students perceive their school as supportive and organized, they demonstrate stronger academic engagement and more adaptive behavioral patterns. Conversely, environments perceived as unsafe or unsupportive may contribute to stress and disengagement.

### **Social Well-Being in Students**

Social well-being reflects the extent to which students feel accepted, valued, and connected within their peer group and school community. Indicators include cooperative relationships, participation in group activities, perceived social support, and reduced feelings of isolation. Students who experience positive peer interactions are generally more confident in social settings and demonstrate stronger collaborative skills.

### **Emotional Well-Being in Students**

Emotional well-being refers to students' ability to understand, manage, and appropriately express emotions. It is associated with resilience, self-confidence, and effective coping mechanisms. Supportive school interactions may contribute to emotional stability, whereas conflictual or stressful environments may hinder emotional adjustment.

### **Relationship between School Climate and Well-Being**

A number of studies have reported associations between positive school environments and improved psychological functioning among students. Teacher encouragement, structured routines, and safe peer interactions are often described as protective factors. However, the strength and direction of these relationships may vary depending on demographic, cultural, and institutional contexts. Therefore, empirical investigation within specific populations remains essential.

### **Need for the Study**

Increasing academic pressures, social challenges, and emotional stress among students highlight the importance of identifying school-based factors that may contribute to well-being. Although existing literature frequently emphasizes the importance of school climate, contextual evidence from diverse educational settings remains limited. The present study seeks to contribute to this area by examining the relationship between perceived school climate and students' social and emotional well-being.

### **Methodology**

#### **Aim**

To examine the influence of perceived school climate on students' social and emotional well-being.

#### **Research Questions**

1. What level of school climate is perceived by students?
2. What are the levels of students' social and emotional well-being?
3. Is there a statistically significant relationship between school climate and social well-being?
4. Is there a statistically significant relationship between school climate and emotional well-being?

5. Do dimensions of school climate predict students’ well-being outcomes?

**Variables**

**Independent Variable:** School Climate

**Dependent Variables:**

- Social Well-Being
- Emotional Well-Being

**Hypotheses (Null)**

H01: There is no significant relationship between school climate and students’ social and emotional well-being across gender.

H02: There is no significant relationship between school climate and emotional well-being across gender.

H03: No dimension of school climate significantly predicts social and emotional well-being across gender.

**Sample**

The study included 100 middle and secondary school students selected through purposive/simple random sampling. Both male and female students were represented in the sample.

**Tools**

1. School Climate Scale
2. Social and Emotional Well-Being Scale

**Research Design**

A correlational research design was adopted to determine the association between variables.

**Statistical Techniques**

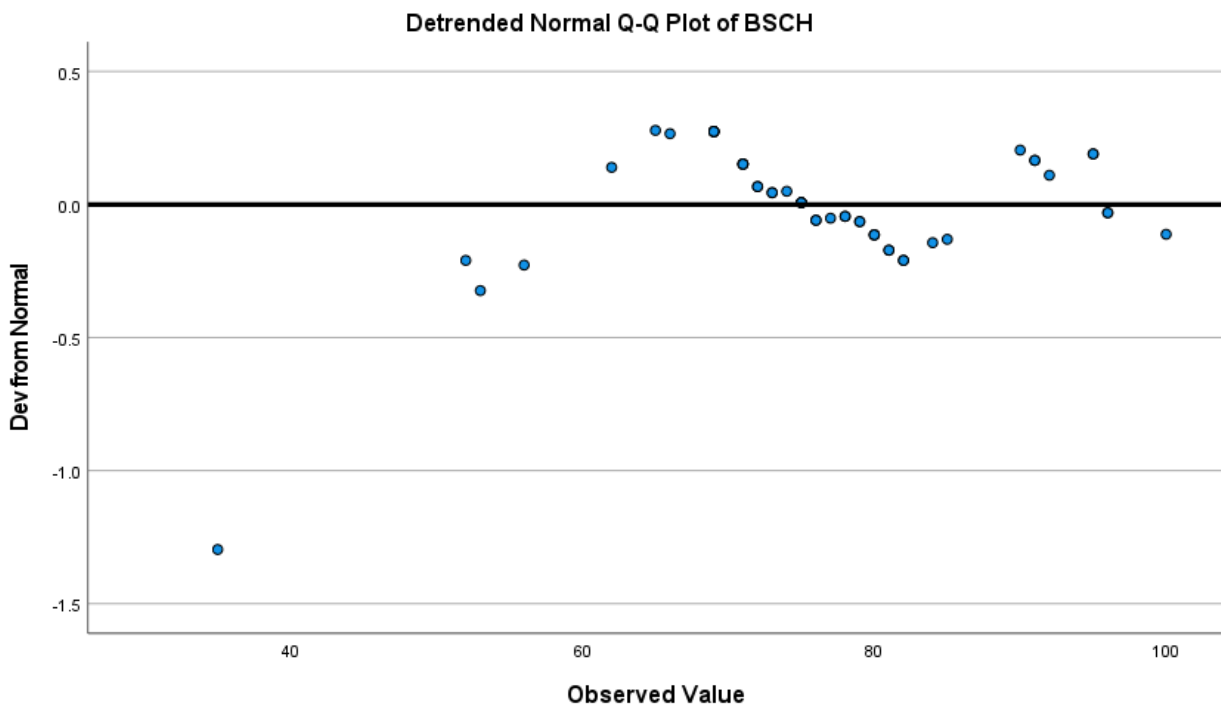
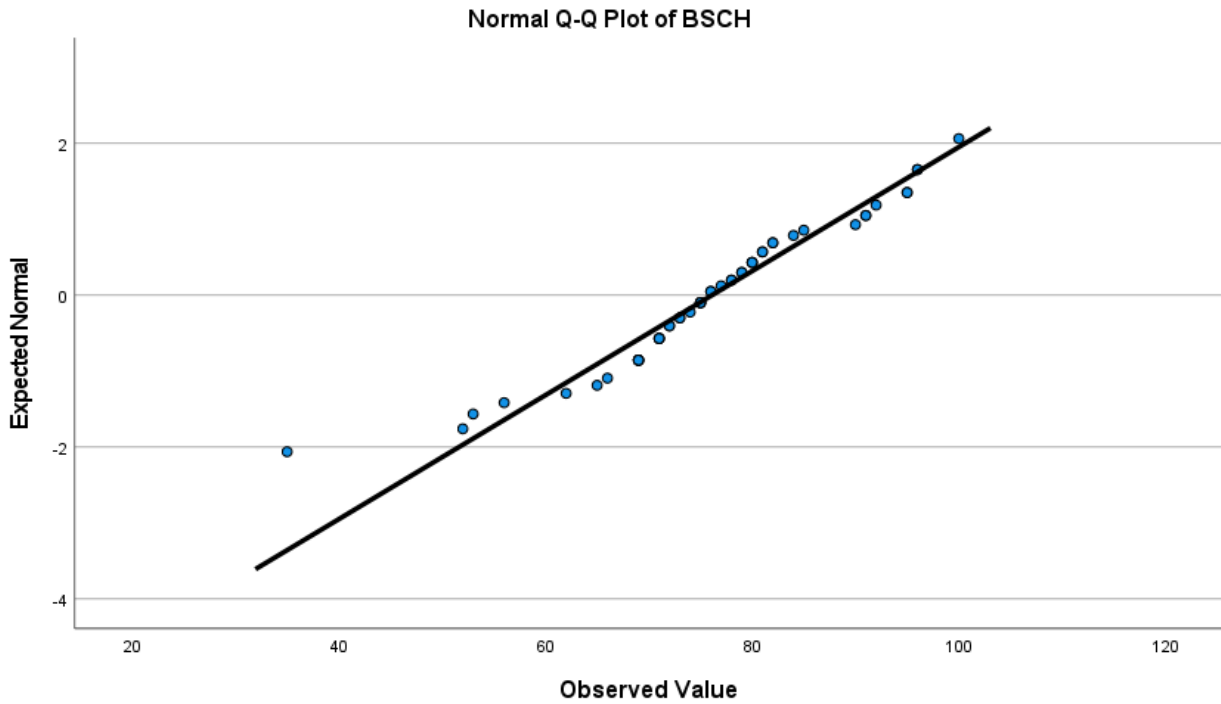
- Descriptive statistics (Mean and Standard Deviation)
- Tests of Normality (Kolmogorov–Smirnov and Shapiro–Wilk)
- Spearman’s Rank Correlation
- Multiple Regression Analysis

**Result and Discussion**

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
BSCH	50	98.0%	1	2.0%	51	100.0%
GSCH	50	98.0%	1	2.0%	51	100.0%

Descriptives				
			Statistic	Std. Error
BSCH	Mean		76.12	1.732
	95% Confidence Interval for Mean	Lower Bound	72.64	
		Upper Bound	79.60	
	5% Trimmed Mean		76.63	
	Median		75.50	
	Variance		149.944	
	Std. Deviation		12.245	
	Minimum		35	
	Maximum		100	
	Range		65	
	Interquartile Range		12	
	Skewness		-.622	.337
	Kurtosis		1.767	.662
	GSCH	Mean		81.22
95% Confidence Interval for Mean		Lower Bound	78.55	
		Upper Bound	83.89	
5% Trimmed Mean		80.97		
Median		81.00		
Variance		88.583		
Std. Deviation		9.412		
Minimum		61		
Maximum		109		
Range		48		
Interquartile Range		11		
Skewness		.380	.337	
Kurtosis		.943	.662	

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
BSCH	.140	50	.015	.949	50	.032
GSCH	.085	50	.200*	.979	50	.525
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						



<b>Correlations</b>				BSCH	GSCH	BS	GS
Spearman's rho	BSCH	Correlation Coefficient		1.000	-.077	.157	-.095
		Sig. (2-tailed)		.	.596	.275	.513

		N	50	50	50	50
GSCH		Correlation Coefficient	-.077	1.000	.028	-.202
		Sig. (2-tailed)	.596	.	.844	.159
		N	50	50	50	50
BS		Correlation Coefficient	.157	.028	1.000	.054
		Sig. (2-tailed)	.275	.844	.	.709
		N	50	50	50	50
GS		Correlation Coefficient	-.095	-.202	.054	1.000
		Sig. (2-tailed)	.513	.159	.709	.
		N	50	50	50	50

**TOTAL MEAN CALCULATED**

VARIABLES	GIRLS	BOYS
SOCIAL AND EMOTIONAL WELL-BEING SCALE	81.06	76.12
SCHOOL CLIMATE SCALE	100.42	95.06

Normality Tests: The Kolmogorov-Smirnov and Shapiro-Wilk tests indicated that the score distribution for Boy Students' School Climate (BSCH) was not normally distributed (Sig. < 0.05), suggesting the use of non-parametric tests like Spearman's rho for correlation, which was appropriately used in the subsequent analysis. The distribution for Girl Students' School Climate (GSCH) did not significantly deviate (Sig. > 0.05).

Tests of Normality					
Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
df	Sig.	Statistic	df	Sig.	
50	.015	.949	50	.032	
50	.200*	.979	50	.525	
*. This is a lower bound of the true significance.					
a. Lilliefors Significance Correction					

Correlation						
			BSCH	GSCH	BS	GS
Spearman's rho	BSCH	Correlation Coefficient	1.000	-.077	.157	-.095

		Sig. (2-tailed)	.	.596	.275	.513
		N	50	50	50	50
	GSCH	Correlation Coefficient	-.077	1.000	.028	-.202
		Sig. (2-tailed)	.596	.	.844	.159
		N	50	50	50	50
	BS	Correlation Coefficient	.157	.028	1.000	.054
		Sig. (2-tailed)	.275	.844	.	.709
		N	50	50	50	50
	GS	Correlation Coefficient	-.095	-.202	.054	1.000
		Sig. (2-tailed)	.513	.159	.709	.
		N	50	50	50	50

All correlation coefficients between school climate and the well-being variables were found to be not statistically significant (all p-values > 0.05).

### Results

Normality testing indicated that certain variables deviated from normal distribution; therefore, non-parametric correlation (Spearman’s rho) was used.

Correlation analysis revealed that the relationships between school climate and both social and emotional well-being were not statistically significant ( $p > 0.05$ ). Although descriptive statistics indicated moderate to relatively high mean scores for both variables, inferential analysis did not support a significant association.

Gender-wise mean comparisons suggested slightly higher scores among girls in both school climate perception and well-being measures; however, these differences were not tested for statistical significance.

### Discussion

The findings of the present study did not demonstrate a statistically significant relationship between perceived school climate and students’ social and emotional well-being within the selected sample. While earlier literature often reports positive associations, the absence of significance in this study may be influenced by factors such as limited sample size, contextual variability, measurement sensitivity, or unmeasured moderating variables.

It is possible that individual characteristics, family environment, socioeconomic conditions, or peer group dynamics may exert stronger influence on well-being than overall school climate perception within this group.

### Conclusion

The study concludes that no statistically significant relationship was found between school climate and students’ social and emotional well-being in the present sample. Accordingly, the null hypotheses were

accepted.

Although descriptive findings indicate generally positive perceptions among students, the lack of statistical significance suggests that school climate alone may not be a sufficient predictor of well-being outcomes in this context. Further research using larger, more diverse samples and longitudinal designs is recommended to explore potential mediating or moderating variables.

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