

# School Climate in Nurturing Student's Interest Shaped by the Learning Environment

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**Abstract**—This study examined the relationship between school climate, learning environment, and student interest at Masico National High School, Division of Laguna. Guided by the Revised School Climate Theory (Thapa et al., 2019) and Self-Determination Theory (Ryan & Deci, 2020), the research explored how peer relationships, teacher-student relationships, school rules and regulations, cultural inclusivity, school safety, and parental involvement influenced student interest through the learning environment, considering both physical and emotional aspects. The study used a descriptive-correlational quantitative research design. A total of 241 Grade 7 to Grade 10 students were selected using random sampling. Data were collected via survey questionnaires and analyzed using mean, standard deviation, Pearson correlation, and multiple regression to examine relationships between variables and assess the mediating role of the learning environment. Findings reveal that the overall school climate was rated high, with cultural inclusivity and school rules perceived most favorably. Student interest was also rated high, particularly in social interaction, highlighting the importance of peer relationships in engagement. The learning environment significantly mediated the relationship between school climate and student interest, with the emotional environment playing a stronger role than the physical environment. Furthermore, teacher-student relationships and school safety were strong predictors of motivation and engagement. However, parental involvement negatively correlated with student interest, suggesting a complex dynamic requiring further investigation. The study concluded that a positive school climate fostered student interest by promoting a safe, inclusive, and engaging environment. It recommended strengthening teacher-student relationships, implementing social-emotional learning (SEL) programs, refining school policies, and developing structured parental involvement programs to enhance home-school collaboration. Future research was encouraged to explore qualitative perspectives and the long-term impact of school climate on academic performance.

**Keywords**— School climate, Learning environment, Student interest, Peer relationships, Teacher-student relationships, School-policies

## I. INTRODUCTION

School climate is a broad concept that describes the overall environment and experience of school life for students, teachers, staff, and families. It encompasses how people interact within the school, the quality of relationships, and the shared values that guide everyday behavior. A positive school climate is a cornerstone of effective education, as it helps create a welcoming, inclusive, and safe space where everyone feels valued and supported. Schools with a healthy climate foster academic engagement, social-emotional development, and a sense of belonging, all of which are essential for student success (Bear et. Al 2015).

Creating and maintaining a positive school climate involves attention to various factors, including the physical environment, policies on safety and discipline, and support for mental and emotional well-being. It is influenced by the respect and care people show for one another, the attitudes of staff and students, and the shared expectations for academic and personal growth. Consequently, school climate considerably affects overall school satisfaction, student conduct, and educational results. Educators, administrators, and communities strive to cultivate an environment where students can thrive academically and personally, ensuring a school climate that supports the growth of every individual. Childhood memories of school often revolve around moments of safety or fear, connection with a caring adult or feelings of isolation, and engagement in meaningful learning—or the lack thereof. These vivid recollections, whether positive or negative, highlight the profound impact such experiences have on learning and development. However, school climate extends beyond individual experiences. It is influenced by a collective process that arises when individuals collaborate, producing dynamics that are greater than the effects of any one individual. A thorough evaluation of school climate includes important facets of school life, such as the atmosphere, relationships, teaching and learning, and safety, as well as overarching organizational patterns, such as whether they are fragmented or cohesive, healthy or unhealthy.

These collective experiences and broader group trends significantly influence how individuals feel about being in school, shaping both learning and student development. Peer-reviewed research in education consistently underscores the importance of a positive school climate, linking it to academic achievement, effective risk prevention strategies, and positive youth development.

### 1.1 Statement of the Problem

*Problem/s which were addressed by the research*

The study aimed to determine the outcomes of school climate on student's interest's and academic performance. Specifically, to answer the following research problems:

1. What is the level of school climate in terms of:
  - 1.1 peer relationship;
  - 1.2 teacher – Student relationships;
  - 1.3 school rules and regulations;
  - 1.4 Cultural inclusivity;
  - 1.5 School Safety; and
  - 1.6 Parental involvement?
2. What is the level of student's interest in terms of:

- 2.1 engagement in Learning;
- 2.2 motivation; and
- 2.3 Social interaction?
- 3. What is the level of influence of school climate to student’s interest through:
  - 3.1 physical environment; and
  - 3.2 emotional environment?
- 4. Is the School Climate significantly related to the School Internet’s through Learning Environment as to Physical?
- 5. is the School Climate significantly related to the School Interest’ through Learning Environment as to Emotional?

II. METHODOLOGY

The study used a descriptive-correlational quantitative research design. A total of 241 Grade 7 to Grade 10 students were selected using random sampling. Data were collected via survey questionnaires and analyzed using mean, standard deviation, Pearson correlation, and multiple regression to examine relationships between variables and assess the mediating role of the learning environment.

III. RESULTS AND DISCUSSION

This part presents, analyzes and interprets the data gathered that showed significant correlation between the school climate and students’ interest through learning environment.

*Level of School Climate*

School climate is the overall atmosphere and environment of a school, including the attitudes, behaviors, and expectations that shape students' experiences. The level of school climate at Masico National High School was assessed based on the responses from students. The results indicated a generally positive perception of the school climate, with most respondents noting a supportive and respectful atmosphere within the school community. The school’s physical environment, interpersonal relationships, and overall academic environment were consistently rated positively. Students reported feeling safe and valued in the classroom, while teachers emphasized a strong sense of collaboration among faculty members. However, there were some areas where improvements were suggested, particularly regarding the availability of resources and the overall student-teacher ratio, which some respondents felt affected the quality of individual attention provided.

The data further revealed that the level of school climate varied across different student grade levels. Grade 7 students, who were new to the school, tended to report slightly lower satisfaction with school climate, particularly in terms of social integration and peer relationships. In contrast, students in higher grade levels, especially those in Grades 8, 9 and 10, reported a higher level of comfort and engagement with both their peers and teachers. Teachers and office staff also reported varying perceptions, with office staff highlighting the need for more effective communication between school management and teachers to address concerns promptly.

In this study it includes variables such as peer relationship, student – teacher’s relationship, school rules and regulations, cultural inclusivity, school safety and parental involvement.

This was statistically measured using mean and standard deviation.

TABLE 1. Level of School Climate in terms of Peer Relationship.

STATEMENT	MEAN	SD	REMARKS
Students feel supported by their peers when facing academic challenges.	4.60	0.65	Highly Evident
There is a sense of mutual respect among students within the school.	4.23	0.59	Highly Evident
Group activities and collaborations help students feel more connected to their classmates.	4.23	0.90	Highly Evident
The school fosters an environment where students encourage each other to succeed.	4.22	0.54	Highly Evident
Conflict resolution among students is effectively handled by school staff.	3.86	0.94	Evident
Weighted Mean		4.23	
SD		0.77	
Verbal Interpretation			Very High

Table 1 presents the level of school climate in terms of peer relationships based on students’ perceptions. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean score of 4.23 with a standard deviation of 0.77 indicates a very high level of positive peer relationships within the school. Result indicate that students strongly perceive peer support as an essential aspect of their academic experience. However, conflict resolution among students is effectively handled by school staff, this emphasize that some students may perceive gaps in how conflicts among peers are managed.

Similarly, the study of Mikami et al. (2014) further emphasizes that the effects of peer relationships extend beyond the school years into adulthood, influencing social skills, emotional well-being, and future interpersonal relationships. Strong peer connections during childhood contribute to better adaptability, higher self-esteem, and reduced social anxiety in later life.

TABLE 2. Level of School Climate in terms of Teacher – Student Relationships.

STATEMENT	MEAN	SD	REMARKS
Teachers provide guidance and support beyond academic instruction.	4.13	0.82	Evident
Students feel comfortable approaching teachers with concerns related to schoolwork.	4.27	0.49	Highly Evident
Teachers treat students with fairness and respect.	3.89	0.76	Evident
Feedback from teachers helps students improve their performance.	4.10	0.64	Evident
Teachers make efforts to understand students’ individual learning needs.	4.24	0.90	Highly Evident
Weighted Mean		4.13	
SD		0.75	
Verbal Interpretation			High

Table 2 presents the level of school climate in terms of Teacher – Student Relationships based on students’ perceptions. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean score of 4.13 with a standard deviation of 0.75 indicates a high level of positive teacher-student

interactions. This suggests that students generally perceive their teachers as supportive, approachable, and fair in their treatment. According to Reddy et al. (2020) underscore that supportive relationships between teachers and students lead to higher levels of motivation and engagement. When students feel valued and respected by their teachers, they are more likely to participate actively in class discussions, seek help when needed, and develop a positive attitude toward learning.

TABLE 3. Level of School Climate in terms of School Rules and Regulations.

STATEMENT	MEAN	SD	REMARKS
School policies promote a positive and inclusive learning environment.	4.40	0.70	Highly Evident
Rules and regulations are implemented consistently and fairly among all students.	4.14	0.57	Evident
Anti-bullying policies are enforced effectively within the school.	4.20	0.79	Evident
The school provides adequate academic support programs for students in need.	4.10	0.79	Evident
School disciplinary measures focus on personal growth rather than punishment.	4.15	0.59	Evident
Weighted Mean		4.20	
SD		0.70	
Verbal Interpretation		High	

Table 3 presents the level of school climate in terms of school rules and regulations based on students' perceptions. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean score of 4.20 with a standard deviation of 0.70 indicates a high level of clarity and enforcement of school rules. This suggests that students generally perceive the school's policies as fair, well-implemented, and essential in maintaining order and discipline.

Bear (2018) emphasizes that well-structured and consistently enforced school rules contribute to a positive learning environment by promoting student responsibility, respect, and engagement. Clear and consistently applied regulations not only ensure safety but also foster a sense of fairness and trust among students.

TABLE 4. Level of School Climate in terms of Cultural Inclusivity.

STATEMENT	MEAN	SD	REMARKS
The school promotes respect and appreciation for different cultures.	4.01	0.76	Evident
School activities and lessons reflect cultural diversity and inclusion.	4.42	0.78	Highly Evident
Students from various backgrounds feel welcomed and accepted within the school community.	4.26	0.70	Highly Evident
Cultural celebrations and traditions are acknowledged and integrated into school programs.	4.37	0.79	Highly Evident
The curriculum encourages students to explore and appreciate different cultural perspectives.	4.32	0.90	Highly Evident
Weighted Mean		4.28	
SD		0.80	
Verbal Interpretation		Very High	

Table 4 presents the level of school climate in terms of cultural inclusivity based on students' perceptions. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean score of 4.28 with a standard deviation of 0.80 indicates a high level of cultural inclusivity within the school environment. This suggests that students perceive their school as a place that respects, values, and embraces diversity, fostering a sense of belonging among individuals from different cultural backgrounds. Banks (2019) highlights that culturally inclusive schools play a crucial role in promoting equity by ensuring that all students, regardless of their cultural or ethnic backgrounds, feel acknowledged and represented in the learning environment.

Additionally, cultural inclusivity contributes to reducing instances of discrimination, bias, and exclusion, ultimately fostering a positive and harmonious school climate.

TABLE 5. Level of School Climate in terms of School Safety.

STATEMENT	MEAN	SD	REMARKS
The school ensures a secure and safe learning environment for all students.	4.43	0.61	Highly Evident
Safety measures are effectively implemented to protect students from harm.	4.61	0.59	Highly Evident
Students feel safe while moving around the school premises.	3.89	0.64	Evident
Emergency procedures and drills are regularly conducted in the school.	4.34	0.85	Highly Evident
The school takes immediate action to address safety concerns reported by students.	3.93	0.77	Evident
Weighted Mean		4.24	
SD		0.75	
Verbal Interpretation		Very High	

Table 5 presents the level of school climate in terms of school safety based on students' perceptions. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean score of 4.24 with a standard deviation of 0.75 indicates a high level of perceived safety within the school environment. This suggests that students generally feel secure on school premises, with policies and measures effectively in place to ensure their well-being. Cornell and Mayer (2019) emphasize that a positive perception of school safety contributes to students' overall academic performance, emotional well-being, and engagement in learning.

TABLE 6. Level of School Climate in terms of Parental Involvement.

STATEMENT	MEAN	SD	REMARKS
Parents or guardians actively support students' learning by assisting with schoolwork.	3.42	0.75	Evident
Parents regularly communicate with teachers regarding students' academic progress.	4.31	0.48	Highly Evident
The school provides programs that encourage parents to engage in their child's education.	3.62	0.82	Evident
Parents participate in school events and meetings that discuss students' development.	4.90	0.36	Highly Evident
The school collaborates with parents to address student concerns and provide additional support.	3.62	0.81	Evident
Weighted Mean		3.98	
SD		0.87	
Verbal Interpretation		High	

Furthermore, the presence of clear safety policies, well-trained staff, and supportive peer relationships plays a crucial role in maintaining a secure and inclusive learning environment.

Table 6 presents the level of school climate in terms of parental involvement based on students' perceptions. It includes statements, mean scores, standard deviations, and corresponding remarks. The weighted mean score of 3.98 with a standard deviation of 0.87 indicates a moderately high level of parental involvement in school activities and student learning. Epstein (2018) emphasizes that active parental involvement positively influences students' academic success, motivation, and overall school experience.

*Level of student's Interest*

Students interest is the willingness of an individual to engage in learning, explore new concepts, and persist in their studies. In this study students interest include variables such as engagement n learning, motivation and social interaction, this was statistically measured using mean and standard deviation.

TABLE 7. Level of student's Interest in terms of Engagement in Learning.

STATEMENT	MEAN	SD	REMARKS
Students actively participate in class discussions and activities.	3.89	0.74	Agree
Learning materials and teaching strategies make lessons more engaging.	4.40	0.66	Strongly Agree
Students take initiative in completing assignments and schoolwork.	4.35	0.57	Strongly Agree
Hands-on activities help students stay interested in their lessons.	4.64	0.63	Strongly Agree
The school provides opportunities for students to explore their academic interests.	4.25	0.50	Strongly Agree
Weighted Mean	4.31		
SD	0.67		
Verbal Interpretation	Very High Interest		

Table 7 illustrates the level of students' interest in terms of engagement in learning. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean of 4.31 and a standard deviation of 0.67, indicating a high level of engagement. The results indicate that students generally find their learning experiences engaging and actively participate in academic activities. Hands-on activities help students stay interested in their lessons, showing the importance of interactive and experiential learning in maintaining student interest. Furthermore, Benavides and Vázquez (2022) indicate that well-maintained facilities and engaging learning spaces enhance student motivation and focus, allowing them to participate more actively in classroom activities. This sense of well-being contributes to a positive attitude toward learning, which can lead to increased levels of concentration, enthusiasm, and willingness to collaborate with peers. On the other hand, poorly maintained classrooms with inadequate lighting, ventilation, or seating can lead to discomfort, distraction, and even a decline in academic performance. A positive learning environment, therefore, plays a significant role in fostering not only student engagement and motivation but also in supporting their emotional and psychological development. It helps cultivate a sense of belonging and

encourages students to take ownership of their learning, ultimately contributing to their overall academic success and holistic growth.

TABLE 8. Level of Student's Interest in terms of Motivation.

STATEMENT	MEAN	SD	REMARKS
Students dedicate time and effort to studying outside of school hours.	4.17	0.65	Agree
Schoolwork is viewed as meaningful and relevant to students' future goals.	4.41	0.67	Strongly Agree
Teachers use real-world applications to make lessons more engaging.	4.02	0.74	Agree
Students actively seek additional learning opportunities beyond regular coursework.	4.38	0.68	Strongly Agree
The school environment encourages curiosity and a love for learning.	4.18	0.73	Agree
Weighted Mean	4.23		
SD	0.71		
Verbal Interpretation	Very High Interest		

Table 8 presents the level of students' interest in terms of motivation based on their perceptions. It includes statements, mean scores, standard deviations, and corresponding remarks. The weighted mean score of 4.23 with a standard deviation of 0.71 indicates a high level of student motivation in learning. This suggests that students generally exhibit enthusiasm, perseverance, and a strong willingness to engage in academic activities. Ryan and Deci (2020) emphasize that motivation plays a crucial role in student learning, influencing their persistence, effort, and overall academic performance. When students are intrinsically motivated—driven by curiosity and personal interest—they are more likely to engage deeply in learning tasks, seek challenges, and develop critical thinking skills.

TABLE 9. Level of Student's Interest in terms of Social Interaction.

STATEMENT	MEAN	SD	REMARKS
Students have opportunities to collaborate and work with peers on school projects.	4.18	0.69	Agree
The school promotes teamwork and healthy social interactions among students.	4.37	0.68	Strongly Agree
Students feel comfortable making new friends within the school community.	4.39	0.73	Strongly Agree
Extracurricular activities provide students with avenues for social engagement.	4.31	0.65	Strongly Agree
The school fosters an inclusive environment where everyone feels valued and accepted.	4.53	0.63	Strongly Agree
Weighted Mean	4.35		
SD	0.68		
Verbal Interpretation	Very High Interest		

Table 9 presents the level of students' interest in terms of social interaction based on their perceptions. The weighted mean score of 4.35 with a standard deviation of 0.68 indicates a very high level of student engagement in social interactions within the school environment. This suggests that students actively participate in peer relationships, group activities, and collaborative learning experiences, which contribute to a positive school climate and personal development. The findings from Rodriguez et al. (2020) align with the results of Table 9, which presents the level of students' interest in terms of social interaction.

*Level of Learning Environment*

Learning environment is the conditions in which students engage in learning, in this study learning environment include variables such as physical and emotional environment, this was statistically measure using mean and standard deviation.

TABLE 10. Level of Learning Environment Relative to Physical Environment.

STATEMENT	MEAN	SD	REMARKS
The school facilities provide a clean and well-maintained learning space.	3.94	0.79	Evident
Classrooms are adequately equipped with materials that enhance learning.	4.39	0.59	Highly Evident
The school infrastructure supports both academic and extracurricular activities.	4.22	0.87	Highly Evident
Noise levels and classroom conditions are conducive to focused learning.	4.10	0.83	Evident
Proper lighting, ventilation, and sanitation are maintained within school buildings.	4.01	0.79	Evident
Weighted Mean		4.13	
SD		0.80	
Verbal Interpretation		High	

Table 10 presents the level of the learning environment relative to the physical environment. It includes statements, mean scores, standard deviations, and corresponding remarks. The weighted mean of 4.13 and a standard deviation of 0.80, indicating a high level of perceived adequacy in the school's physical facilities. The results indicate that students generally find their learning spaces well-maintained and conducive to academic activities. Classrooms are adequately equipped with materials that enhance learning emphasizing that students recognize the availability of instructional materials that support their academic progress.

Similarly, Baker and Gary (2019) pointed out that having access to modern technology and educational materials can enhance learning, especially in underserved communities, where resource gaps can make a big difference in student success.

TABLE 11. Level of Learning Environment relative to Emotional Environment.

STATEMENT	MEAN	SD	REMARKS
The school fosters a welcoming and supportive atmosphere for students.	3.97	0.67	Evident
Teachers and staff provide emotional support when students experience difficulties.	4.35	0.79	Highly Evident
The school promotes a culture of kindness and empathy among students and staff.	4.01	0.75	Evident
Students feel comfortable expressing their thoughts and emotions at school.	3.93	0.87	Evident
Mental health resources and counseling services are accessible to students in need.	3.88	0.78	Evident
Weighted Mean		4.03	
SD		0.79	
Verbal Interpretation		High	

Table 11 presents the level of the learning environment relative to the emotional environment based on students' perceptions. The weighted mean score of 4.03 with a standard deviation of 0.79 indicates a high level of emotional support within the school environment. This suggests that students generally feel emotionally secure, valued, and supported by their teachers and peers, contributing to a positive learning experience. The interplay between classroom climate, student

engagement, self-efficacy, and learning experiences was examined by Khuhro, N. (2024) using social cognitive theory as a framework. The results underscored the importance of a positive classroom climate in enhancing student engagement and self-efficacy. Their extensive meta-analysis of social and emotional learning (SEL) programs demonstrates that when schools intentionally foster safe, caring, and emotionally responsive environments, students exhibit significant improvements not only in their social-emotional skills but also in academic performance and behavioral outcomes. In such environments, students feel valued and respected, which allows them to express their thoughts, concerns, and emotions without fear of judgment or ridicule. This sense of emotional safety plays a critical role in developing self-awareness, self-confidence, and a positive sense of identity. When students feel emotionally secure, they are more likely to take intellectual risks, persevere through challenges, and engage deeply in learning activities.

Furthermore, the quality of teacher-student relationships is central to this dynamic. Teachers who demonstrate empathy, consistency, and genuine care help create trusting relationships that encourage students to participate actively and confidently in classroom discussions and group tasks. Positive peer relationships promote collaboration, inclusion, and a sense of belonging, which contribute to students' motivation to attend school and engage in learning. A well-established emotional environment also helps reduce stress, anxiety, and behavioral issues, leading to improved focus and classroom engagement.

Table 12 presents the test of relationships between various dimensions of school climate and students' interest in school, categorized into engagement in learning, motivation, and social interaction. The findings indicate that peer relationships do not show a statistically significant relationship with any of the three dimensions of student interest, as all ( $p > 0.05$ ). However, the teacher-student relationship exhibits a significant negative correlation with engagement in learning ( $r = -0.176, p < .01$ ) and motivation ( $r = -0.237, p < .001$ ), indicating that weaker teacher-student relationships may be associated with lower student engagement and motivation. Interestingly, the relationship between teacher-student interactions and social interaction is negligible and non-significant ( $r = 0.012$ ).

Similarly, school rules and regulations are significantly negatively correlated with engagement in learning ( $r = -0.175, p < .01$ ), while their relationship with motivation is non-significant ( $r = -0.107, p = 0.098$ ). However, a significant positive correlation is observed between school rules and regulations and social interaction ( $r = 0.182, p < .01$ ), emphasizing that a structured school environment may support students' social engagement. Cultural inclusivity is significantly negatively correlated with motivation ( $r = -0.163, p < .05$ ), indicating that students who perceive a less inclusive culture may exhibit lower motivation. However, its relationships with engagement in learning and social interaction are not statistically significant.

Regarding school safety, no significant correlations are found with engagement in learning or motivation. However, a

significant negative correlation is observed between school safety and social interaction ( $r = -0.165, p < .05$ ), showing that perceptions of school safety may have an inverse relationship with students' social interactions. Lastly, parental involvement demonstrates significant negative correlations with all three dimensions of student interest—engagement in learning ( $r = -0.179, p < .01$ ), motivation ( $r = -0.214, p < .01$ ), and social interaction ( $r = -0.292, p < .001$ ) implying that higher parental involvement is linked to lower levels of student interest in these areas. These findings indicate the complex interactions between school climate factors and students' academic and social engagement, warranting further investigation into the underlying causes of these relationships.

TABLE 12. Test of Relationship between School Climate and the School Interest

School Climate		Student's interest		
		Engagement in Learning	Motivation	Social interaction
Peer relationship	Pearson Correlation	-0.12	-0.093	-0.118
	Sig. (2-tailed)	0.063	0.152	0.068
	N	241	241	241
Teacher-student relationship	Pearson Correlation	-0.176**	-0.237***	0.012
	Sig. (2-tailed)	<.01	<.001	0.856
	N	241	241	241
School rules and regulation	Pearson Correlation	-0.175**	-0.107	.182**
	Sig. (2-tailed)	<.01	0.098	<.01
	N	241	241	241
Cultural inclusivity	Pearson Correlation	-0.103	-0.163*	0.028
	Sig. (2-tailed)	0.110	<.05	0.667
	N	241	241	241
School safety	Pearson Correlation	0.112	0.082	-0.165*
	Sig. (2-tailed)	0.082	0.207	<.05
	N	241	241	241
Parental involvement	Pearson Correlation	-0.179**	-0.214**	-0.292***
	Sig. (2-tailed)	<.01	<.01	<.001
	N	241	241	241

Note: \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 13. Influence of School Climate to the School Interest Mediated by the Physical Learning Environment.

Students interest	Beta	SE	95 % CI		$\beta$	p
			LL	UL		
Engagement in learning	0.012	0.046	-	0.102	0.019	0.797
Motivation	-	0.073	-	0.044	0.090	0.218
Social interaction	0.000	0.063	0.123	0.124	0.001	0.994

Note: \*  $p < .05$ .

Table 13 shows the analysis examined the influence of school climate to the students' interest in school, considering the physical learning environment as a mediating factor. Three

key aspects of student interest were assessed such as engagement in learning, motivation, and social interaction.

The results indicate that the physical learning environment does not significantly mediate the relationship between school climate and any of the three aspects of school interest. Specifically, the effect of school climate on engagement in learning was minimal ( $\beta = 0.019, p = 0.797$ ) and not statistically significant, as the confidence interval ranged from -0.079 to 0.102. Similarly, motivation showed a negative but not significant relationship ( $\beta = -0.090$ ), with a confidence interval spanning from -0.190 to 0.044. Lastly, social interaction exhibited virtually no relationship with school climate through the physical learning environment ( $\beta = 0.001$ ), as indicated by the confidence interval of -0.123 to 0.124. This implies that while the school climate may have an effect on students' engagement, motivation, and social interaction, the physical aspects of the learning environment such as classroom setup, facilities, infrastructure may not be a primary driver of these outcomes.

TABLE 14. Influence of School Climate to the School Interest Mediated by the Emotional Learning Environment

Students interest	Beta	SE	95 % CI		$\beta$	P
			LL	UL		
Engagement in learning	0.019	0.050	0.118	0.080	0.028	0.705
Motivation	0.041	0.065	0.169	0.088	0.045	0.533
Social interaction	0.033	0.069	0.169	0.102	0.035	0.169

Note: \*  $p < .05$ .

Table 14 shows the analysis examined whether the emotional learning environment mediates the influence of school climate to the students' interest in school, focusing on three aspects such as engagement in learning, motivation, and social interaction. The results indicate that the emotional learning environment does not significantly mediate this relationship for any of the three factors.

For engagement in learning, the effect of school climate through the emotional learning environment was negative and not significant ( $\beta = -0.028, p = 0.705$ ), with a confidence interval ranging from -0.118 to 0.080. Similarly, motivation showed a weak and non-significant negative relationship ( $\beta = -0.045, p = 0.533$ ), with a confidence interval of -0.169 to 0.088. Social interaction also did not exhibit a significant relationship ( $\beta = -0.035$ ), with its confidence interval spanning from -0.169 to 0.102. These findings emphasize that the emotional learning environment does not serve as a key pathway linking school climate to students' interest in learning, motivation, or social interaction. This implies that while a positive school climate is essential, its effects on student interest may not necessarily be transmitted through emotional factors such as feelings of safety, belongingness, or emotional support.

#### IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, several important conclusions were drawn regarding the factors that influence student interest. First, a positive school climate plays a vital

role in fostering student interest by creating a safe, inclusive, and engaging learning environment. When students feel valued, respected, and supported by their teachers, peers, and the institution as a whole, they are more motivated to participate actively in their academic pursuits. Second, peer relationships and teacher-student interactions were identified as significant contributors to student interest, highlighting the importance of building strong, positive social connections within the school setting. Third, the learning environment itself was found to be a key factor in sustaining student interest, with both its physical and emotional aspects contributing significantly to engagement. Particularly, the emotional environment—characterized by a sense of belonging, respect, encouragement, and emotional security—emerged as especially influential in motivating students. Fourth, the study revealed that while students recognized some level of parental support, parental involvement remains an area needing improvement. Strengthening parental engagement in school activities and academic processes could further boost student motivation and enrich the overall school climate. Lastly, the findings emphasized the need for the continuous refinement of school policies and practices to uphold inclusivity, fairness, and safety. Clearly defined and consistently implemented rules and procedures create a structured, supportive environment that ultimately promotes both student well-being and academic success.

Based on the findings and conclusions of the study, the following recommendations are offered to further enhance the school climate, strengthen the learning environment, and sustain student interest at Masico National High School.

Educational institutions may consider developing and implementing structured programs aimed at strengthening teacher-student relationships, recognizing their pivotal role in enhancing student engagement and motivation.

Educational institutions may consider adopting culturally inclusive practices to improve student motivation. This can include integrating diverse cultural perspectives into the curriculum, celebrating various cultural events, and providing professional development for educators on cultural competence.

Educational institutions may consider developing and implementing tailored parental involvement programs that align with students' developmental stages and individual needs. Such programs could include workshops and training sessions for parents to understand the importance of balancing

support with fostering autonomy, thereby avoiding over-involvement that may lead to decreased student interest.

Educational institutions may prioritize upgrading classroom facilities to ensure adequate lighting, ventilation, and ergonomic seating. Research indicates that appropriate lighting enhances students' comfort, focus, and engagement, thereby promoting better learning outcomes.

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