

School Climate Affecting Students' Competence to Learn

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Abstract: This study aims to explore the impact of school climate on students' learning abilities. With the impact of the global epidemic, students' learning methods have changed and their learning motivation has also declined. Schools have also adjusted their operating models accordingly, resulting in changes in students' learning abilities. Based on the core educational goals of the 21st century, this study focuses on the multi-dimensional aspects of school climate, including teacher-student relationships, student relationships, fairness and safety of school rules, etc., and analyzes how these factors affect students' learning abilities. Research shows that a positive school climate, especially good teacher-student and student relationships, can significantly improve students' learning abilities. This study recommends improving students' learning abilities by improving school climate and proposes corresponding improvement measures.

Keywords: School Climate; Learning Ability; Teacher-student Relationship; Core Education Goals in the 21st Century.

1. Introduction

After the devastating strike of world pandemic, student's learning has been affected and it is not how it used to be. The eagerness of the students to learn has somehow tainted due to such worldwide pandemic. Schools at the same time have adjusted its mode of operation accordingly. These situations have some gave some paradigm shift in terms of the competence of the learners or the students across all levels of education on how they will learn.

The demands of the fast-changing world led to the global emergence of educational goals for 21st century under varying frameworks for teaching these skills. Among the frameworks are the Partnership for 21st Learning (P21) called 21st Century Skills which is popular in most countries in the world and not only at the US, the European Assessment and Teaching of 21st Century Skills (ATC21S) framework, and China's Core Competencies for Student Development.

What is common in these frameworks is the direction for holistic education, not only for cognitive domain but also for promoting values (Wang, Lavonen and Tirri, 2018). The present 21st century educational goals under the different frameworks are defined as an integration of the knowledge, skills, attitudes, and values that all young people of the present generation are required to have (Voogt & Roblin, 2020).

One aspect of a school as a system that may play an important role in its quest for the 21st century educational goals is school climate. There are various ideas of school climate but all agree to its multidimensionality. One of the most common broad domains of school climate are: community, safety, academic, and institutional environment (Wang and Degol, 2016). Within these domains are specific dimensions like quality of relationships, connectedness, respect for diversity, emotional safety, physical safety, teaching and learning, and administrative leadership.

School climate is not commonly mentioned when it comes to problems in education despite being an over-arching concept that encompasses almost everything about an educational institution. Take for example the 21st century goals, issues surrounding it are hardly seen as connected with school climate but it actually is.

An effective strategy for the 21st century goals may actually start at exploring the school community interactions, the emotional and physical safety in the school and the academic processes. This is actually recognized by many researchers thus they emphasized the need to study school climate as a guide for improving education.

School climate is a well-studied area already in western countries (Bear, 2020) but emphasis on the domains that could be readily and effectively targeted for school improvement is still desired. Cornell and Huang (2019) specifically mentioned that studies on school climate should focus on its interaction on independent student and school outcomes. Among the student outcomes they mentioned are academic achievement, social-emotional adjustment, citizenship, and respect and responsibility to others.

This study is actually proposed in the light of Cornell and Huang's (2019) suggested focus when studying school climate. The proposed study will assess school climate and analyze its interactions to students' learning to learn competence under China's framework of Core Competence for Student Development. These are enjoying learning, diligent rethinking, and informative consciousness. The study is expected to show the domains of school climate that may be effectively targeted for improving learning to learn competence. Ultimately, these domains will be laid out in a logic model for a possible course of action for enhancing learning to learn competence.

2. Statement of the Problem

This study intends to determine the relationship of the school climate and its influence to the ability or competence of the students to learn.

Specifically, the following will be answered:

1. What is the profile of the University student respondents in terms of:

- 1.1 Sex
- 1.2 Age
- 1.3 Course

2. What is the self-assessment of student respondents in the different domains of school climate in terms of:

- 2.1 student-teacher relations

- 2.2 student-student relations
- 2.3 fairness of school rules
- 2.4 clarity of expectations
- 2.5 school safety
- 2.6 school-wide engagement
- 2.7 school-wide bullying

3. Is there a significant difference in the self-assessment of the student respondents in the different domains of school climate when their profile is taken as a test factor?

What is the self-assessment of the student respondents on their level of competence to learn in terms of:

- 4.1 enjoying and excelling in learning
- 4.2 diligent rethinking
- 4.3 informative consciousness?

5. Is there a significant difference in the self-assessment of the student respondents on their level of competence to learn when their profile is taken as a test factor?

6. Is there a significant relationship between the student respondents' self-assessments on the school climate and their level of competence to learn?

7. What improvement plan of learning may be proposed based on the result of the study?

3. Hypotheses

The following hypotheses will be tested at 5%:

Ho1: There is no significant difference in the self-assessment of the student respondents in the different domains of school climate when their profile is taken as a test factor.

Ho2: There is no significant difference in the self-assessment of the student respondents on their level of competence to learn when their profile is taken as a test factor.

Ho3: There is no significant relationship between the student respondents' self-assessments on the school climate and their level of competence to learn.

4. Scope and Delimitation

The study will assess the students' competence to learn competence and their assessment of their school climate and determine possible relationship between them.

The study will be conducted in three schools in Guangxi University for Nationalities, Nanning, Guangxi China. The sample size for this study is ___ students. This number will be determined by a Qualtrics sample calculator at 5% margin of error with 95% level of confidence.

The student respondents per school will be randomly selected with their numbers being proportionate to the sample size.

The assessment of learning to learn competence to be covered the subdomains enjoying and excelling learning, diligent rethinking, and informative consciousness. Indicators for these variables were based on the Metacognition Awareness Inventory (MIA). In assessing students' perception on school climate, the following domains will be covered: student-teacher relations, student-student relations, fairness of school rules, clarity of expectations, school safety, schoolwide engagement, and schoolwide bullying. The selection of these domains is based on literature and existing instruments for measuring school climate. Indicators for these domains will be based from the Delaware School Climate Survey (DSCS).

The study will also look into the actions being taken by the school that are directed to the improvement of learning to

learn competence.

5. Research Design

The research design that will serve best the purpose of the study is a descriptive-comparative-correlational study. It will be determined a numeric representation for the students learning to learn competence and their assessment of the school climate. The study then determined through correlation analysis which school climate domains significantly affect the learning to learn competence. Information on the actions taken by the school to improve learning to learn was sought through interviews.

6. Research Locale

This study will be conducted at College of International Education, Guangxi University for Nationalities. Guangxi University for Nationalities is located in Nanning, the capital of Guangxi Province, which is a picturesque city all year round. It has three campuses -- Acacia Lake, Siyuan Lake and Wuming, covering an area of about 3,600 mu. The campus environment is quiet and quiet, the architectural style is simple and elegant, and the cultural atmosphere is profound and rich, with distinct ethnic characteristics of Zhuang Township and exotic customs of Southeast Asia. It is an ideal place for studying and learning. It has been selected as one of the nine most poetic universities in China by Global Human Geography.

Guangxi University for Nationalities was founded in March 1952, formerly Guangxi Branch of Central University for Nationalities (now Central University for Nationalities). It was renamed Guangxi University for Nationalities in February 1953, Guangxi University for Nationalities in June 1958, and Guangxi University for Nationalities in February 2006. The University is jointly established by the State Ethnic Affairs Commission and the Guangxi Zhuang Autonomous Region Government. In the long course of running the school, the school has forged the motto of "being virtuous and knowledgeable, harmony without diversity", and formed the school spirit of "advancing together, inheriting and innovating", the teaching spirit of "striving for perfection", and the learning spirit of "diligent and practical". It has played an important role in safeguarding national unity, ethnic unity, border stability, and social harmony. In order to promote economic and social development and progress in ethnic minority areas, All ethnic groups work together for common prosperity and development, and have made positive contributions to the building of the China-Asean community of shared future. The university has won a good academic and social reputation, and now has 33,739 full-time students.

The College of International Education was established in 2005. In 2020, the Sino-British College was merged into the School of International Education. The College is an important window of school education opening to the outside world, an important platform for international education, and a centralized management department for international students. It is mainly responsible for the education and management of international students, the construction of Sino-foreign cooperative school-running programs, the training and management of project students, and the training of international exchange students. At present, there are Office of the College, Teaching Office, International Student Enrollment Department, International Student Work Office, Sino-Foreign Cooperative Education Program Office, three

teaching departments, including the Department of Chinese Language International Education, the Department of Foreign Language and Culture, the Department of Sino-English Project Accounting, student Affairs Center and training Center. It has an international cultural exchange center, multimedia conference room, teaching laboratory, library reading room, etc., with perfect organization and management mechanism, complete teaching and office conditions, providing quality services for teachers and students and creating a good education environment.

Guangxi University for Nationalities now has 33,739 full-time students, among which the College of International Education currently has more than 1600 students. It offers 3 undergraduate majors, including Chinese Language Education for International Students, International Business (newly added), Accounting for Chinese-English projects, and 5 junior majors, including International Business, Applied Vietnamese, Applied Thai, Applied French, and Applied Foreign Language (Indonesian).

7. RESULTS

This chapter deals with the presentation of the gathered data together with the analysis and interpretation according to the statement of the problem. The gathered data on the profile of the student respondents and their assessment of their present situation are hereby presented.

7.1. Profile of the Student Respondents

Table 1 shows the demographic profile of the student respondents in terms of their age, and sex.

Table 1. Frequency Distribution of the Student Respondents' Profile

Profile	Frequency	Percentage
Age		
15 – 18 years old	14	4.4%
19 – 24 years old	291	90.9%
25 – 30 years old	15	4.7%
Total	320	100%
Sex		
Male	152	47.5%
Female	168	52.5%
Total	320	100%
Course		
Chinese Language education for international students	47	14.7%
International Business (Undergraduate)	57	17.8%
Chinese-English project accounting	52	16.3%
International Business (Primary major)	40	12.5%
Use Vietnamese	40	12.5%
Use Thai language	38	11.9%
Apply French and apply foreign languages	46	14.4%
Total	320	100%

In terms of age, fourteen (14) or about 4.4% of the student respondents are within 15 to 18 years old, two-hundred ninety-one (291) or about 90.9% of the student respondents

are within the age group of 19 to 24, and fifteen (15) or about 4.7% of the student respondents are within 25 to 30 years old. This means that the majority of the student respondents are within the age group of 19 to 24. This may be taken to mean that the students are in the appropriate grade level for their age.

In terms of sex, one-hundred fifty-two (152) or about 47.5% of the student respondents are males and the remaining one-hundred sixty-eight (168) or about 52.5% of the student respondents are female. This means that the majority of the student respondents are females in terms of sex. This illustrates that there are more female students in the institution than male students.

In terms of courses undertaken by the students, forty-seven (47) or about 14.7% of the student respondents are undertaking Chinese Language education for international students, fifty-seven (57) or about 17.8% of the student respondents are undertaking International Business (Undergraduate), fifty-two (52) or about 16.3% of the student respondents are undertaking Chinese-English project accounting, forty (40) or about 12.5% of the student respondents are undertaking International Business (Primary major), forty (40) or about 12.5% of the student respondents are using Vietnamese, thirty-eight (38) or about 11.9% of the student respondents are using Thai language, and the remaining forty-six (46) or about 14.4% of the student respondents are undertaking apply French and apply foreign languages. This means that the majority of the student respondents are undertaking International Business (Undergraduate). This may be taken to mean that the students are able to identify the different domains of the school climate given their courses.

The academic performance of students can be influenced by various factors, including school climate and demographic profile. School climate refers to the overall atmosphere, social relationships, and learning environment within a school, while a student's demographic profile encompasses characteristics such as socioeconomic status, ethnicity, language proficiency, and family background.

Research has shown that school climate has a significant impact on students' academic performance. A positive school climate, characterized by supportive relationships, effective discipline policies, and a focus on student well-being, can enhance students' engagement in learning activities (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Students in positive school climates tend to feel safe, supported, and motivated, which can lead to increased classroom participation and improved academic outcomes (Osher et al., 2018). Moreover, positive school climates foster a sense of belonging and encourage students to develop a growth mindset, both of which are associated with better learning and achievement (Dweck, 2006; Thapa et al., 2013).

On the other hand, a negative school climate can adversely affect students' academic performance. In such climates, students may experience stress, fear, and a lack of support, hindering their ability to focus on academics (Thapa et al., 2013). Bullying and social exclusion, prevalent in negative school climates, have been linked to decreased attendance, lower self-esteem, and poor concentration, all of which can negatively impact learning and achievement (Espelage & Swearer, 2004).

Furthermore, a student's demographic profile can also play a role in their academic performance. Students from economically disadvantaged backgrounds often face

challenges related to limited resources, inadequate nutrition, and unstable living conditions, which can hinder their ability to succeed academically (Sirin, 2005). Limited access to educational resources and enrichment activities outside of school may further impede their progress (Bradley & Corwyn, 2002).

Additionally, students from different ethnic backgrounds may encounter unique challenges that affect their academic performance. Language barriers, cultural differences, and experiences of discrimination can all impact learning outcomes (Ogbu, 1994; Suárez-Orozco, Pimentel, & Martin, 2009). Language proficiency is particularly critical, as non-native speakers of the language of instruction may require additional support to overcome language-related difficulties and fully participate in academic activities (Goldenberg, 2008).

Moreover, a student's family background, including parental involvement and support, significantly influences academic performance. Research has consistently shown that active parental engagement positively correlates with students' academic success (Hill & Tyson, 2009). Supportive and involved parents can provide guidance, motivation, and resources that contribute to improved educational outcomes for their children.

In conclusion, both school climate and demographic profile have substantial implications for a student's academic performance. Positive school climates foster engagement, support, and a sense of belonging, while negative climates can hinder learning. Demographic factors such as socioeconomic status, ethnicity, language proficiency, and family background can further shape a student's educational trajectory. Recognizing and addressing these factors can help create inclusive and supportive learning environments that promote optimal academic outcomes for all students.

7.2. Self-assessment of Student Respondents on the Different Domains of School Climate

Table 2 to 3.8 shows the self-assessment of the student respondents on the different domains of school climate in terms of student-teacher relations, student-student relations, fairness of school rules, clarity of expectations, school safety, school-wide engagement, and school-wide bullying.

Taking into consideration the self-assessment of the student respondents on the different domains of school climate in terms of student-teacher relations, the highest mean of 3.30, with the qualitative description of the students agreeing about student-teacher relations and is interpreted as the self-assessment of the students on the different domains of school climate in terms of student-teacher relations is positive, was found for item 1 which states that the teachers treat students of all races with respect. When teachers treat students of all races with respect, it has a profound impact on the different domains of school climate, particularly in terms of student-teacher relations. Respectful treatment creates an atmosphere of inclusivity, equality, and understanding within the classroom and school community. By treating students of all races with respect, teachers establish a foundation of trust, fairness, and mutual respect. This positive dynamic between students and teachers strengthens the student-teacher relationship, fostering open communication, collaboration, and a sense of partnership in the learning process.

Table 2. Self-assessment of Student Respondents on the Different Domains of School Climate in terms of Student-Teacher Relations

	Mean	Qualitative Description	Interpretation
1. Teachers treat students of all races with respect.	3.30	Agree	Positive
2. Teachers care about their students.	3.17	Agree	Positive
3. Teachers listen to their students when they have problems.	3.15	Agree	Positive
4. Teachers encourages students regularly.	3.20	Agree	Positive
5. Teachers like their students.	3.20	Agree	Positive
6. Teachers communicate with students' parents regarding their studies.	3.04	Agree	Positive
7. Teachers communicate with students' parents regarding their non-academic problems.	3.05	Agree	Positive
Composite Mean	3.16	Agree	Positive

Legend: 3.51-4.00 Strongly Agree/ Highly Positive; 2.51-3.50 Agree/ Positive; 1.51-2.50 Disagree/Negative; 1.00-1.50 Strongly Disagree/ Highly negative

When students feel respected by their teachers, regardless of their racial background, it creates a safe and supportive environment for learning. Students are more likely to feel valued, acknowledged, and empowered to actively participate in class discussions, ask questions, and share their thoughts and ideas. This positive student-teacher interaction leads to enhanced engagement, motivation, and academic achievement.

Moreover, treating students of all races with respect promotes a sense of belonging and inclusion. Students feel seen, heard, and accepted for who they are, irrespective of their racial identity. This recognition fosters a positive sense of self-worth and belonging within the school community. When students feel included, they are more likely to develop positive relationships with their peers, collaborate effectively, and create a supportive social network. This inclusive environment not only benefits individual students but also strengthens the overall school climate, promoting a culture of acceptance and respect.

Additionally, respectful treatment of students from all races helps to reduce instances of discrimination and bias within the

school climate. When teachers model respectful behavior towards all students, it sends a powerful message that discriminatory actions or prejudiced attitudes are unacceptable. This can create a ripple effect, inspiring students to treat one another with respect and kindness, fostering an environment of tolerance and empathy.

In conclusion, when teachers treat students of all races with respect, the positive impact on student-teacher relations is far-reaching. It creates an environment where students feel valued, included, and empowered to succeed academically and socially. This respectful treatment promotes a positive school climate, characterized by trust, collaboration, and a sense of belonging. Ultimately, it cultivates an atmosphere conducive to learning, personal growth, and the development of respectful and empathetic citizens.

On the other hand, the lowest mean of 3.04, with the qualitative description of the students agreeing about student-teacher relations and is interpreted as the self-assessment of the students on the different domains of school climate in terms of student-teacher relations is positive, was found for item 6 which states that the teachers communicate with students' parents regarding their studies. Effective communication between teachers and parents regarding students' studies has a significant impact on the different domains of school climate, particularly in terms of student-teacher relations. When teachers establish open and consistent lines of communication with parents, it fosters collaboration and partnership in supporting students' academic progress. This collaboration creates a sense of unity between teachers and parents, working together towards the common goal of enhancing students' learning outcomes. As a result, students perceive this collaboration and feel supported by both their teachers and parents, which positively influences their motivation, engagement, and overall academic performance.

Furthermore, effective communication encourages parental involvement in their children's education. When parents are well-informed about their children's studies, they can provide necessary support at home and reinforce academic goals. Increased parental involvement leads to higher levels of student achievement as students receive consistent support both at school and at home. This involvement sends a message to students that their education is valued and prioritized, enhancing their sense of self-worth and motivation to succeed.

In addition, effective communication fosters trust and transparency between teachers and parents, which positively impacts the overall school climate. When teachers proactively reach out to parents and share information, it demonstrates a commitment to transparency and a genuine concern for students' well-being. This open line of communication builds trust and strengthens the relationship between parents and teachers, leading to a positive perception of the school environment by students and parents alike. Students feel supported, knowing that their teachers and parents are working collaboratively to ensure their academic success.

Moreover, effective communication sets the stage for positive parent-teacher interactions. When teachers establish regular channels of communication, it allows for meaningful dialogue about students' progress and individual needs. Positive interactions between teachers and parents create a supportive and nurturing environment, where concerns and challenges can be addressed promptly and strategies for improvement can be discussed collaboratively. These interactions not only benefit students academically but also contribute to a positive school climate where all stakeholders

feel respected and valued.

In conclusion, effective communication between teachers and parents regarding students' studies plays a crucial role in shaping student-teacher relations and the overall school climate. It promotes collaboration, parental involvement, trust, and transparency, fostering a supportive and positive environment for students' academic growth. When teachers and parents work together in partnership, students perceive a united front in their education, leading to increased motivation, engagement, and overall success in their studies.

The overall mean of 3.16 shows that the students agree that the different domains of school climate in terms of student-teacher relations are positive. The domains of school climate, particularly in terms of positive student-teacher relations as assessed by the students, are of utmost importance in creating a conducive and enriching learning environment. Positive student-teacher relations foster a sense of trust, respect, and support, which significantly impact students' educational experiences. When students perceive their teachers as approachable and caring, it enhances their willingness to actively participate, seek help, and share their thoughts and ideas. This positive rapport promotes effective communication and collaboration, allowing teachers to better understand students' individual needs, tailor instruction, and provide targeted support.

Furthermore, positive student-teacher relations contribute to a sense of belonging and connectedness within the classroom and school community. When students feel valued and respected by their teachers, it creates a safe and inclusive environment where they can express themselves freely, take risks, and develop confidence in their abilities. This positive connection enhances students' motivation, engagement, and overall well-being, leading to improved academic performance.

Positive student-teacher relations also have a profound impact on students' socio-emotional development. Teachers who show genuine care and concern for their students foster a nurturing environment that supports their social and emotional growth. Students feel comfortable sharing their concerns, seeking guidance, and building meaningful connections with their teachers. This support promotes positive self-esteem, resilience, and a sense of self-efficacy, which are crucial for students' overall development and success.

Moreover, positive student-teacher relations influence students' attitudes towards learning. When students have positive interactions with their teachers, they are more likely to develop a love for learning, a growth mindset, and intrinsic motivation. Teachers who establish positive relationships with their students can inspire a passion for knowledge, encourage intellectual curiosity, and provide mentorship that extends beyond the classroom. These factors contribute to a positive school climate where students feel valued, respected, and motivated to achieve their full potential.

In conclusion, the domains of school climate, specifically positive student-teacher relations as assessed by the students, play a vital role in creating an optimal learning environment. These positive relations foster trust, effective communication, collaboration, a sense of belonging, and socio-emotional support. They have a profound impact on students' academic performance, socio-emotional development, attitudes towards learning, and overall well-being. By prioritizing and nurturing positive student-teacher relations, schools can cultivate a positive school climate that promotes student

success and holistic growth.

8. Conclusion

1.The demographic profile of the student respondents revealed that the majority of the student respondents are within the age group of 19 to 24, are females in terms of sex, and are undertaking International Business (Undergraduate).

2.The domains of school climate, specifically positive student-teacher relations as assessed by the students, play a vital role in creating an optimal learning environment. These positive relations foster trust, effective communication, collaboration, a sense of belonging, and socio-emotional support. They have a profound impact on students' academic performance, socio-emotional development, attitudes towards learning, and overall well-being. By prioritizing and nurturing positive student-teacher relations, schools can cultivate a positive school climate that promotes student success and holistic growth.

3.The domains of school climate, specifically positive student-student relations as assessed by the students, play a vital role in creating a nurturing and inclusive learning environment. Positive relations among students promote a sense of belonging, effective communication, collaboration, and social-emotional well-being. They enhance students' motivation, engagement, and academic success while reducing negative behaviors. By prioritizing and fostering positive student-student relations, schools can cultivate a positive school climate that supports the holistic development and well-being of all students.

4.A positive school climate with fair school rules, as assessed by the students, plays a vital role in shaping their educational experiences and outcomes. Fairness in rule enforcement cultivates trust, respect, and a sense of security among students. It promotes social cohesion, inclusivity, and belonging, fostering a supportive and inclusive school environment. Furthermore, a positive school climate with fair rules enhances academic engagement and success. By prioritizing fairness in school rules, schools can create an environment where students thrive academically, socially, and emotionally, leading to their holistic development and long-term success.

5.A positive school climate with clarity of behavioral expectations, as assessed by the students, is crucial for their academic success, social interactions, and overall well-being. Clear expectations provide students with structure, fairness, and predictability, enabling them to navigate the school environment effectively. Moreover, clarity of behavioral expectations fosters positive social interactions and relationships, promoting an inclusive and respectful social climate. Ultimately, a positive school climate that emphasizes clarity of behavioral expectations supports students' academic engagement and success, creating an environment where they can thrive academically, socially, and emotionally.

6.A positive school climate with a focus on school safety, as assessed by the students, is essential for their overall well-being, academic success, and healthy development. A safe school environment provides students with a sense of physical and emotional security, allowing them to fully engage in their educational pursuits. It promotes positive social interactions, prevents negative behaviors, and fosters positive relationships. Moreover, a safe school climate enhances the overall learning experience, enabling students to thrive academically and emotionally. By prioritizing school safety, schools create an environment where students can flourish, reach their potential,

and develop the skills necessary for their future success.

7.A positive school climate that prioritizes school-wide engagement, as assessed by the students, is vital for their overall growth, academic success, and personal development. It creates a sense of belonging, motivation, and empowerment among students. School-wide engagement enhances students' academic achievement, fosters essential life skills, and promotes active citizenship. By fostering a positive school climate that values and promotes engagement, schools create an environment where students are inspired, motivated, and equipped with the skills necessary for success in their academic pursuits and beyond.

8.A positive school climate that actively addresses and prevents school-wide bullying, as negatively assessed by the students, is paramount for their emotional well-being, academic success, and overall development. By fostering a safe and inclusive environment, schools promote a culture of respect, empathy, and kindness, discouraging bullying behaviors. This not only protects students from the harmful effects of bullying but also promotes positive relationships, academic engagement, and personal growth. By prioritizing a positive school climate that addresses bullying, schools create an environment where all students can thrive and reach their full potential.

9.The student's level of competence to learn plays a crucial role in their enjoyment and excellence in the learning process. When students feel competent, it fuels their motivation, fosters a positive attitude towards learning, and encourages active engagement. Competence enables students to excel in their academic pursuits, enhances their interactions with peers and teachers, and contributes to their overall well-being. By nurturing and supporting students' competence to learn, educators can create a positive and enriching learning environment where students thrive, enjoy their educational journey, and achieve their full potential.

10.The student's level of competence to learn is instrumental in diligent rethinking, which is essential for deeper understanding, improved problem-solving skills, and enhanced learning outcomes. Competence empowers students to question their existing knowledge, engage in higher-order thinking, and persist in the face of challenges. Diligent rethinking nurtures metacognitive skills and fosters a growth mindset, leading to continuous improvement and self-regulated learning. By fostering competence and encouraging diligent rethinking, educators can cultivate students who are capable of critically evaluating and revising their understanding, leading to a more meaningful and transformative learning experience.

11.The student's level of competence to learn is instrumental in developing informative consciousness, which encompasses a deep understanding, critical thinking, and application of knowledge. Competence allows students to acquire reliable information, integrate and synthesize knowledge, and apply it in practical contexts. Informative consciousness fosters accurate understanding, critical evaluation, and the ability to make informed decisions. By nurturing competence and promoting an informative consciousness, educators can equip students with the necessary skills and mindset to navigate an increasingly complex and information-rich world, fostering lifelong learners who are capable of engaging with knowledge in a meaningful and impactful way.

12.The factors age, sex, and course undertaken do not affect the self-assessment of the student respondents on the

different domains of school climate and their level of competence to learn.

9. Recommendations

1. Create a positive and inclusive school climate where students feel safe, valued, and supported. Encourage respectful interactions, promote empathy, and establish clear behavioral expectations. This positive climate will enhance students' motivation, engagement, and overall ability to learn.

2. Recognize that students have different levels of competence and learning styles. Differentiate instruction to accommodate their diverse needs, abilities, and interests. Provide opportunities for students to work at their own pace, engage in meaningful tasks, and receive personalized support to maximize their learning potential.

3. Build strong and supportive relationships with your students. Get to know them individually, understand their strengths, challenges, and interests. Show genuine care and concern for their well-being and academic progress. Positive teacher-student relationships enhance students' motivation, self-esteem, and willingness to take risks in their learning.

4. Implement varied and flexible assessment methods that align with students' abilities and learning styles. Provide constructive feedback that helps students understand their areas of strength and areas for improvement. Celebrate their achievements and provide targeted support to help them grow and excel.

5. Teach students metacognitive strategies such as goal-setting, self-monitoring, and self-reflection. Encourage them to set learning goals, monitor their progress, and reflect on their learning processes. These metacognitive skills will enable students to become more independent and effective learners.

6. Establish a classroom environment that promotes collaboration, respect, and active participation. Encourage peer interactions, cooperative learning, and opportunities for students to support and learn from each other. This collaborative environment fosters a sense of belonging, enhances communication skills, and promotes a positive school climate.

7. Clearly communicate expectations for behavior, effort, and academic performance. Be consistent in enforcing rules and providing feedback that is specific, constructive, and actionable. This clarity helps students understand what is expected of them, motivates them to meet those expectations, and promotes a growth mindset.

8. Stay abreast of current research and best practices in teaching and learning. Attend professional development

workshops, collaborate with colleagues, and engage in reflective practices to enhance your teaching strategies. Embrace innovative teaching approaches, utilize technology effectively, and adapt your instruction to meet the evolving needs of your students.

9. Recognize that students' well-being and emotional health are integral to their ability to learn effectively. Create a supportive and nurturing classroom environment that promotes emotional well-being. Implement strategies to manage stress, promote self-care, and provide resources for students who may need additional support.

10. Maintain open lines of communication with parents and guardians. Share information about students' progress, strengths, and areas for growth. Involve parents in the learning process, seek their input, and provide resources for them to support their child's learning at home. Collaboration between teachers and parents reinforces a positive school climate and supports students' overall development.

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