

Classroom Emotional Climate, Social Self-Efficacy and Academic Performance among the Junior High School Students in Siocon District, Schools Division of Zamboanga Del Norte

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Abstract: This study aimed to determine the classroom emotional climate and social self-efficacy and how they affect students' academic performance in Siocon District, Schools Division of Zamboanga del Norte during the School Year 2024-2025. Descriptive-correlational research design was used. There were 249 respondents involved. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used with JAMOWI as the statistical software. The level of classroom emotional climate was very high. The level of social self-efficacy was very high. The level of academic performance was satisfactory. There existed a significant large/positive correlation between the levels of classroom emotional climate and academic performance. There existed a significant large/positive correlation between the levels of social self-efficacy and academic performance.

Keywords: *classroom emotional climate, social self-efficacy, academic performance*

I. Introduction

In the 21st century, the emotional climate of classrooms has become fundamental to educational performance, involving a complex interaction of educational, psychological, social, cognitive, organizational, and physical factors. These components collectively construct the learning environment and profoundly impact students' academic performance. An organized classroom environment can motivate students to achieve their maximum potential, whereas a detrimental atmosphere can obstruct development and alienate learners from the educational experience (Wang & Degol, 2016). Students who possess high levels of self-efficacy view school assignments as a challenge that they can confidently tackle with their knowledge and abilities. This leads to a more responsible and effective attitude toward school assignments (García et al., 2016). Due to their self-confidence in their social skills, adolescents with high social self-efficacy are more likely to engage in prosocial behaviors that benefit their community (Salado et al., 2022). Low self-efficacy is thought to be associated with non-adaptive academic behaviors, which can result in adolescents experiencing psychological issues like anxiety, stress, and even depression, as well as less dedication to schoolwork and poor school performance (Ye et al., 2018).

Research in the real world has shown that self-efficacy can be used to predict academic performance, along with things like motivation, interest in learning, engagement, commitment, and persistence (Supervía et al., 2022). Lack of teacher self-efficacy is associated with several factors, such as the emotional climate in the classroom, which lowers students' self-efficacy and learning outcomes, as well as the mental health of the teachers themselves. The emotional environment of the classroom suggests that teachers experiencing emotional

exhaustion, negative emotions, stress, and a perceived deficiency in workplace support may contribute to diminish student self-efficacy and academic performance (Finch et al., 2023).

Hong et al. (2021) evaluated the correlations among classroom emotional climate, social self-efficacy and academic performance of high school students. The study indicates that there is a correlation among variables, suggesting that the classroom emotional climate might considerably influence social self-efficacy. Furthermore, a significant correlation exists between social self-efficacy and performance in school, indicating that enhancing students' social self-efficacy beliefs can lead to improve academic performance. The emotional atmosphere of the classroom significantly influences the academic performance of students. Research demonstrates that the social, emotional, and physical dimensions of the classroom environment significantly influence students' learning experiences. A favorable environment fosters active participation, innovation, and adaptability, all of which are important for academic performance.

This study seeks to bridge this gap by examining the classroom emotional climate, social self-efficacy and its impact on the academic performance of Junior High School students at Canatuan National High School and Siocon National Science High School in Siocon District, Schools Division of Zamboanga del Norte. By investigating these factors during the School Year 2024-2025, this research aims to provide valuable insights that will benefit not only students and educators but also the broader educational system. The findings will inform strategies to create and sustain positive classroom climates, ultimately contributing to enhance academic performance and the holistic development of learners. Consequently, based on this premise, the researcher aims to discover the underlying reasons for these issues that may aid in formulating effective teaching practices, enabling teachers to devise more efficient strategies and methodologies in educational settings, while also fostering student accountability, confidence, and success.

II. Literature Review

Classroom Emotional Climate

The classroom emotional climate pertains to teachers' willingness to support their students, the expectation that all students value one another and their contributions, and the necessity for students to be mindful of others' feelings. It also pertains to whether educators promote student interaction and opinion exchange in the classroom, facilitate opportunities for debate, assess and refine ideas, consider alternative possibilities, and provide or receive support from peers (Harvey et al., 2016). A classroom emotional climate that is welcoming, pleasant, encouraging, and non-threatening can boost students' academic performance, boost their self-esteem, and encourage good attitudes toward learning (Hong et al., 2021).

Classroom climate is defined as the type of environment that is created for students by the school, teachers, and peers. Teachers are continually looking to create a "positive" classroom climate in which student learning is maximized. It is having an environment where students feel safe, nurtured, and intellectually stimulated. This type of positive classroom climate allows for students to meet their basic needs of physical and mental health (Falsario et al., 2014). The climate in the classroom has an impact on students' growth. It supports students' engagement and academic success. Students' involvement and teachers' control efforts create the classroom environment. One way to improve students' knowledge is through the classroom environment. To achieve the best results in classroom management and classroom atmosphere development, educators must consider the needs and backgrounds of students (Sriklaub et al., 2015).

Social Self-Efficacy

Social self-efficacy is an expectation or belief stemming from the process of social interaction. If learners are confident about the process of participation in the near future, this will drive internal desire to engage in certain task (Yang et al., 2016). Social self-efficacy encompasses various competencies, including individual engagement in group activities, social audacity, amicable behavioral patterns, and the ability to both solicit and provide assistance. Individuals with elevated social self-efficacy typically engage in social

encounters with the expectation of success; however, if these experiences are perceived as failures, their social self-efficacy and amount of social contact will diminish. Individuals with high social self-efficacy can start social interaction and make new friendships. Social self-efficacy enhances the trust in relationships and helps students in understanding each other, especially at this critical period when new friendships reduce or avoid loneliness and internet addiction (Gazo et al., 2020).

Social self-efficacy refers to an individual's confidence in their capacity to effectively initiate and maintain social contacts and friendships. It can significantly influence social interactions by modulating the relationship between relational characteristics (such as attachment anxiety and avoidance) and perceptions of social support. Social self-efficacy may also be related to mental well-being in autistic people. A cross-sectional study in a predominantly non-autistic sample found the relationship between autistic traits and depressive symptoms to be serially mediated by social self-efficacy, social motivation and loneliness (Camus et al., 2024). Social self-efficacy refers to an individual's conviction in their capacity to execute specific acts necessary for achieving a certain objective, as well as their belief in their ability to organize and implement these efforts effectively to produce the desired outcome. Social self-efficacy has been demonstrated to be a pivotal feature associated with academic success for both students and educators, operating at both individual and collective levels (Vidić, 2021).

Academic Performance

Academic performance is commonly assessed through examinations or continuous assessments; however, there is no universal consensus on the optimal evaluation methods or on the relative importance of procedural knowledge (e.g., skills) versus declarative knowledge (e.g., facts). Academic achievement is frequently measured through tests, quizzes, projects, and other performance tasks, yet educators and scholars continue to debate which aspects of learning are most important to emphasize (Atienza et al., 2017).

In the Philippine context, the Department of Education (DepEd) has established a standardized assessment and grading policy under DepEd Order No. 8, s. 2015, which outlines the guidelines for evaluating learners' academic performance. According to this policy, academic performance is assessed based on four components: Written Work, Performance Tasks, Quarterly Assessments, and their respective weight distributions across learning areas. This system emphasizes both content mastery and the application of skills, aligning with the idea that academic achievement encompasses not only factual knowledge but also students' ability to apply what they have learned in practical contexts (Department of Education, 2015).

More broadly, academic performance reflects a student's level of achievement in their educational pursuits. It is commonly evaluated through grades, test scores, and alternative forms of assessment. However, academic success is not determined by cognitive abilities alone. It is widely regarded as a synthesis of various factors, including the learner's aptitude, motivation, effort, and the quality of instruction. Additionally, external influences such as peer relationships, family background, and personal circumstances play a significant role in shaping a student's academic outcomes. Academic performance, therefore, encompasses more than just numerical grades; it involves the acquisition of essential skills, knowledge, and competencies required for long-term learning and success in a chosen field (Garcia et al., 2024).

Conceptual Framework

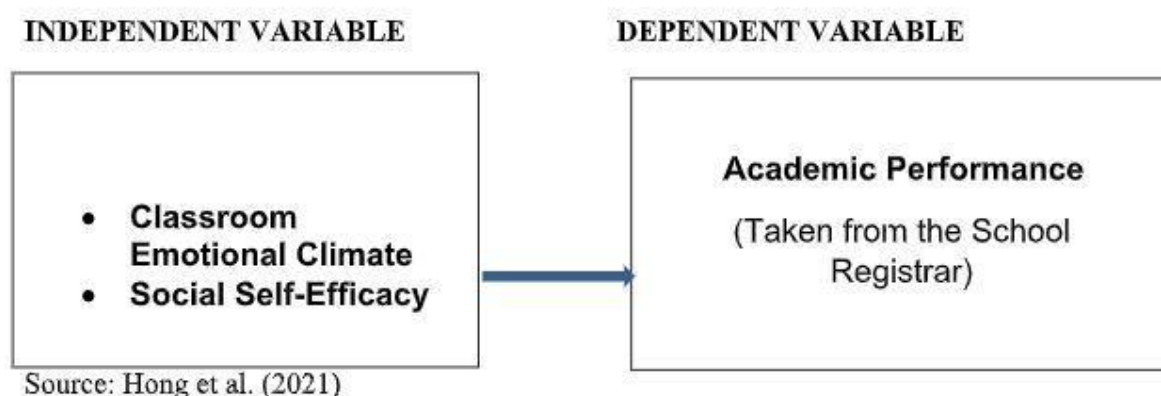


Figure 1. Conceptual Framework of the Study

The conceptual framework includes the classroom emotional climate which consists of twelve (12) items and social self-efficacy which consists of eight (8) items. And the the students' academic performance taken from the school registrar of the participating respondents.

Statement of the Problem

This study aimed to determine the classroom emotional climate, and social self-efficacy and how they affect students' academic performance in Siocon District, Schools Division of Zamboanga del Norte during the School Year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of classroom emotional climate?
3. What is the respondents' perceived level of social self-efficacy?
4. What is the respondents' level of academic performance?
5. Is there a significant relationship between the respondents' perceived level of classroom emotional climate and academic performance?
6. Is there a significant relationship between the respondents' perceived level of social self-efficacy and academic performance?

Hypotheses

1. There is no significant relationship between the respondents' perceived level of classroom emotional climate and academic performance.
2. There is no significant relationship between the respondents' perceived level of social self-efficacy and academic performance.

II. Research Methodology

Method Used

The study utilized survey and descriptive-correlational research methods. The researchers utilized the survey method to collect data on classroom emotional climate, social self-efficacy and academic performance through a questionnaire. A survey is a research method described by Check & Schutt (2012) cited by Bongcawel and Naparota (2025) as a collection of information from a sample of individuals through their responses to

questions. Coe et al. (2021) described correlational research as "the systematic investigation of relationships among two or more variables, without any experimental manipulation of those variables. Correlational research is a non-experimental method where a researcher measures variables and evaluates the statistical relationship between classroom emotional climate, social self-efficacy and academic performance without interference from other variables.

Research Environment

The study took off at Siocon National Science High School located in Barangay Poblacion, Siocon, Zamboanga del Norte, has a history marked by significant developments. Originally known as Siocon National High School and Barangay High School, it was the first Science High School in the third district of Zamboanga del Norte.

Respondents of the Study

The respondents of the study were the two hundred forty-nine (249) Grade 7 and 8 students of Siocon National Science High School and Canatuan National High School in Siocon District, Schools Division of Zamboanga del Norte served as research respondents. The researcher used Raosoft calculator to obtain the exact sample size.

Data Gathering Procedure

The adviser sent a letter request to the Dean's office, Graduate School, Andres Bonifacio College, Inc., Dipolog City, requesting permission to field the study's instrument. The researcher's letter, along with the Dean's endorsement letter, was then forwarded to the Schools Division Superintendent and the approved endorsement letter was sent to the Baliguian District Research and Ethics Committee, requesting ethics clearance to approve the study's instrument for field distribution.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the classroom emotional climate, social self-efficacy and academic performance.

Classroom Emotional Climate

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Social Self-Efficacy

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Students' Academic Performance

Scale	Range of Values	Description	Grading Scale
5	4.500-5.000	Outstanding	90 – 100
4	3.500-4.499	Very Satisfactory	85 – 89
3	2.500-3.499	Satisfactory	80 – 84
2	1.500-2.499	Unsatisfactory	75 – 79
1	Below 1.499	Poor	Below 75

Source: DepEd Order No. 8 series of 2015

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the respondents' score, where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio et al., 2019).

Spearman Rank-Order Correlation Coefficient (Spearman rho). This is used to determine the correlation between classroom emotional climate, social self-efficacy and academic performance. The following guide in interpreting the correlation value proposed by Cohen (1988) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.0	No correlation	

The data gathered in this study were totaled, processed, and analyzed using the Microsoft Excel Data Analysis ToolPak and Jamovi as statistical software. As a result, displaying statistical formulas is unnecessary. All statistical tests were performed at the 0.05 level of significance.

IV. Results

Level of Classroom Emotional Climate

Table 1

Perceived Level of Classroom Emotional Climate

Classroom Emotional Climate	AWV	SD	Description	Interpretation
1. The teacher is concerned about how much we have learned.	4.48	0.69	Strongly Agree	Very High
2. The teacher wants us to do my best in my schoolwork.	4.52	0.60	Strongly Agree	Very High
3. The teacher wants to help us learn.	4.55	0.67	Strongly Agree	Very High
4. The teacher encourages us to share our views with other people in the classroom.	4.08	0.96	Agree	High
5. The teacher encourages the classmates to understand each other.	4.52	0.72	Strongly Agree	Very High
6. The teacher encourages us to help with the work of other classmates.	4.07	1.04	Agree	High

7. The teacher does not allow students to laugh at the ideas of others.	4.45	0.82	Strongly Agree	Very High
8. If someone answers a question incorrectly in class, the teacher will not let classmates laugh at him or her.	4.41	0.86	Strongly Agree	Very High
9. The teacher does not permit classmates to say bad things about each other.	4.48	0.88	Strongly Agree	Very High
10. The teacher respects student views.	4.43	0.74	Strongly Agree	Very High
11. In class, classmates will not obstruct the outstanding performance of others.	4.12	0.95	Agree	High
12. In class, classmates do not have to worry about the pressure of having to express opinions.	4.06	1.01	Agree	High
Overall	4.35	0.67	Strongly Agree	Very High

Table 1 displays the perceived level of classroom emotional climate. The result attests that the respondents strongly agree that their teachers are concerned about how much they have learned, want to help them learn, encourage the students to understand each other, do not allow students to laugh at the ideas of others, do not allow students to laugh to their classmates if someone answers a question incorrectly, do not permit students to say bad things about each other and respect student views. The respondents also agree that their teachers encourage them to share views with other people in the classroom, encourage students to help with the work of other students do not obstruct the outstanding performance of others, and students do not have to worry about the pressure of having to express opinions. Overall, the respondents strongly agree that their level of classroom emotional climate is very high. This finding signifies that the classroom emotional climate of the secondary schools of Siocon District is very high. The recent finding contradicts to Tormis et al. (2025) whose study indicated that most students generally exhibited a relatively moderately extent level of classroom emotional climate.

Level of Social Self-Efficacy

Table 2

Perceived Level of Social Self-Efficacy

Social Self-Efficacy	AWV	SD	Description	Interpretation
1. If the teacher is angry with me, I can usually deal with it.	4.29	0.83	Strongly Agree	Very High
2. I find that it is easy to approach and talk to the teacher.	4.20	0.77	Agree	High
3. I am confident that I can express my views about topics I am interested into my teacher.	4.32	0.79	Strongly Agree	Very High
4. When I need it, I am confident that I can ask the teacher for help.	4.40	0.71	Strongly Agree	Very High
5. I think that it is easy to get along with my classmates.	4.13	0.98	Agree	High
6. I can learn well with my classmates.	3.91	1.18	Agree	High
7. I am confident that I can express my views about topics I am interested into my classmates.	4.31	0.85	Strongly Agree	Very High

8. I am confident that I can share an interesting experience I had in the past with most classmates.	4.26	0.90	Strongly Agree	Very High
Overall	4.23	0.70	Strongly Agree	Very High

Table 2 portrays the perceived level of social self-efficacy. As portrayed in the table, the respondents strongly agree that if the teacher is angry with them, they can usually deal with it, they are confident that they can express their views about the topics they are interested into their teacher, confident that they can ask the teacher for help, can express their views about the topics they are interested into their classmates, and can share an interesting experience they had in the past with most classmates. The respondents also agree that they find it easy to approach and talk to the teacher, think that it is easy to get along with their classmates, and can learn well with their classmates. In general, the respondents strongly agree that their social self-efficacy is at a very high level. This finding implies that the Grade 7 and 8 students of Siocon District have a very high level of social self-efficacy. The present finding agrees to Salado et al. (2022) whose study indicated that most students generally exhibited a relatively high level of social self-efficacy.

Level of Academic Performance

Table 3

Level of Academic Performance

Scale	Range of Values	Description	F	%	Weighted Mean	Description
1	Below 1.499	Poor	0	0.00		
2	1.500-2.499	Unsatisfactory	25	10.04		
3	2.500-3.499	Satisfactory	100	40.16	3.498	Satisfactory
4	3.500-4.499	Very Satisfactory	99	39.76		
5	4.500-5.000	Outstanding	25	10.04		

Table 3 reveals the level of respondents' academic performance. As can be seen in the table, 40.16% of the respondents obtained academic performance of satisfactory, 39.76% very satisfactory, 10.04% outstanding, and 10.04% unsatisfactory. Altogether, the average weighted value is 3.498 which is described and interpreted as satisfactory. This finding entails that the Grade 7 and 8 students of Siocon District have satisfactory academic performance. The present finding contradicts to Dajuela et al. (2024) whose study disclosed very satisfactory students' academic performance in Grade 8, 9, and 10.

Relationship between the Levels of Classroom Emotional Climate and Academic Performance

Table 4

Test of Relationship between the Levels of Classroom Emotional Climate and Academic Performance

Variables	rho-value	p-value	Interpretation
Classroom Emotional Climate vs. Academic Performance	0.566	< 0.01	Large/High Positive Correlation Significant

Table 4 illuminates the test of the relationship between the levels of classroom emotional climate and academic performance. Utilizing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the result attests that there exists a significant large/high positive correlation between the levels of classroom emotional climate and academic performance. Thus, the null hypothesis is rejected. This finding entails that as the level of classroom emotional climate increases, the level of academic performance also increases. This finding further entails that classroom emotional climate significantly influences academic performance. The present finding contradicts to Randelović and Dimić (2020) whose study showed that there is no statistically significant correlation between the main components of classroom emotional climate and academic performance.

Relationship between the Levels of Social Self-Efficacy and Academic Performance

Table 5

Test of Relationship between the Levels of Social Self-Efficacy and Academic Performance

Variables	rho-value	p-value	Interpretation
Social Self-Efficacy vs. Academic Performance	0.561	< 0.01	Large/High Positive Correlation Significant

Table 5 illustrates the test of the relationship between the levels of social self-efficacy and academic performance. When the dataset is subjected to the Spearman Rank-Order Correlation Coefficient (Spearman rho), it yielded a value of < 0.01 which signifies that there exists a significant large/high positive relationship between the levels of social self-efficacy and academic performance. Thus, the null hypothesis is rejected. This finding implies that as the level of social self-efficacy increases, the level of academic performance also increases. This finding further implies that academic performance is significantly affected by social self-efficacy. The current finding contradicts to Honicke et al. (2023) whose study indicated that social self-efficacy has a significant effect on academic performance.

V. Discussions and Recommendations

The primary objective of the study to determine the classroom emotional climate, and social self-efficacy and how they affect students' academic performance. The finding indicate that the classroom emotional climate of the secondary schools of Siocon District is very high. The finding also indicate that their social self-efficacy is at a very high level. This finding implies that the Grade 7 and 8 students of Siocon District have a very high level of social self-efficacy. The respondents obtained academic performance of satisfactory, very satisfactory, outstanding, and unsatisfactory. Altogether, described and interpreted as satisfactory. It implies that the Grade 7 and 8 students of Siocon District have satisfactory academic performance. Based on the findings, the author recommends that the Department of Education (DepEd) Officials at various governance levels, through the Senior Education Program Specialist for Human Resource Development, would consider utilizing the findings of this study as input in the planning and implementation of teacher training and professional development programs. The School Heads would use this study as a guide in the provision of technical assistance to the teachers to further improve the levels of classroom emotional climate and social self-efficacy. The teachers would utilize this study for reflecting their own practices in the classroom to foster professional growth and improve student engagement and emotional well-being. The Guidance Advocates would employ the findings of this study to create an intervention program aimed at enhancing the self-efficacy of students and teachers. The students would be encouraged to actively participate in activities or interventions derived from this study, which would aim to strengthen their self-efficacy, emotional resilience, and classroom engagement.

VI. Conclusions

The study found that there was a very high level of classroom emotional environment and social self-efficacy. The findings recorded an acceptable degree of academic performance. There was a strong, large, positive link between classroom emotional climate and academic performance. The levels of social self-efficacy significantly and positively correlated with academic performance.

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