

Examining the Relationship between School Climate and Learner Academic Achievement in South African High Schools

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Abstract:

Purpose

The purpose of this study was to examine the complex relationship that exists between student academic progress and school atmosphere in South African high schools. Examining this relationship, the study aimed to pinpoint important elements of the educational setting that have a big impact on student performance.

Design/Methodology/Approach

The complex relationship between school atmosphere and academic achievement was investigated using a qualitative research methodology, NVivo version 14 was used for data analysis. 50 participants; teachers, students, and school principals were interviewed at Vulindlela Circuit Management Center.

Findings/Results

The investigation illustrated that the relationship between academic achievement and school climate was influenced by a number of important themes at the Vulindlela Circuit Management Centre. One important aspect that was shown to be positively connected with academic success was a strong sense of belonging and connection to the school community. In order to create a favorable learning environment, it was determined that teachers and students needed to have positive and encouraging connections.

Practical Implications

The study's conclusion is important for legislators, educators, and school administrators at Vulindlela Circuit Management Center. Implementing programs to improve student-teacher connections and encouraging good conduct and disciplining techniques are examples of practical ways.

Originality/Value

Offering a sophisticated grasp of the complex dynamics at work at South African high schools' Vulindlela Circuit Management Centre, this study adds to the body of knowledge already available on school climate and academic accomplishment. The results provide insightful information on how schools might strengthen their general climate and, in turn, improve student achievement.

Keywords: Academic Achievement, Learner Well-being, School Climate, School Leadership, School Environment.

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Introduction

The complex interaction of social and physical elements in a school setting, known as the "school climate," has become a key component in determining the learning and wellbeing of students. Student involvement, motivation, and academic achievement can all be positively impacted by a positive school atmosphere, which cultivates a sense of safety, respect, and belonging (Wang & Degol, 2016). On the other hand, poor school climates marked by harassment, bullying, and a lack of support can negatively impact student performance. A considerable amount of research has been conducted in recent years to examine the connection between student achievement and school atmosphere. Research has consistently demonstrated that student achievement is higher in schools with a good climate (Berkowitz, Moore, Astor, & Benbenishty, 2017). There are a number of reasons for this positive link, such as enhanced student-teacher relationships, higher levels of student involvement, and a decline in disruptive conduct.

The standard of education in South Africa has always been a problem. Many schools still face problems like inadequate funding, inadequate infrastructure, and a shortage of trained teachers despite major efforts to modernize the educational system. These difficulties may worsen academic underachievement by fostering a hostile school environment. In particular, a number of issues that affect the school climate have been plaguing South African high schools. For example, Milner and Khoza (2008) discovered a strong correlation between teacher stress and school climate, indicating that excessive teacher stress may have an adverse effect on the school environment as a whole. Erasmus (2019) also investigated the relationship between emotional intelligence, classroom climate, and school climate in KwaZulu-Natal primary school students. Despite its primary educational focus, this study emphasizes how crucial it is to take students' emotional health into account while establishing supportive learning environments.

Therefore, creating successful interventions to enhance educational results requires an understanding of the connection between school atmosphere and student accomplishment in South African high schools. Policymakers, educators, and school administrators can put plans into place to promote more loving and supportive learning environments by determining the essential elements that make up a positive school climate.

Literature Review

School climate

School climate, a complex notion, encompasses the physical and social environment of an educational institution. It encompasses multiple elements, including safety, discipline, training, and social relationships (Wang & Degol, 2016). A positive school climate is characterized by a sense of belonging, respect, and trust among students, educators, and staff. It fosters a supportive and inclusive educational environment where children feel safe, valued, and motivated to participate in learning. A positive school atmosphere correlates with various advantageous student outcomes, including improved academic achievement, increased attendance rates, and less disciplinary referrals (Berkowitz et al., 2017). When children perceive safety and support, they are more likely to engage in their studies, participate actively in class, and develop positive attitudes towards school.

A bad school climate can adversely impact student well-being and academic achievement. A climate marked by bullying, harassment, and insufficient assistance can result in heightened anxiety, sadness, and stress among kids. These adverse feelings can obstruct pupils' capacity to focus, acquire knowledge, and establish constructive relationships with their peers and educators. Research in South Africa has underscored the significance of school atmosphere in influencing student results. Milner and Khoza (2008) identified a substantial correlation between teacher stress and school climate, indicating that elevated teacher stress adversely affects the whole school atmosphere. Erasmus (2019) examined the relationship among school climate, classroom climate, and emotional intelligence in primary school students in KwaZulu-Natal. This study emphasizes the significance of addressing learners' emotional well-being to foster positive educational environments, despite its concentration on primary schools. Consequently, comprehending the elements that foster a favorable school climate is essential for establishing efficient educational settings. By recognizing and addressing the distinct needs of their school communities, educators and school leaders may execute initiatives to enhance school atmosphere and increase student results.

Learner academic achievement

Academic achievement is frequently measured by standardized assessments, grades, and various evaluations. It serves as a crucial metric of academic achievement and has enduring consequences for students' future prospects. Enhanced academic achievement correlates with favorable outcomes, including elevated educational attainment, increased job chances, and expanded economic opportunities (Wang and Degol, 2016).

Improving academic achievement among students is a national concern in South Africa. However, numerous challenges persist, including disparities in educational achievement among different socioeconomic groups, inadequate resources, and a shortage of qualified educators. To address these issues, it is essential to develop and implement strategies that improve student academic achievement. Research repeatedly indicates that a positive school climate significantly impacts student academic achievement (Berkowitz et al., 2017). However, other factors, such as good teaching strategies, parental involvement, and student motivation, are also essential.

Research conducted in South Africa has examined the relationship between various attributes and student academic achievement. Joubert (2015) investigated the impact of procrastination on the academic performance of high school pupils in the North West Province. This study highlights the importance of time management and study skills in promoting academic success. Kumi-Yeboah (2020) examined the educational resilience and academic achievement of Ghanaian immigrant students in an urban educational environment. This study underscores the importance of resilience in overcoming challenges and achieving academic achievement (Berkowitz et al., 2017).

Additionally, Reddy and Fadji (2020) investigated the educational goals of students in South Africa, highlighting the impact of familial and educational environments on these aspirations. This study demonstrates that a supportive family environment, coupled with a positive school atmosphere, can significantly impact students' motivation and academic achievement. By understanding the intricate framework of academic achievement and the various

factors influencing it, educators, policymakers, and researchers can develop targeted interventions to improve student outcomes. This may involve the use of evidence-based practices, the delivery of professional development for educators, and the distribution of resources for schools. It functions as a vital indicator of academic success and has lasting implications for students' future opportunities. Heightened academic performance is associated with positive results, such as higher educational levels, improved employment prospects, and greater economic opportunities.

Teacher-student relationships

Teacher-student connections are essential to the educational process, profoundly influencing student motivation, engagement, and academic success (Allen et al., 2015). Constructive interactions between educators and learners generate a helpful and nurturing educational atmosphere, in which pupils feel esteemed, respected, and cared for. When educators cultivate robust relationships with their students, they foster a sense of belonging and connection that can improve students' emotional well-being and academic achievement. Positive interactions can enhance kids' attitudes toward school, elevate their drive to learn, and diminish disciplinary issues (Berkowitz et al., 2017).

Competent educators establish rapport with their pupils by fostering a secure and inclusive classroom atmosphere. They employ positive reinforcement, active listening, and empathy to cultivate trust and respect. By understanding their students personally, educators may customize their instruction to address the unique needs of each learner. Research consistently demonstrates a robust correlation between positive teacher-student relationships and student accomplishment (Thapa et al., 2013). Students who sense a connection with their teachers are more inclined to engage in learning, participate actively in class discussions, and request assistance when necessary. In the South African environment, the quality of teacher-student relationships might differ markedly among institutions. Elements such as educator workload, class size, and socio-economic situations can influence the quality of these partnerships. Enhancing teacher-student connections necessitates the provision of sufficient professional development and support for educators, and the reduction of their workload to facilitate more substantive contact with students.

School leadership

School leadership is essential in influencing the entire environment and culture of an educational institution. Effective school leaders formulate a vision for the institution, establish elevated expectations, and furnish the requisite support and resources to attain these objectives. They play a crucial role in cultivating strong teacher-student connections and promoting a favorable school climate (Berkowitz et al., 2017). Transformational leadership, defined by a robust moral purpose, intellectual stimulation, inspirational motivation, and personalized consideration, has demonstrated significant efficacy in enhancing school atmosphere and student accomplishment (Allen et al., 2015). Transformational leaders galvanize and encourage their personnel, fostering a collective feeling of purpose and dedication to student achievement.

Effective school leaders encourage professional development for educators, equipping them with essential skills and knowledge to execute effective teaching practices. By investing in educators, school administrators may enhance the quality of instruction and

learning inside their institutions. In South Africa, the significance of school leadership in enhancing educational outcomes is paramount. Numerous schools in South Africa encounter substantial obstacles, such as poverty, inequality, and insufficient resources. Effective school leaders may significantly contribute to addressing these difficulties by fostering supportive and inclusive learning environments. Recognizing the significance of successful school leadership enables politicians, educators, and school boards to collaborate in fostering and cultivating robust school leaders. This may entail offering leadership training, mentoring initiatives, and avenues for professional development.

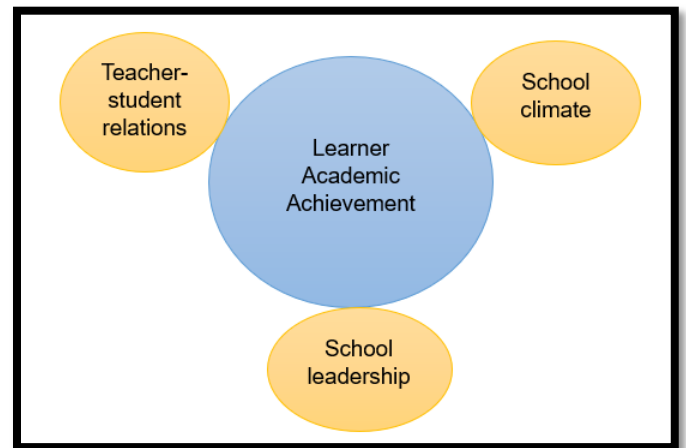


Figure 1: The study variables

Theoretical Framework

Social Cognitive Theory

Social Cognitive Theory, introduced by Albert Bandura in the 1960s, posits that individuals obtain information via observation, imitation, and modeling. In the field of education, children gain knowledge not just through direct instruction but also by seeing and imitating their teachers and peers. This idea emphasizes the significance of establishing positive role models and a conducive learning environment. In the context of school climate, a pleasant environment can serve as an influential model for pupils, promoting the adoption of constructive actions and attitudes. For instance, when students observe their teachers exhibiting respect and kindness towards each other, they are more likely to emulate similar behavior in their relationships with peers.

Self-Determination Theory

Self-Determination Theory, developed by Edward Deci and Richard Ryan in the 1980s, emphasizes the importance of intrinsic motivation and autonomy in human behavior. This theory asserts that individuals have an inherent incentive for growth and development, which is supported by the satisfaction of three essential psychological needs: autonomy, competence, and relatedness. An affirmative school climate can meet these requirements within the educational framework. A friendly and inclusive educational environment can augment students' sense of belonging and connection. Furthermore, possibilities for student agency and autonomy can enhance intrinsic motivation and a sense of competence.

Ecological Systems Theory

Urie Bronfenbrenner's Ecological Systems Theory, created in the 1970s, underscores the interrelation of diverse systems that impact

individual development. This theory asserts that individuals are influenced by multiple environmental levels, comprising the microsystem (family, peers, school), the mesosystem (interactions among microsystems), the exosystemic (social institutions), and the macrosystem (cultural values and beliefs). An affirmative school environment can serve as a protective factor, mitigating the detrimental effects of external stresses such as poverty or familial dysfunction. An agreeable school environment cultivates a nurturing microsystem that promotes student welfare and academic achievement.

Methodology

This study utilizes a qualitative research methodology to thoroughly investigate the complex relationship between school atmosphere and student academic performance within the Vulindlela Circuit Management Centre. A purposive sampling technique was employed to choose a varied cohort of 50 participants, comprising instructors, students, and school administrators. Semi-structured interviews were performed to collect comprehensive qualitative data, examining participants' experiences, perspectives, and insights related to school atmosphere and its influence on academic outcomes. The gathered data was methodically examined through thematic analysis utilizing NVivo version 14. This analytical procedure entailed detecting, labeling, and categorizing reoccurring patterns within the data, facilitating a thorough comprehension of the intricate aspects affecting school atmosphere and its correlation with academic accomplishment.

Research design

This study employs a qualitative research methodology to investigate the intricate relationship between school environment and student academic achievement within the Vulindlela Circuit Management Centre. A purposive sample method will be utilized to select a varied group of 50 participants, including educators, students, and school administrators. Semi-structured interviews will be the primary method for data collection. These interviews will offer a thorough analysis of participants' experiences, perspectives, and the contextual factors influencing school environment and academic outcomes. The interview guide will be developed in alignment with the research questions and literature review. The collected data will be subjected to systematic analysis via thematic evaluation. This involves identifying, encoding, and categorizing enduring motifs within the data. The chosen categories will enable a comprehensive understanding of the relationship between school environment and student academic achievement.

Population and sample

The study's target group includes all educators, students, and school administrators at the Vulindlela Circuit Management Centre. This sample was chosen for its substantial relevance in examining the correlation between the school environment and student academic performance. A purposive sampling technique will be utilized to choose a varied cohort of 50 individuals from the extensive target population. This method will facilitate the identification of individuals expected to offer substantial and insightful information. The sample will be stratified to encompass participants from many schools within the circuit, guaranteeing thorough representation of varied educational environments and experiences.

The criteria for the study's participants will encompass:

Teachers: Full-time teachers who have been employed at the institution for a minimum of two years.

Grade 10-12 students: who have been enrolled in the school for a minimum of two years.

School principals: Individuals serving as school principals for a minimum of two years in their current role.

Choosing participants who have attended their particular schools for an extended duration, the researcher can acquire useful insights about enduring trends and patterns in school climate and academic performance.

Data analysis

Data import and organization

The qualitative data obtained from semi-structured interviews will be methodically imported and prepared for analysis. The audio recordings of the interviews will be transcribed verbatim to guarantee precision and maintain the depth of the participants' comments. The transcribed data will thereafter be put into NVivo 14, a qualitative data analysis application. The study will be established in NVivo to contain all the transcribed interviews. Every interview will be allocated a distinct case to enhance organization and retrieval. The researcher will create a coding framework derived from the research inquiries and emerging themes present in the data. This coding approach will systematically identify and categorize pertinent areas of the transcripts. The encoded data will be arranged in a hierarchical framework within NVivo, allowing the researcher to investigate correlations between themes and subthemes. This hierarchical structure will enable a thorough study of the data and the recognition of patterns and trends. Utilizing NVivo's robust data analysis tools, the researcher will efficiently manage, analyze, and interpret qualitative data, thereby fostering a greater knowledge of the relationship between school atmosphere and student academic accomplishment.

Table 1

Thematic Analysis Summary Table using NVivo 14 (Vulindlela Circuit Management Centre)

Theme	Description	Potential Sub-themes	Data Source (Codes)
<i>School Climate</i>	This theme explores the overall school environment, including physical and psychological factors that influence student learning and well-being.	- Physical environment (e.g., facilities, resources) - Psychological environment (e.g., safety, respect, inclusivity) - Teacher-student relationships - School culture and traditions	Physical environment, psychological environment, Teacher-student relationships, School culture
<i>Learner Engagement</i>	This theme examines the extent to which learners are actively involved in their own learning and how school climate influences their engagement.	- Student motivation and interest - Active participation in class - Homework completion and effort - Self-regulated learning strategies	Student motivation, Active participation, Homework completion, Self-regulated learning
<i>Teacher Practices</i>	This theme explores the teaching practices employed by teachers and how these practices are influenced by school climate.	- Instructional strategies (e.g., differentiated instruction, inquiry-based learning) - Classroom management techniques - Teacher expectations - Teacher collaboration	Instructional strategies, Classroom management, Teacher expectations, Teacher collaboration
<i>Learner Academic Achievement</i>	This theme investigates the impact of school climate on learner academic achievement, including both cognitive and non-cognitive outcomes.	- Academic performance (e.g., test scores, grades) - Critical thinking and problem-solving skills - Social and emotional skills	Academic performance, Critical thinking, Social-emotional skills
<i>Leadership and School Climate</i>	This theme explores the role of school leadership in shaping school climate and its impact on learner outcomes.	- Leadership styles (e.g., transformational, transactional) - Leadership behaviors (e.g., vision, support, decision-making) - School culture and climate	Leadership styles, Leadership behaviors, School culture

The table presents Thematic Analysis Summary Table using NVivo version 14 analysis (Vulindlela Circuit)

Source: Researcher collected data

Table 1 above demonstrates that the thematic analysis uncovered numerous major themes elucidating the intricate link between school atmosphere and student academic performance. A significant theme was the school climate. The investigation revealed that a positive school atmosphere, defined by safety, support, and inclusivity, is essential for enhancing student involvement and motivation. Educators and students emphasized the significance of positive teacher-student connections, efficient classroom management, and a sense of belonging in fostering an optimal learning environment. The concept of learner involvement surfaced as a crucial determinant of academic success. Engaged learners were more inclined to participate actively in class, fulfill homework assignments, and exhibit a robust work ethic. The analysis indicated that a favorable school atmosphere, defined by explicit expectations, supportive connections, and possibilities for student autonomy, can substantially improve learner engagement.

Educator practices were recognized as a significant determinant affecting student outcomes. Effective educators utilized a range of instructional tactics, including differentiated instruction and inquiry-based learning, to address the varied needs of their pupils.

Moreover, effective classroom management skills and constructive teacher-student connections are crucial for fostering a healthy learning environment. The theme of academic accomplishment emphasizes the significance of a strong school climate in fostering student success. An encouraging educational atmosphere can improve students' motivation, self-worth, and academic achievement. The investigation indicated that pupils who perceived safety, respect, and value were more inclined to attain their academic objectives. The issue of leadership and school climate underscored the essential role of school leaders in influencing the entire school environment. Effective school leaders develop a vision for the institution, set explicit goals, and furnish support and resources to educators and students. By cultivating a constructive educational environment and encouraging professional growth, school administrators can profoundly influence student performance. The thematic analysis indicated that a positive school climate is crucial for enhancing student engagement, motivation, and academic success. Establishing a supportive and inclusive educational atmosphere enables schools to encourage students to achieve their maximum potential.

Table 2

Coding Queries and Visualization in NVivo (Vulindlela Circuit Management Centre)

Objective	Coding Query	Expected Visualization
<i>Investigate the impact of school climate on learner engagement</i>	Codes: School Climate (e.g., safety, support, inclusivity), Learner Engagement (e.g., motivation, participation)	Word Cloud: Depicting the frequency of terms related to school climate and learner engagement.
<i>Explore the relationship between teacher practices and student achievement</i>	Codes: Teacher Practices (e.g., instructional strategies, classroom management), Student Achievement (e.g., academic performance, critical thinking)	Concept Map: Illustrating the connections between specific teaching practices and student achievement outcomes.
<i>Examine the role of leadership in shaping school climate</i>	Codes: Leadership Styles (e.g., transformational, transactional), School Climate (e.g., safety, support, inclusivity)	Matrix Coding Query: Exploring the co-occurrence of specific leadership styles and school climate factors.
<i>Investigate the impact of student motivation on academic performance</i>	Codes: Student Motivation (e.g., intrinsic, extrinsic), Academic Performance (e.g., test scores, grades)	Word Cloud: Depicting the frequency of terms related to student motivation and academic performance.
<i>Explore the relationship between peer relationships and student well-being</i>	Codes: Peer Relationships (e.g., bullying, friendship), Student Well-being (e.g., mental health, social skills)	Concept Map: Illustrating the connections between peer relationships and various aspects of student well-being.

The table presents Coding Queries and Visualization in NVivo (Vulindlela Circuit)

Source: Researcher collected data

Table 2 above shows the relationship between school environment and student academic achievement; NVivo 14 was utilized to do a series of coding queries and visualizations. Word clouds were employed to identify the most common terms related to school environment and student involvement, providing a visual representation of the primary topics within the data. Concept maps depicted the intricate links among variables, such as instructional methods and student achievement, offering a thorough

understanding of the factors influencing learning outcomes. Additionally, matrix coding queries were utilized to examine the co-occurrence of specific leadership types and school climate attributes, clarifying the impact of leadership on the overall school environment. These visualizations enabled a comprehensive analysis of the qualitative data, facilitating the identification of significant patterns and trends.

Table 3

Transcript Analysis Table using NVivo (Vulindlela Circuit Management Centre)

Theme	Participant Quotes	Sub-themes
<i>School Climate</i>	Participant 5: "The positive atmosphere in our school makes learning enjoyable." Participant 12: "The supportive relationships between teachers and students contribute to a positive learning environment."	Physical environment, Psychological environment, Teacher-student relationships, School culture
<i>Learner Engagement</i>	Participant 8: "I love participating in class discussions and group activities." Participant 17: "I feel motivated to do my homework because my teacher makes learning interesting."	Student motivation, Active participation, Homework completion, Self-regulated learning
<i>Teacher Practices</i>	Participant 2: "I use a variety of teaching strategies to cater to different learning styles." Participant 15: "I believe in creating a positive classroom environment where students feel safe and respected."	Instructional strategies, Classroom management, Teacher expectations, Teacher collaboration
<i>Learner Academic Achievement</i>	Participant 3: "I'm proud of my academic achievements, and I want to continue working hard." Participant 22: "My teachers encourage me to strive for my best."	Academic performance, Critical thinking, Social-emotional skills
<i>Leadership and School Climate</i>	Participant 28: "Our principal is a strong leader who sets high expectations for everyone." Participant 35: "The principal creates a positive school culture by valuing the contributions of all staff members."	Leadership styles, Leadership behaviors, School culture

The table presents Transcript analysis of teachers, learners, and school principals at (Vulindlela Circuit)

Source: Researcher collected data

Table 3 indicates that the thematic analysis procedure entailed finding principal themes within the interview transcripts and extracting pertinent quotations to substantiate these themes. Through the analysis of participants' responses, the researcher acquired insights into the determinants affecting school atmosphere and student academic performance.

Discussion

This study's findings offer significant insights into the intricate relationship between school atmosphere and student academic performance within the Vulindlela Circuit Management Centre. The qualitative research methodology, combined with NVivo 14 for data analysis, facilitated an in-depth examination of the participants' experiences and perceptions. A significant discovery of this study was the substantial influence of school climate on student engagement and motivation. A favorable school climate, defined by a sense of belonging, safety, and respect, was identified as a significant predictor of student achievement. According to Reddy and Fadji (2020), posited that students who perceive support and worth from their teachers and peers are more inclined to engage in their learning and pursue their academic objectives with motivation.

The findings also emphasized the significance of excellent teaching approaches. Educators utilizing many instructional methodologies, including individualized instruction and inquiry-based learning, successfully established engaging and exciting learning environments (Berkowitz et al., 2017). Moreover, effective classroom management and healthy teacher-student connections are essential for cultivating a supportive learning environment. School leadership has proven to be a critical element in influencing school atmosphere and student performance. Transformational leaders who inspire and motivate their personnel build a healthy school culture and foster a robust feeling of community. Effective leaders significantly contributed to equipping teachers with essential support and resources for the implementation of effective instructional techniques. Nonetheless, the study also uncovered obstacles that may impede the cultivation of a favorable school climate. Teacher workload, resource limitations, and insufficient parental engagement can adversely affect the school atmosphere (Allen et al., 2015). To tackle these difficulties, it is essential to establish initiatives that assist educators, allocate sufficient resources, and cultivate robust partnerships between schools and families.

This study highlights the significance of school atmosphere in influencing student academic performance. Establishing a good and supportive educational atmosphere enables institutions to encourage students to realize their greatest potential. Future study should examine the enduring effects of school climate on student outcomes and identify specific interventions that might be employed to enhance school environment and improve student accomplishment.

Practical Implications

The results of this study possess substantial practical relevance for educators, school administrators, and legislators. To enhance student outcomes, educators must prioritize fostering strong relationships with students, employing effective teaching strategies, and cultivating a positive classroom atmosphere. Educational leaders should demonstrate strong leadership, promote professional development, and cultivate a positive school culture.

Policymakers in government of South Africa and other stakeholders should allocate funding to education, enhance teacher professional development, and endorse the use of evidence-based practices. Implementing these standards, schools may foster more productive and effective learning environments that allow students to realize their full potential.

Conclusion

This study sought to examine the correlation between school climate and student academic performance within the Vulindlela Circuit Management Centre. A qualitative research methodology was utilized to investigate the intricate components affecting school atmosphere and its repercussions on student outcomes. A comprehensive dataset was gathered and examined through thematic analysis via in-depth interviews with educators, students, and school administrators. This study's findings indicate that a healthy school atmosphere, defined by belonging, safety, and respect, is essential for enhancing student involvement, motivation, and academic success. Effective pedagogical strategies, including varied instruction and inquiry-based learning, were identified as significant in enhancing student learning. Moreover, robust school leadership, defined by a clear vision, good communication, and support for educators, significantly influenced the entire school climate.

However, the study emphasized problems such teacher workload, resource limitations, and insufficient parental engagement, which can adversely affect school climate and student performance. To tackle these difficulties, it is imperative to execute methods that assist educators, allocate sufficient resources, and cultivate robust collaborations between educational institutions and families. This study highlights the significance of school atmosphere in influencing student outcomes. Establishing a good and supportive educational atmosphere enables schools to encourage students to achieve their maximum potential. Future study should examine the enduring effects of school climate on student success and assess the efficacy of targeted interventions aimed at enhancing school climate.

Limitations and future studies

This study offers significant insights into the correlation between school atmosphere and student academic performance; nonetheless, it is essential to recognize its limitations. The research was performed in a particular geographical setting, and the results may not be applicable to other circumstances. Moreover, the qualitative study design, although yielding comprehensive and nuanced data, may be susceptible to researcher bias. Future research could contemplate broadening the study's scope to encompass a larger sample size and a more varied array of schools. A mixed-methods approach, including quantitative and qualitative techniques, may yield a more thorough comprehension of the correlation between school atmosphere and student academic performance. Longitudinal studies may be undertaken to investigate the enduring effects of school climate on student outcomes. Moreover, subsequent study may investigate the particular tactics and interventions that might be employed to ameliorate school atmosphere and elevate student accomplishment. Addressing these constraints and investigating these research issues, future studies can enhance comprehension of the elements affecting school atmosphere and its influence on learner outcomes.

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Data Availability Statement: Data for this study shall be kept safe for five years, and it shall then be disposed.

Disclaimer

Sentiments voiced in the article are those from authors and not for organizations or individuals interviewed

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