

The Contribution of Teachers' Social and Personality Competence to the Development of a Conducive School Climate

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ABSTRACT

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Teachers' competencies, particularly social and personality competence, play a vital role in shaping a conducive school climate. However, research that examines explicitly their influence within local contexts remains limited. This study aims to determine the extent to which teachers' social and personality competence affects the development of a conducive school climate at Senior High School 7 Tanjung Jabung Timur, using a quantitative approach. Employing a correlational research design with 183 respondents, data were analyzed using SPSS 26 through validity and reliability tests, classical assumption testing, and multiple linear regression analysis. The findings reveal that teachers' social competence contributes 7.1% to the formation of a conducive school climate. Meanwhile, personality competence accounts for 12.2% of the variance. Simultaneously, both competencies significantly contribute to the school climate, with a combined contribution of 12.4%. These results suggest that integrating both competencies is essential in fostering a positive school environment. Conclusion: Teachers' personality competence plays a significant role in creating a conducive school climate, while social competence shows a lesser, statistically insignificant effect, although both levels of competence remain relatively low.



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A. INTRODUCTION

The school climate is a complex construct that influences various aspects of education, including academic achievement, mental health, and student well-being. Students' perceptions of safety and engagement are associated with positive outcomes, such as reduced symptoms of depression and substance use, while school identification, which includes a sense of belonging, is linked to higher academic achievement (Gase et al., 2017; Demirtas-Zorbaz & Hoard, 2019). Research adapted for the Mongolian context confirmed a valid and reliable six-factor structure for secondary schools (Sattler et al., 2022), while in Sweden, an eight-factor structure at the student level and a general factor at the school level was also supported (Hultin et al., 2019). Validation studies in Turkey and Chile confirmed the reliability and validity of school climate

and school identification measures (Gálvez-Nieto et al., 2021). However, school climate indicators often suffer from issues related to scale design and item relevance (Chirkina & Khavenson, 2017; Chirkina & Khavenson, 2018). Therefore, the evaluation of longitudinal measurement invariance is crucial to ensure consistency over time (Schweig & Yuan, 2019).

Teachers' competencies significantly influence school climate in various key areas. One of the main contributing factors is the effective leadership of school principals in fostering a positive learning environment, especially when they employ adaptive and agile leadership styles. Strong collaboration between teachers and supportive school leaders plays a crucial role in establishing a conducive school environment (Sözer Boz & Tabak, 2025). Moreover, teachers' perceptions of the school climate are closely linked to their self-efficacy. Collegial leadership and teacher professionalism are major predictors of self-efficacy, which directly impacts both teacher performance and job satisfaction (Almessabi, 2021). Teachers' social-emotional competence also plays a critical role by enhancing the quality of teacher-student interactions, thereby supporting a positive school climate and effective conflict resolution (Arciniegas-Romero et al., 2025; Odak et al., 2023). Positive teacher-student relationships contribute to the improvement of students' self-esteem (Marini et al., 2023).

The role of teachers in shaping school climate is closely tied to their motivation and job satisfaction. Collective teacher efficacy has a more substantial mediating effect on the relationship between school climate and teacher enthusiasm than individual efficacy. Teachers' perceptions of student relationships serve as a key factor in reinforcing this effect (Kouhsari et al., 2022). A positive school climate not only enhances teacher performance but also improves job satisfaction even in challenging contexts such as conflict-affected areas (Noori et al., 2024). Well-implemented inclusive education also contributes to the creation of a more positive school climate, although improvements in knowledge and application of inclusive practices remain necessary (Pandia & Purwanti, 2019). Collective efficacy built within a supportive school climate further strengthens student engagement in the learning process (Sözer Boz & Tabak, 2025). Ultimately, the creation of a supportive social climate leads to a more enjoyable learning atmosphere for all members of the school community (Simaremare et al., 2023), which in turn enhances both teacher performance and well-being (Harrison et al., 2025).

Research on the influence of teacher competence on school climate has shown that teacher competence plays an essential role in shaping a positive school environment. Competent teachers are more capable of managing classroom behavior, resolving conflicts, and creating a supportive learning atmosphere, all of which contribute to a favorable school climate (Simaremare et al., 2023). Additionally, teachers' social-emotional competence is crucial in building positive interactions with students, thereby strengthening the overall school climate (Arciniegas-Romero et al., 2025). A positive school climate fostered by competent teachers leads to increased student engagement, improved concentration, and more positive attitudes toward learning, all of which are linked to academic success and student well-being (El Hars et al., 2025). Furthermore, teachers' ability to foster an open classroom climate for discussions on social issues contributes to a more democratic and inclusive school environment, thereby enhancing the school climate (Pyls et al., 2025).

This study identifies a gap in the understanding of the specific contributions of teachers' social and personality competencies to the development of a conducive school climate at Senior High School 7 Tanjung Jabung Timur. Previous studies have generally examined the broader role of teacher competence, but few have focused on the direct relationship between social and

personality competencies and school climate within this local context. The novelty of this research lies in its quantitative approach, using R-squared values from t-tests and F-tests to measure the individual contributions of each teacher's competency to the school climate. This study aims to determine the extent to which teachers' social and personality competencies influence the creation of a conducive school climate. The expected impact of this research is to provide insights for school policymakers to enhance the quality of teacher competencies, thereby fostering a learning environment that supports more effective instruction and improves student well-being.

B. RESEARCH METHODS

This study was conducted at Senior High School 7 Tanjung Jabung Timur using a correlational research design. The population consisted of 309 students and 30 teachers, totaling 339 respondents. The sample was determined using the Taro Yamane formula: $n = N/1+N(e)^2$, with $N = 339$ and a margin of error (e) = 0.05, the calculated sample size was 183 respondents. Data processing was performed using SPSS version 26, beginning with a validity test using a critical r-value of 0.145. An instrument was considered reliable if Cronbach's Alpha > 0.70 . Subsequently, classical assumption tests were conducted, including: Normality test: Data is normally distributed if $\text{Sig. (2-tailed)} > 0.05$. Linearity test: Linearity is met if *Deviation from Linearity* > 0.05 . Multicollinearity test: Multicollinearity is absent if *Tolerance* > 0.10 and *VIF* < 10 . Decision-making in hypothesis testing was based on the R Square value to determine the degree of contribution, and the significance value (p-value) in the t-test, with a variable considered significant if $t\text{-count} > t\text{-table} = 1.973$. Simultaneous contributions were analyzed using multiple linear regression, referring to the R Square value and F-test, where the result is significant if $F\text{-count} > 3.05$. The instruments used in this research are presented in the following table:

Table 1. Research Instrument

Variable	Indicators	Research Statements
Social Competence (X1) (<i>Law No. 14 of 2005 on Teachers and Lecturers</i>)	Teachers interact with students Teachers interact with colleagues. Teachers interact with administrative or support staff Teachers interact with parents. Teachers interact with the local community.	Teachers interact well with students Teachers interact effectively with fellow teachers. Teachers maintain good communication with administrative, security, and other educational support staff Teachers engage positively with students' parents. Teachers interact harmoniously with the surrounding school community.
Personality Competence (X2) (<i>Law No. 14 of 2005 on Teachers and Lecturers</i>)	Teachers demonstrate firmness Teachers possess noble character. Teachers demonstrate wisdom Teachers exhibit authority	Teachers are firm in carrying out their responsibilities Teachers demonstrate noble character in their daily behavior Teachers show wisdom in handling various situations. Teachers are authoritative in the eyes of students and colleagues.
School Climate (Y) (<i>Dordic, 2020 & Rathmann et al., 2018</i>)	Teachers serve as role models. Positive teacher-student relationships Fair implementation of school rules Respect for diversity Satisfaction with school services	Teachers serve as good role models for students. Positive relationships exist between teachers and students at school. The school applies rules fairly and consistently. The school respects and values diversity. Students and teachers are satisfied with the services provided by the school.

Quality teaching and learning	The school provides quality and adequate teaching
Research Questions	
1. To what extent does teachers' social competence contribute to the development of a conducive school climate at Senior High School 7 Tanjung Jabung Timur?	
2. To what extent does teachers' personality competence contribute to the development of a conducive school climate at Senior High School 7 Tanjung Jabung Timur?	
3. To what extent do teachers' social and personality competences simultaneously contribute to the development of a conducive school climate at Senior High School 7 Tanjung Jabung Timur?	

C. RESULTS AND DISCUSSION

1. Data Validity and Reliability

Table 2. Results of Validity and Reliability Tests

Variable	Validity (PC)	Reliability
Social Competence	0.592	0.744
Personality Competence	0.578	
School Climate	0.652	

The variables Social Competence, Personality Competence, and School Climate have validity coefficients (r-calculated) of 0.592, 0.578, and 0.652, respectively, all of which exceed the r-table value of 0.145. Therefore, all variables are considered valid. Regarding reliability, only Social Competence is reported with a reliability coefficient of 0.744, which surpasses the minimum acceptable threshold of 0.7, indicating that the measurement instrument for this variable is reliable. Overall, the data demonstrate that the measurement instrument for Social Competence meets both validity and reliability requirements.

2. Classical Assumptions

Table 3. Results of Classical Assumption Tests

Variable	Normality (sig)	Linearity (Deviation from Linearity)	Tolerance	VIF
Social Competence	.059	0.127	0.130	1.987
Personality Competence	.060	—	0.690	1.213
School Climate	.052	—	—	—

Classical assumptions are prerequisites in linear regression analysis to ensure valid estimation. As shown in the table, the normality test yields significance values above 0.05 for all variables, indicating that the data are normally distributed. The linearity test for Social Competence shows a significance value of 0.127 for deviation from linearity, which is greater than 0.05, indicating a linear relationship between variables. Regarding multicollinearity, both Personality Competence and Social Competence have tolerance values above 0.1 and VIF values below 10, suggesting the absence of multicollinearity issues.

3. t-Test and F-Test

Table 4. Results of t-Test and F-Test

Independent Variable	F-value	F-table	R Square	t-value	t-table	R Square
Social Competence	3.223	3.05	0.124	0.559	1.973	0.071
Personality Competence	—	—	—	2.037	—	0.122
<i>Dependent variable: School Climate</i>						

The F-test results show that Social Competence has an F-value of 3.223, which is greater than the F-table value of 3.05, indicating that the model is statistically significant at

the conventional level. However, the t-test for Social Competence yields a t-value of 0.559, which is lower than the t-table value of 1.973, indicating that the variable does not significantly influence School Climate individually. On the other hand, Personality Competence shows a t-value of 2.037, suggesting a statistically significant influence on the dependent variable. The R Square values of 0.071 and 0.122 indicate that the independent variables explain a relatively small portion of the variance in School Climate.

4. The Contribution of Teachers' Social Competence to the Creation of a Conducive School Climate at Senior High School 7 Tanjung Jabung Timur

Based on Table 4, it can be concluded that teachers' social competence does not make a significant contribution to the formation of a conducive school climate. This is evidenced by the t-value of 0.559, which is lower than the t-table value of 1.973. In addition, the R Square value of 0.071, or 7.1%, indicates a very weak influence of social competence on the school climate. Thus, it can be concluded that the social aspect of teacher competence has not yet been strong enough to foster a positive and conducive school environment at Senior High School 7 Tanjung Jabung Timur. Nonetheless, the contribution of teachers' social competence is crucial for shaping a positive learning environment. Teachers with strong social-emotional competence are able to manage classroom dynamics effectively, fostering a cooperative and harmonious atmosphere (Barrientos-Fernández et al., 2020). A positive school climate, supported by teachers' social competence, has been shown to correlate with improved academic performance and students' mental well-being. Teachers' ability to address issues such as bullying and violence through their interpersonal skills significantly contributes to the creation of a safe and supportive school environment (Crooks et al., 2017; Dickinson & Peterson, 2015). Furthermore, teachers' social competence enhances student engagement and learning motivation, both of which are key to academic success (dos Santos et al., 2022). Teachers' emotional intelligence and interpersonal abilities also foster students' sense of belonging at school, an essential factor in their emotional well-being and holistic development (Turan Bora & Akbaba Altun, 2025). Professional development programs focused on improving teachers' social-emotional competencies have proven effective in improving the learning climate, as they help educators develop interpersonal skills necessary for building a dynamic and participative classroom environment (Arciniegas-Romero et al., 2025).

5. The Contribution of Teachers' Personality Competence to the Creation of a Conducive School Climate at Senior High School 7 Tanjung Jabung Timur

Table 4 also shows that teachers' personality competence makes a more significant contribution to the development of a conducive school climate. This is evident from the t-value of 2.037, which exceeds the t-table value of 1.973. The R Square value of 0.122, or 12.2%, indicates that personality competence plays a larger role than social competence in shaping the school climate. In other words, strong teacher personality traits such as responsibility, independence, and role-modeling have a more concrete impact on the creation of a positive learning environment in the school. Teachers' personality competence plays a vital role in forming a conducive school climate. Educators who possess emotional intelligence and strong socio-emotional competence tend to manage the classroom atmosphere more positively, resulting in a supportive learning environment (Barrientos-Fernández et al., 2020). This competence also allows teachers to respond positively to students' individual differences and maintain emotional balance, thereby supporting students' social adjustment

and emotional development (Dubovyk et al., 2022). Moreover, personality traits such as agreeableness and conscientiousness have been identified as significant predictors of teachers' metacognitive abilities in reflecting on and regulating their teaching practices (Giuliani & Urquijo, 2025). Effective collaboration and communication among teachers also contribute to a favorable school climate, especially in addressing issues like bullying (Kollerová et al., 2021). Innovative and creative teaching strategies enhance teaching efficacy and foster a supportive learning environment (Abukasim et al., 2025). Teachers' creativity and critical thinking are also essential in shaping a dynamic and inspiring school climate (Dolinar & Likar, 2021).

6. The Contribution of Teachers' Social and Personality Competence to the Creation of a Conducive School Climate at Senior High School 7 Tanjung Jabung Timur

Teachers' social and personality competence significantly contributes to the formation of a conducive school climate. This is evidenced by the F-value of 3.223, which is higher than the F-table value of 3.05. Additionally, the R Square value of 0.124 or 12.4% indicates that the combination of these two competencies explains the school climate variable better than each individually. This suggests that the integration of teachers' social and personality competencies plays a crucial role in fostering a positive school environment that supports effective teaching and learning processes. The formation of a conducive school climate is strongly influenced by teacher competence, which is shaped through a supportive work environment and effective leadership (Marjuki et al., 2025). Both formal and informal communication play a key role in fostering a healthy school atmosphere, where teachers are expected to possess strong communication skills to support harmonious interactions among school members (Riadi et al., 2025). Teachers' strategies in shaping students' morals and character also form a foundational aspect of creating an ethical and meaningful learning environment (Anggraeni et al., 2024). Moreover, school culture influences teachers' professionalism, which directly impacts values, discipline, and the overall learning atmosphere (Faqihudin, 2024).

Teachers' pedagogical competence in managing classrooms effectively is another key factor in creating a positive learning climate and increasing student engagement (Uzliva & Fadillah, 2023). The development of a school climate is a complex process affected by various factors within the educational environment. It encompasses affective and cognitive perceptions related to social interactions, relationships, values, and shared beliefs among students, teachers, principals, and staff (Rudasill et al., 2018). Positive teacher-student relationships are critical in establishing a supportive school climate. Effective schools tend to foster strong relationships and maintain high expectations for their students (Delgado-Galindo et al., 2025). School leadership also plays a significant role in shaping the school climate through effective leadership practices and a supportive professional work environment, which directly impacts student academic achievement (Amsalu & Belay, 2024). In addition, a safe and supportive environment forms the foundation of a positive school climate, as physical comfort and a sense of security enhance students' sense of belonging and well-being, which in turn influence academic outcomes (Nilsen et al., 2022). Disciplinary structures, academic demands, and student support are also positively correlated with learning achievement, particularly for students living without parental care (Huang et al., 2017). Numerous models and instruments have been developed to comprehensively measure school climate (Calderón

& González, 2021; Kearney et al., 2020).

D. CONCLUSION

This study reveals that teachers' social competence does not significantly influence the formation of a conducive school climate at Senior High School 7 Tanjung Jabung Timur. This suggests that teachers' social skills alone are not yet strong enough to create a positive and supportive learning environment. In contrast, teachers' personality competence plays a more substantial role in shaping a conducive school climate. This indicates that strong personal traits in teachers, such as responsibility, integrity, and independence, can more effectively foster a supportive atmosphere for learning. When social and personality competencies are combined, they contribute more significantly to the creation of a positive school climate than when examined separately. This underscores the importance of integrating both social and personal dimensions of teacher competence in realizing a conducive school environment, which ultimately enhances teaching effectiveness and student well-being. However, the formation of a positive school climate does not depend solely on teacher competence. It is also significantly influenced by other factors such as school leadership, organizational culture, student engagement, parental support, facilities and infrastructure, and the broader social environment of the school. The relatively low level of contribution observed in this study signals an important implication for school administrators and policymakers: greater attention must be paid to these other elements to holistically shape a safe, comfortable, and supportive learning environment that promotes both academic and socio-emotional development.

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AUTHOR CONTRIBUTIONS

Author 1 : Designed the theoretical framework of the study, developed the research background, formulated the hypotheses, and conducted data analysis to identify the impact of school climate.

Author 2 : Collected field data, ensured instrument validity, processed the data using statistical software, and contributed to the systematic and objective interpretation of the research findings.

Author 3 : Conducted a review of the latest literature, managed references according to APA style, edited the final manuscript, and wrote the recommendations based on the research findings and limitations.

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