

The relationship between school climate and school commitment with the positive development of high school students

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Abstract

School climate and attachment play a significant role in the positive development of high school students, influencing their academic performance, emotional well-being, and social competencies. This paper analyses the relationship between the perception of school climate, the level of school attachment, and various aspects of positive student development. A positive school climate, characterized by quality of interpersonal relationships, a sense of security, and a supportive environment, contributes to greater motivation for learning, better self-regulation, and the development of emotional resilience. On the other hand, school attachment, which includes emotional connections with teachers and peers and active participation in school activities, strengthens the sense of belonging and personal responsibility. Research shows that students who perceive school as a positive and supportive environment develop higher self-confidence, empathy, and prosocial behaviour and achieve tremendous academic success. The paper emphasizes the importance of cooperation between teachers, parents, and school professionals in creating a supportive environment that encourages students' academic and personal development.

Improving the school climate and strengthening the commitment to school is crucial for forming responsible and successful young people ready for the challenges of the future.

Keywords: academic success, school climate, school commitment, positive development of high school students, relationships with teachers and peers