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## Design and Development of Questionnaires for Measuring School Climate and Achievement Emotions in Philippine Public Elementary Schools

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### ABSTRACT

This study focuses on the design and development of two culturally relevant instruments for Philippine public elementary schools: the School Climate Questionnaire (SCQ) and the Achievement Emotions Questionnaire (AEQ). Rooted in established frameworks (the Organizational Climate Descriptive Questionnaire (OCDQ) and Pekrun's AEQ) the instruments were adapted through stakeholder consultations to ensure contextual appropriateness. The SCQ measures principal and teacher behaviors influencing school climate, while the AEQ captures pupils' emotional experiences across academic settings. This study offers foundational tools for future research and organizational development, supporting data-driven strategies to improve school environments and student well-being in the Philippine educational context.

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## 1. INTRODUCTION

The school climate plays a pivotal role in shaping students' academic experiences and emotional well-being. Defined broadly as the quality and character of school life, school climate encompasses dimensions such as leadership behavior, teacher relationships, organizational structure, and the emotional environment within which learning occurs. Research has shown that a positive school climate fosters academic achievement, student engagement, and social-emotional development, whereas a negative climate can contribute to student anxiety, disengagement, and emotional distress. Many reports regarding educational climate have been well-documented (Phylosophie *et al.*, 2024; Olutola & Gift, 2025).

One critical aspect intertwined with school climate is achievement emotions. The emotional responses that students experience in academic contexts. Many reports regarding emotion have been well-documented (Zhang *et al.*, 2024; Wahyuni *et al.*, 2021; Phylosophie *et al.*, 2024; Estrellan & Loja, 2021; Adio & Lasisi, 2023; Bongsu & Bakar, 2023; Malaguial *et al.*, 2024; Malaguial *et al.*, 2024). According to Pekrun's Control-Value Theory of Achievement Emotions, emotions such as enjoyment, pride, anxiety, and hopelessness significantly influence motivation, learning strategies, and academic outcomes. These emotions manifest in different learning situations, including classroom interactions, studying, and testing environments, making them essential variables for understanding student performance and school effectiveness.

In the context of Philippine public elementary schools, the intersection of school climate and achievement emotions remains a critical area for exploration. While several international instruments exist to measure these constructs, such as the Organizational Climate Descriptive Questionnaire (OCDQ) and the Achievement Emotions Questionnaire (AEQ), their direct application within the Philippine educational system may be limited due to cultural, linguistic, and contextual differences. Existing tools often lack adaptation to local norms, administrative structures, and student experiences, which may affect the accuracy and relevance of the data collected.

The Philippine education system is characterized by diverse school environments, ranging from urban to rural settings, with varying administrative capacities, classroom dynamics, and student populations. This diversity necessitates the development of context-specific measurement tools that accurately capture the unique experiences of school stakeholders, principals, teachers, parents, and pupils. Without such tools, efforts to assess and improve school climate or to address achievement emotions may be based on incomplete or misaligned data, potentially limiting the effectiveness of organizational development plans and intervention strategies. Many reports regarding Philippines educational system have been well-documented (Pacala, 2023).

Several studies have highlighted the significance of designing culturally relevant instruments to ensure accurate assessments (Hoy & Clover, 1986; Pekrun, 2006). However, limited research has focused on instrument design tailored to Philippine public elementary schools, particularly for the combined measurement of school climate and achievement emotions. This gap underscores the need for adapted instruments that reflect the linguistic, cultural, and educational realities of Filipino students and educators.

This study aims to design and adapt two questionnaires (the School Climate Questionnaire (SCQ) and the Achievement Emotions Questionnaire (AEQ)) that are culturally appropriate for Philippine public elementary schools. Specifically, the SCQ focuses on capturing principal

behaviors and teacher relationships, while the AEQ measures students' emotional experiences in academic settings, including class activities, learning situations, and tests.

Unlike existing tools that are often imported without cultural adjustments, this study emphasizes the localization and refinement of questionnaire items based on stakeholder engagement. Through consultations with school heads, teachers, parents, and pupils, the study ensures that the instruments are not only theoretically sound but also practically applicable within the Philippine educational context.

The resulting tools are intended to serve as foundational instruments for future research and organizational development initiatives, supporting data-driven strategies to enhance school climate and foster emotional well-being among students. By offering context-specific measurement frameworks, this study contributes to the broader goal of improving educational environments and student outcomes in the Philippines.

## 2. METHODS

This study employed a descriptive research design focusing on the development and design of research instruments, specifically, the School Climate Questionnaire (SCQ) and the Achievement Emotions Questionnaire (AEQ). The study utilized mixed methods in the design process, combining quantitative survey development and qualitative stakeholder engagement to ensure the cultural relevance and content appropriateness of the instruments for Philippine public elementary schools. Detailed information regarding this method is explained elsewhere ([Susilawati et al., 2025](#)).

Although the study adopted a mixed-methods approach in design, it did not proceed to validation or psychometric testing. The emphasis remained on the creation, adaptation, and refinement of the instruments based on theoretical models and stakeholder feedback.

Instrument development process included:

- (i) **Selection of Existing Tools.** Two established instruments were chosen as the foundation for the questionnaires: OCDQ for the SCQ, and Achievement Emotions Questionnaire (AEQ) developed by Pekrun for the Achievement Emotions Questionnaire (AEQ). These instruments were selected due to their strong theoretical foundations and widespread application in educational research.
- (ii) **Cultural Adaptation.** The selected instruments were subjected to cultural and contextual adaptation to ensure their relevance for Philippine public elementary schools. The process included: Rephrasing item statements to align with the linguistic norms and educational practices of the Philippines, Modifying scenarios and examples in the items to reflect common experiences in local schools (e.g., administrative workloads, teacher collaboration, student testing practices), and Ensuring terminology accessibility, particularly for Grade 6 pupils, by simplifying emotional descriptors (e.g., anger, boredom, pride).
- (iii) **Stakeholder Engagement.** A consultative process was conducted with teachers, school heads, parents, and pupils from three public elementary schools (one large, one medium, one small) in the Orani District. The engagement aimed to: Gather feedback on the clarity, relevance, and appropriateness of the items, Identify potential cultural misunderstandings or language barriers, and Adjust item phrasing and content based on direct suggestions from stakeholders. Although formal validation (e.g., pilot testing or psychometric analysis) was not part of this study, the stakeholder feedback ensured the instruments were contextually grounded.

While no data was collected for validation, the instrument design phase involved consultations with representatives from the following groups:

- (i) School heads from three public elementary schools in Orani District.
- (ii) Teachers actively teaching Grade 6 pupils.
- (iii) Parents of Grade 6 pupils.
- (iv) Grade 6 pupils themselves.

This stratified approach ensured a balanced perspective from different school sizes (big, medium, small), addressing the varied educational environments in the district.

The data collection process for the instrument design involved:

- (i) Reviewing the original instruments (OCDQ and AEQ) to identify items needing cultural adaptation.
- (ii) Conducting informal interviews and focus group discussions with the stakeholder groups to gather feedback on item relevance and clarity.
- (iii) Refining questionnaire items based on the feedback, with special attention to linguistic adjustments and contextual examples.
- (iv) Drafting the final versions of the SCQ and AEQ, as well as the interview guide questions for future qualitative data collection.

For ethical considerations, all participants involved in the instrument design phase (teachers, parents, pupils, and school heads) provided verbal consent to share their perspectives for the refinement of the instruments. The process followed ethical guidelines, ensuring:

- (i) Confidentiality of participant feedback.
- (ii) Voluntary participation without any obligation.
- (iii) Cultural sensitivity in item development, respecting the norms and values of the educational community.

The study was conducted under the auspices of Bataan Peninsula State University and aligned with institutional ethical standards.

### **3. RESULTS AND DISCUSSION**

The development of the SCQ and the AEQ involved a systematic process of adapting existing instruments and ensuring their cultural relevance to the Philippine public elementary school context. The results present the final structure and content of the designed questionnaires.

#### **3.1. Development of the School Climate Questionnaire (SCQ)**

The SCQ was developed through a systematic adaptation process based on the OCDQ. The primary goal was to ensure that the instrument would be culturally appropriate and relevant for Philippine public elementary schools while maintaining alignment with the theoretical constructs of school climate.

##### **3.1.1. Instrument Structure**

The final version of the SCQ includes six dimensions representing principal and teacher behaviors, which are critical components of school climate:

- (i) Supportive Principal Behavior measures the degree to which the principal demonstrates openness, provides assistance, and supports teachers.
- (ii) Directive Principal Behavior captures the extent of control and supervision exercised by the principal.

- (iii) Restrictive Principal Behavior reflects administrative burdens and bureaucratic interference in teaching.
- (iv) Collegial Teacher Behavior assesses collaboration and mutual respect among teachers.
- (v) Intimate Teacher Behavior measures social bonding and support within the teaching staff.
- (vi) Disengaged Teacher Behavior identifies signs of disunity and detachment among teachers.

This structure aligns with [Hoy and Clover's \(1986\)](#) theoretical framework, which posits that school leadership behaviors and teacher relationships are central to shaping the school climate. **Table 1** presents the final item distribution for each dimension of the SCQ.

### 3.1.2. Discussion of SCQ Design Process

The design of the School Climate Questionnaire emphasized the cultural adaptation of the items to ensure their relevance to the Philippine educational environment. This included:

- (i) Simplifying language to ensure comprehensibility for all respondent groups (teachers, parents, and pupils).
- (ii) Aligning scenarios and terminology with typical interactions in Philippine public schools (e.g., administrative processes, committee work).
- (iii) Preserving the integrity of the original constructs from the OCDQ while ensuring cultural sensitivity.

Stakeholder consultations further informed the process, highlighting the need to emphasize supportive behaviors and teacher collaboration as key factors influencing school climate in local schools. These insights ensured that the SCQ not only retained theoretical rigor but also addressed context-specific dynamics within the target schools.

**Table 1.** School Climate Questionnaire Structure.

| No.                                  | Indicators                                                 | 4 Very<br>Frequently<br>Occurs | 3 Often<br>Occurs | 2 Sometimes<br>Occurs | 1 Rarely<br>Occurs |
|--------------------------------------|------------------------------------------------------------|--------------------------------|-------------------|-----------------------|--------------------|
| <b>Supportive Principal Behavior</b> |                                                            |                                |                   |                       |                    |
| 1                                    | The principal goes out of his/her way to help teachers.    |                                |                   |                       |                    |
| 2                                    | The principal uses constructive criticisms.                |                                |                   |                       |                    |
| 3                                    | The principal is easy to understand.                       |                                |                   |                       |                    |
| 4                                    | The principal listens to and accepts teachers' suggestion. |                                |                   |                       |                    |
| 5                                    | The principal treats teachers as equal.                    |                                |                   |                       |                    |
| <b>Directive Principal Behavior</b>  |                                                            |                                |                   |                       |                    |
| 1                                    | The principal rules with an iron fist.                     |                                |                   |                       |                    |
| 2                                    | The principal corrects teachers' mistakes.                 |                                |                   |                       |                    |
| 3                                    | The principal supervises teachers and classrooms closely.  |                                |                   |                       |                    |
| 4                                    | The principal is autocratic.                               |                                |                   |                       |                    |
| 5                                    | The principal checks lesson plans.                         |                                |                   |                       |                    |

**Table 1 (continue).** School Climate Questionnaire Structure.

| No.                                   | Indicators                                                            | 4 Very<br>Frequently<br>Occurs | 3 Often<br>Occurs | 2 Sometimes<br>Occurs | 1 Rarely<br>Occurs |
|---------------------------------------|-----------------------------------------------------------------------|--------------------------------|-------------------|-----------------------|--------------------|
| <b>Restrictive Principal Behavior</b> |                                                                       |                                |                   |                       |                    |
| 1                                     | Routine duties interfere with the job of teaching.                    |                                |                   |                       |                    |
| 2                                     | Teachers have too many committee requirements.                        |                                |                   |                       |                    |
| 3                                     | Administrative paperwork is burdensome at this school.                |                                |                   |                       |                    |
| 4                                     | Clerical support reduces teachers' paperwork.                         |                                |                   |                       |                    |
| 5                                     | Teachers are burdened with busy work.                                 |                                |                   |                       |                    |
| <b>Collegial Teacher Behavior</b>     |                                                                       |                                |                   |                       |                    |
| 1                                     | Teachers leave school immediately after school is over.               |                                |                   |                       |                    |
| 2                                     | Most teachers here accept the faults of their colleagues.             |                                |                   |                       |                    |
| 3                                     | Teachers help and support each other.                                 |                                |                   |                       |                    |
| 4                                     | Teachers socialize together in small selected groups.                 |                                |                   |                       |                    |
| 5                                     | Teachers respect the professional competence of their colleagues.     |                                |                   |                       |                    |
| <b>Intimate Teacher Behavior</b>      |                                                                       |                                |                   |                       |                    |
| 1                                     | Teachers' closest friends are other faculty members at this school.   |                                |                   |                       |                    |
| 2                                     | Teachers have fun socializing together during school time.            |                                |                   |                       |                    |
| 3                                     | Teachers have parties for each other.                                 |                                |                   |                       |                    |
| 4                                     | Teachers socialize with each other on a regular basis.                |                                |                   |                       |                    |
| 5                                     | Teachers provide strong social support for colleagues.                |                                |                   |                       |                    |
| <b>Disengaged Teacher Behavior</b>    |                                                                       |                                |                   |                       |                    |
| 1                                     | Faculty meetings are useless.                                         |                                |                   |                       |                    |
| 2                                     | There is a minority group of teachers who always oppose the majority. |                                |                   |                       |                    |
| 3                                     | Teachers exert group pressure on non-conforming faculty members.      |                                |                   |                       |                    |
| 4                                     | Teachers ramble when they talk at faculty meetings.                   |                                |                   |                       |                    |
| 5                                     | Teachers are not united.                                              |                                |                   |                       |                    |

### 3.2. Achievement Emotions Questionnaire (AEQ)

The Achievement Emotions Questionnaire (AEQ) was developed to capture the emotional experiences of Grade 6 pupils in relation to their academic activities within the school setting. The design was based on Pekrun's Control-Value Theory of Achievement Emotions (2006),

which emphasizes the role of emotions in academic performance, engagement, and well-being.

### 3.2.1. Instrument structure

The final version of the AEQ consists of three domains, each focusing on specific academic situations that elicit emotional responses (see **Table 2**):

- (i) Class-Related Emotions – emotions experienced during class sessions, including enjoyment, anxiety, boredom, and embarrassment.
- (ii) Learning-Related Emotions – emotions associated with studying or acquiring knowledge, including pride, irritation, tension, and hopelessness.
- (iii) Test-Related Emotions – emotions triggered during examinations, such as hope, panic, relief, or shame.

Each domain contains eight items, making a total of 24 items. Pupils rate each statement on a 4-point Likert scale ranging from 1 – Strongly Disagree to 4 – Strongly Agree.

**Table 2.** Achievement Emotions Questionnaire Structure.

| Academic Emotions                                                       | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree |
|-------------------------------------------------------------------------|------------------|---------|------------|---------------------|
| <b>Class-Related Emotions</b>                                           |                  |         |            |                     |
| 1. I do not enjoy being in class.                                       |                  |         |            |                     |
| 2. I am not confident when I go to class.                               |                  |         |            |                     |
| 3. I am not proud of myself when I am in class.                         |                  |         |            |                     |
| 4. I am angry.                                                          |                  |         |            |                     |
| 5. Thinking about class makes me feel uneasy.                           |                  |         |            |                     |
| 6. I get embarrassed.                                                   |                  |         |            |                     |
| 7. I feel hopeless.                                                     |                  |         |            |                     |
| 8. I get bored.                                                         |                  |         |            |                     |
| <b>Learning-Related Emotions</b>                                        |                  |         |            |                     |
| 1. I do not enjoy acquiring new knowledge.                              |                  |         |            |                     |
| 2. I do not have an optimistic view toward studying.                    |                  |         |            |                     |
| 3. I am not proud of my capacity.                                       |                  |         |            |                     |
| 4. Studying makes me irritated.                                         |                  |         |            |                     |
| 5. I get tense and nervous while studying.                              |                  |         |            |                     |
| 6. I feel ashamed that I can't absorb the simplest of details.          |                  |         |            |                     |
| 7. I feel hopeless when I think about studying.                         |                  |         |            |                     |
| 8. The material bores me.                                               |                  |         |            |                     |
| <b>Test-Related Emotions</b>                                            |                  |         |            |                     |
| 1. For me, the test is not challenging and enjoyable.                   |                  |         |            |                     |
| 2. I have great hope that my abilities will be sufficient.              |                  |         |            |                     |
| 3. I am proud of how well I mastered the exam.                          |                  |         |            |                     |
| 4. I feel very relieved.                                                |                  |         |            |                     |
| 5. I am fairly annoyed.                                                 |                  |         |            |                     |
| 6. I feel panicky when writing an exam.                                 |                  |         |            |                     |
| 7. I feel ashamed.                                                      |                  |         |            |                     |
| 8. I have lost all hope that I have the ability to do well on the exam. |                  |         |            |                     |

### 3.2.2. Discussion of AEQ design process

The development of the AEQ involved significant cultural adaptation to ensure the emotional terms and academic scenarios were relatable to Filipino Grade 6 pupils. Several key considerations guided the design process:

- (i) Language Simplification: Terms such as *hopeless*, *proud*, *panicky*, and *ashamed* were carefully reworded to align with the emotional vocabulary commonly understood by young learners. Feedback from teachers and school counselors helped ensure that pupils could easily interpret these emotions.
- (ii) Contextual Relevance: The academic situations (class, learning, tests) were tailored to reflect the daily experiences of pupils in Philippine public schools, incorporating familiar learning activities, testing formats, and classroom environments.
- (iii) Balance of Positive and Negative Emotions: The questionnaire included both positive emotions (e.g., pride, hope, enjoyment) and negative emotions (e.g., anxiety, embarrassment, hopelessness) to capture the full spectrum of emotional responses that may impact academic performance.
- (iv) Stakeholder Engagement: Teachers and school leaders emphasized the importance of including test-related emotions, as examinations are a significant source of emotional stress for students. Adjustments were made to reflect local testing practices and academic pressures.

The AEQ thus provides a comprehensive tool for understanding how academic settings influence student emotions, supporting future research on emotional well-being and academic outcomes in Philippine schools.

### 3.3. Development of the Interview Guide Questions

In addition to the quantitative questionnaires, semi-structured interview guide questions were developed for Focused Group Discussions (FGDs) with teachers, parents, and pupils. These questions were designed to complement the survey data, providing qualitative insights into the lived experiences and perceptions of the school community regarding school climate and achievement emotions.

The interview guides were tailored for each respondent group—teachers, parents, and pupils—while maintaining core themes to ensure consistency across responses. The guides covered the following areas:

- (i) Pupils' enjoyment and emotional experiences during classes, lecture discussions, and examinations.
- (ii) Perceptions of the principal's leadership style, categorized as Supportive, Directive, or Initiative.
- (iii) Perceptions of teacher relationships and behaviors, categorized as Collegial, Intimate, or Disengaged.

The questions were open-ended to encourage detailed narratives and personal reflections.

Interview Guide for Teachers are in the following:

- (i) Do you think your pupils are enjoying your class? Why?
- (ii) Do you think your pupils are enjoying lecture discussions? Why?
- (iii) Do you think your pupils are enjoying tests or examinations? Why?
- (iv) Are the principal's behaviors Supportive, Directive, or Initiative? Can you share an incident that supports your answer?
- (v) Are the teachers Collegial, Intimate, or Disengaged? Can you share an incident that supports your answer?

Interview Guide for Parents are in the following:

- (i) Do you think your child is enjoying class? Why?
- (ii) Do you think your child is enjoying lecture discussions? Why?
- (iii) Do you think your child is enjoying tests or examinations? Why?
- (iv) Are the principal's behaviors Supportive, Directive, or Initiative? Can you share an incident that supports your answer?
- (v) Are the teachers Collegial, Intimate, or Disengaged? Can you share an incident that supports your answer?

Interview Guide for Pupils are in the following:

- (i) How do you feel during: Class hours, Test hours, and Learning hours
- (ii) Do you enjoy being in class? Why?
- (iii) Do you enjoy lecture discussions? Why?
- (iv) Do you enjoy tests or examinations? Why?
- (v) Is the principal Supportive, Directive, or Initiative? Can you share an incident that supports your answer?
- (vi) Are the teachers Collegial, Intimate, or Disengaged? Can you share an incident that supports your answer?

The design of the FGD guides was grounded in qualitative research principles, aiming to elicit rich, descriptive data on school climate and achievement emotions that might not be fully captured through surveys. The guides incorporated the following considerations:

- (i) Triangulation: The inclusion of teachers, parents, and pupils ensures a holistic view of the school climate and emotional landscape, allowing for cross-validation of perspectives.
- (ii) Language and Cultural Sensitivity: The questions were translated and adapted linguistically for pupils' comprehension, ensuring that emotional terms and leadership behaviors were easily understood, and the use of examples and familiar school scenarios helped facilitate open discussion, particularly among younger participants.
- (iii) Focus on Emotional and Behavioral Indicators: The guides probed both feelings and observed behaviors, aligning with the Control-Value Theory and school climate models, providing a comprehensive understanding of how the environment affects student emotions and interactions.

By integrating these qualitative tools, the study design offers a deeper exploration of contextual factors that influence both school climate and pupil emotions, supporting future analysis and interpretation of the questionnaire data. This adds new information, especially relating to emotional points used in education, as reported elsewhere (Afolashade *et al.*, 2024; Warren, 2025; Adesokan *et al.*, 2024; Olarewaju *et al.*, 2024; Eshbekovich & Sayfullayevna, 2024; Warren, 2025; Aquino, 2025; Ahmad & Bakar 2023).

#### 4. CONCLUSION

This study successfully developed a set of contextually relevant questionnaires designed to measure school climate and achievement emotions among Grade 6 pupils, teachers, and parents in Philippine public elementary schools. The SCQ and the AEQ were adapted from established frameworks (the OCDQ and Pekrun's AEQ) and refined through cultural and contextual adjustments to fit the local school setting.

The SCQ captures six dimensions of principal and teacher behaviors, providing a structured approach to understanding the social and administrative environment within schools. The AEQ offers insights into pupils' emotional experiences across classroom activities, learning

situations, and test environments, reflecting the emotional landscape that influences academic engagement and performance.

Furthermore, semi-structured interview guides were developed for FGDs with teachers, parents, and pupils to complement the survey instruments. These qualitative tools aim to gather in-depth insights into key stakeholders' perceptions and lived experiences, supporting a comprehensive understanding of how school climate and achievement emotions interact.

While this study focused solely on the design and development of the instruments, without conducting validation or psychometric analysis, it lays the groundwork for future studies that will pilot, validate, and apply these tools in educational research and organizational development planning.

Recommendations are in the following:

- (i) Future Validation Studies: It is recommended that the SCQ and AEQ undergo pilot testing, followed by reliability and validity analysis (e.g., Cronbach's alpha, factor analysis) to establish their psychometric properties within the Philippine context.
- (ii) Broader Application in Educational Settings: These instruments can be used in various public school environments beyond Orani District to explore patterns in school climate and achievement emotions, potentially informing policy decisions and school improvement initiatives.
- (iii) Integration into ODPs: School administrators and policymakers are encouraged to incorporate these tools into the assessment phase of ODPs, enabling data-driven strategies for enhancing school climate and supporting pupils' emotional well-being.
- (iv) Qualitative Expansion: The interview guides could be further refined and expanded to include other stakeholders, such as guidance counselors or community leaders, offering a more holistic perspective on school environments.
- (v) Cultural Adaptation for Other Regions: Future research could adapt these instruments for use in other cultural or regional contexts within the Philippines or neighboring countries, ensuring their relevance across diverse educational settings.

This study contributes to the growing body of work aimed at improving educational environments by providing a framework for assessing school climate and student emotions, which are crucial for academic success and well-being.

## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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