

# The impact of the COVID-19 on the school climate in developed and developing countries

## Introduction

- School climate is crucial in achieving academic goals, preventing negative behavior among peers, and improving the teachers' job satisfaction and resilience, but remains under-investigated in the post-COVID-19 period.
- Therefore, the purpose of the present research is to examine the impact of the pandemic on the school climate of developed and developing countries through conducting a systematic literature review.

## Theoretical background

- School climate, represents various aspects of the educational process, namely the learning strategies, the structural and institutional characteristics, the teaching processes, etc., it is a determinant factor of the student's well-being and resilience (Aldridge et al. 2016), and could contribute to the improvement of academic achievement and the reduction of bullying among peers (Acosta et al. 2019; Zysberg & Schwabsky, 2021).

## Methodology

- A systematic literature review was conducted in Science Direct, Scopus, and Google Scholar.

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## Results

- Gunnes et al. (2024) and Długosz et al. (2022) studied school climate as perceived by students in different countries and concluded that the pandemic had a negative impact on their perceptions.
- Idoiaga Mondragon et al. (2021) observed that school climate in the post-COVID-19 era is affected by distance learning.
- Petrulytė et al. (2022) argued that the school climate was affected by the teachers' support for online teaching. On the contrary, solely the study of Ruiz-Robledillo et al. (2022) concluded that school climate was not affected by the pandemic.

## Discussion

- The COVID-19 pandemic could deteriorate the school climate in both developed and developing countries, as revealed by the systematic literature review.

## References

- Gunnes, M., Muller, S., Romera-Félix, E. M., Ludańska-Krzemińska, I., Luque-González, R., Wiza, A., & Antypas, K. (2024). School climate during the COVID-19 pandemic in three European countries: A cross-sectional pre-post quasi experimental study. *International Journal of Educational Research Open*, 7, 100336.
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