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Research Article

The impact of classroom climate on emotional development in childhood

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ABSTRACT

This research article examines the crucial role of a healthy classroom climate in the social-emotional development of students during childhood. A positive classroom climate has been associated with several positive outcomes, including increased academic success, development of intrapersonal skills, and improvement in the quality of interpersonal relationships. The main objective is to explore the impact of the classroom climate on the comprehensive development of children. The study employs a qualitative approach, using multiple case studies to collect rich and detailed data. Data analysis is carried out using computer-aided qualitative data analysis (CAQDAS) software, specifically the ATLAS program, to generate categories that allow for in-depth analysis. The findings underscore the importance of considering the classroom climate as a key factor in promoting general well-being and positive social-emotional outcomes among young learners, and the importance of creating a nurturing and supportive classroom environment to foster optimal emotional development in children.

Keywords: classroom emotional climate; emotional environment; interpersonal relationships; early childhood education; motivation and socio-emotional competence; inclusion

1. Introduction

Have you ever stopped to reflect on the profound impact of the classroom environment on a child's educational journey? Within the walls of a kindergarten school, an intricate tapestry of emotions, interactions, and social dynamics weaves together the climate of the classroom, an environment that has immense power in shaping children's learning experiences and overall development.

Although emotional development is influenced by several factors, the classroom climate has become a significant determinant of children's social-emotional growth. A positive climate in the classroom is a key factor in the emotional development of children, promoting their well-being, motivation, and socio-emotional competence[1]. Also, a healthy climate characterized by supportive relationships, positive interactions, and a sense of belonging, provides an environment conducive to emotional development. Recent studies have further emphasized the influence of these relationships on student engagement, motivation, and overall well-being. According to Jones and Bouffard[2], positive and supportive teacher-student relationships are critical to fostering children's emotional development, promoting a sense of belonging, and creating an optimal learning environment.

As researchers and educators, we recognize that the classroom climate encompasses a complex interplay of emotional and social factors. The educational journey comprises the compassionate guidance given by teachers, the connections formed between students and their instructors, the dynamics of peer interactions, the embrace of inclusion and diversity in the learning environment, and the arrangement and design of the physical classroom setting. Each of these elements leaves an indelible mark on a child's educational journey, significantly influencing their cognitive, social, and emotional development.

Numerous research studies consistently underscore the significant influence that the classroom environment has on the educational outcomes of children. Pianta et al.[3] found that a positive classroom environment, characterized by fostering teacher-student relationships, peer acceptance, and conducive learning behaviors, contributes to improved academic achievement and social-emotional well-being among young children. This underscores the importance of establishing a supportive and nurturing climate within the classroom.

The importance of the teacher-student relationship is highlighted as a crucial foundation of the classroom climate. Hamre and Pianta[4], and Rimm-Kaufman et al.[5] have shown that positive teacher-child relationships, characterized by warmth, trust, and low conflict, is associated with social competence and positive school adjustment. Emotional support from teachers and peers creates a safe and nurturing environment that promotes children's emotional well-being and positive social-emotional outcomes[6].

Peer interactions identified as another crucial aspect of the classroom climate. Birch and Ladd[7], Rimm-Kaufman et al.[5] and Denham[8] highlight the union between a positive classroom climate, warm teacher-student relationships, and supportive atmosphere with students' emotional well-being and social competence. In a classroom, students have different experiences related to the way their teachers perceive their emotional states and needs, and to how they react to them Alonso-Tapia and Nieto[9], Lee and Garcia[10] provide evidence that positive and supportive relationships with peers contribute to higher levels of emotional competence, self-regulation, and prosocial behavior among children.

The inclusion and acceptance of diversity inside the classroom environment recognized as vital for promoting positive emotional development and fostering a sense of belonging among all students. Sleeter[11] emphasizes the importance of incorporating culturally diverse literature and fostering dialogue about social justice, while Ladson-Billings[12] highlights the transformative power of culturally sensitive teaching practices. Maxwell et al.[13] show that inclusive practices in diverse classrooms, result in higher levels of emotional well-being, empathy, and acceptance of differences among students.

This present study examines the importance of the emotional climate in the classrooms of nursery schools and for this, we have asked ourselves the following question: How does the classroom climate and emotional environment during childhood impact learning outcomes and development?

The approach to the subject carried out from a qualitative approach that can collect the perspective of the many educative actors (teachers, management, families, and students) that intervene in the life of a center. This idea brings us closer to the understanding of the daily school reality rather than to its evaluation. Succeeding a qualitative methodological perspective, it intended to understand the experience, the factors that affect some educative phenomena, considering that reality is built by individuals in interaction with their social world.

The interest of this research focused on studying unmodified contexts and understanding people's frames of reference, valuing the contact they have with reality. The purpose is the explanation and understanding, admitting that there are many realities and thus a diversity of interpretations that must covered, which increases its complexity.

For conducting this research, we have chosen a case study design, as it enables the collection of extensive and detailed data, thus facilitating the development of a robust practical understanding of specific topics, despite its inherent limitations.

2. Materials and methods

The methodology used to carry out the analysis inspired by the Grounded Theory–or grounded theory. Where the data obtained in the field by the researchers taken as a basis for the elaboration of the theory that will serve as support for the study; that is, the theory is elaborated from the idea of reality that the people participating in the research have.

In this study, he carries out a qualitative investigation of several case studies. Four Early Childhood and Primary Education Centers studied, all of them public and located in diverse socioeconomic environments, and as an accessibility criterion they will be in the Community of Madrid, Spain. It carried out from a qualitative approach that can collect the perspective of multiple educational actors: 8 teachers, 5 managers, 21 families and 21 students aged 4-5-6 years.

The data for this research been gathered using the following strategies:
- Semi-structured interviews prepared ad hoc with different key informants: teachers, director and/or head of studies.

Focus groups with fathers and mothers, where their perceptions about the center, the teachers and the management, and their satisfaction with the different elements of the center deepened.

- Focus groups with boys and girls, where their perceptions of what they do in the center, their classmates, teachers, and their satisfaction in the center discussed.

The coding and analysis of the data based on the CAQDAS (Computer Assisted/Aided Qualitative Data Analysis Software), for which the ATLAS program used. Ti in its version 6.2.28.

2.1. Data, analysis

The categories obtained after the analysis of the responses were (i) emotional environment, (ii) teacher-student relationships, (iii) peer interactions, (iv) well-being and socio-emotional development, (v) learning environment, (vi) diversity and inclusion.

These categories explained in **Table 1**.

Table 1. Emerging categories.

Category	Explanation
1. Emotional environment	1.1. Emotional expressions and regulation 1.2. Teacher-student emotional interactions 1.3. Emotional support and responsiveness 1.4. Emotional climate, and atmosphere
2. Teacher-student relationships	2.1. Teacher-student rapport and trust 2.2. Teacher-student communication and connection 2.3. Teacher-student collaboration and cooperation 2.4. Supportive teacher-student interactions
3. Peer interactions	3.1. Peer relationships and friendships 3.2. Peer acceptance and belongingness 3.3. Peer conflict resolution and problem-solving 3.4. Peer support and cooperation

Table 1. (*Continued*).

Category	Explanation
4. Well-being and socio-emotional development	4.1. Self-esteem and self-confidence 4.2. Social skills and emotional intelligence 4.3. Resilience and coping strategies 4.4. Mental health and overall well-being
5. Learning environment	5.1. Classroom organization and structure 5.2. Engaging and stimulating activities 5.3. Opportunities for autonomy and exploration 5.4. Supportive learning environment
6. Diversity and inclusion	6.1. Cultural diversity, ethnicity, language diversity 6.2. Social environment 6.3. Inclusive practices and policies 6.4. Acceptance and appreciation of differences

Note: Author.

2.2. Results

2.2.1. Emotional environment

Emotional expressions and regulation

> *Right now, we are working on a project about emotions through a story "The Colored Monster", we are going to dress up in a childlike carnival of emotions because we are working on that, managing my emotions, identifying them, not demonizing them. negative, in quotes, such as anger, sadness. (C3P2 Teacher)*

Teacher-student emotional interactions

> *I think... it depends on the moment and the emotion. No, no, no, not at all, one is never small to have emotions, no; but it's true that there are emotions that you… that we respect, or at least I, it's very easy for me to see what's happening. (C2P1 Teacher)*

> *Well, essential, essential, that is, everything that I have told you about the assemblies, about conflict resolution, happens there, if I do not empathize with my students, if I do not let them express their emotions, if I keep saying to a three-year-old child in the adaptation period, there is no need to cry! Or do I continue to demonize the fact that a child gets angry and yells, because what kind of affective training am I giving him? In other words, I am telling him that he has to repress what he is, that he has to repress what he feels, and that he has to adapt to a system that is going to mark him as he has to be in order to function in a certain way, but let's say burying everything. the emotional, the affective, the relational. (C3P2 Teacher)*

Emotional support and responsiveness

> *You feel and live what you go or what you try to convey, obviously, it is not the same. One has to first, experience it and then carry it out. So first we work ourselves and then we see the children. (C1JE Head of Studies)*

> *Nothing happens because the child is sad or melancholic or scared, what there is it's to teach them, and that explicitly spoken in cycles, in moments of... relaxed conversations, but also in professional meetings. You must teach them to handle that, to be aware, to understand that it is logical that this idea causes you fear, what you have to avoid is that fear defeats you and you have to see how you react to that fear, to that pain, to that. ... and of course, transferring that to the children so that they later understand the other, which is the end of the process. (C2P2 Teacher)*

Well, they have the burden that I am telling you of training and working and helping these children with their emotions, because there are times when you suffer as a teacher, that is, "but how do I help this child" and you see him crying, and you see it wrong, because you know it's wrong, so here you try to do it right, but there you take it home. (C1JE Head of Studies)

Emotional climate and atmosphere

There is no way to separate emotions from everything one does during the day, so at least we can ask boys and girls to do the same. They come to school to educated, but relationships and feelings also involved in their reactions with their classmates, they also come with the burden of what happens at home, in their other environments. (C1GP1 Parent group)

In the end, life in the classroom is a pure evolution of one emotion after another. And I think it's super important and that we also don't realize how emotional we are and we don't have much control over our own emotions either, well, many times, of course, you want to teach something when you yourself are not well controlled. (Teacher C2P1)

2.2.2. Teacher-student relationships

Teacher-student rapport and trust

With the empathy that she shows towards them, she empathizes a lot with everyone, always with the needs that each one has, especially with B. who has had a hard time adapting, nor he been pressured to adapt before, nor has he taken a different pace, the one she can take, that all that, yes, respect. (C3GP2 Group of fathers and mothers)

I do believe that we are giving more importance to emotions and that we are more concerned with taking advantage of our qualities, or our abilities to use that, to use emotions, when it comes to making children grow or letting them... leaving them more autonomy. And since you have reflected more on the subject and you handle it better, you can let go of a problem, a conflict, a situation, a... you can let it go because you feel capable of picking it up at a later time and redirecting it. (C2P2 Teacher)

Teacher-student communication and connection

The objective, I believe, is to make the children happy, that they are in a space and at a time in which their training coincides with me, that I am also training; and then try to make that bond that created between both students, family, well and with the teacher, that it be an affective bond and, in that sense, well, go to work. (C3P1 Teacher)

I believe that the dynamism and the affective bond. Maybe that's why you chose this stage. It is very easy to set up a bond with children from 3 to 6 years old and for me, it is very gratifying, that is, that I have a profession that allows me to deeply love 25 people for 3 years and then have another 25 new people, for me, it is a privilege and I believe that this idea is what most, let's say, sustains my work with them. (C3P2 Teacher)

Teacher-student collaboration and cooperation

When I get the child to come to school happy, I'll start trying to teach him things, but first, I'm going to make him come happy and then I'm going to try to make him learn things by playing." (C2P2 Teacher)

It is important to us that everyone feels good at school. They feel loved, backed, supported, listened to and cared for to the extent possible, but emotional education is a part of our curricular content. (C2DI Director)

Supportive teacher-student interactions

You are never small to have emotions, but it is true that there are emotions that we respect, or at least for me, it is very easy for me to see what is happening, that I am going to tell you a sad child that you see him downcast and that you see him... well, you know something is wrong with him, you try to talk to him, what is wrong with you? To find out if he knows how to name it. (C2P1 Teacher)

3. Peer interactions

3.1. Peer relationships and friendships

There is no way to separate emotions from everything one does during the day, so at least we can ask boys and girls to do the same. They come to school to educated, but relationships and feelings also involved in their reactions with their classmates, they also come with the burden of what happens at home, in their other environments, so it does seem very valuable to me. (C1GP1 Parent Group)

3.2. Peer acceptance and belongingness

Before the recess, it is also good to say "who are you going to play with?" to work a bit so that those who find it hardest introduced into the game, and then later, well, to express that recess is the vortex, be where I can feel alone in the face of danger and suddenly, well, I see that I am not alone, No? That I can express that they have hit me, that they have taken my shovel, this one has taken the wheelbarrow, or they did not want me to play with them. (C3DI Director)

(The teachers) They know them very well, and they make it mandatory for them to rotate and get together with everyone, because if they didn't, some of them would arrive and they wouldn't talk, play, or interact with others, but no, they mix in a way very intelligent to combine…. and that they not attached to their bosom friend, who is the one with whom they enter for the first time, and they do not want to be separated from life. (C2GP3 Group of fathers and mothers)

3.3. Peer conflict resolution and problem-solving

Yes, emotions worked a lot in resolving conflicts, you are there working a lot on emotions and when someone is sad, and something happens to them and on a day-to-day basis. (C3DI Director)

We involved in the subject of emotions […] we read a story about an emotion we relate it to something that has happened in the classroom well, closely, that there has always been something, that is, that it discussed in a group, yes that all this issue usually discussed in groups. (C2P1 Teacher)

3.4. Peer support and cooperation

Do you help each other? (Interviewer)

Yes. (C3GN5 Group of boys and girls)

Because? (Interviewer)

Because best friends help each other. (C3GN2 Group of boys and girls)

And who told you that? (Interviewer)

Friends help each other, is what M. tells us "That's what friends are for, to help each other." (C3GN2 Group of boys and girls)

They look for other children who act in quotes as accomplices, in the sense that they are going to invite them to play "come let's play this" or "hey why don't we play a game" and they always go looking for

those other children who have more difficulties and of course, it is not a mission "let's go for him because he has difficulty" but, it is all very natural and then they make these children feel good. It helps them to loosen up and to relate to others. And they go looking for the children who have the most empathy. (C2GP4 Group of fathers and mothers)

4. Well-being and socio-emotional development

4.1. Self-esteem and self-confidence

But also, that he emotionally feels loved, feels listened to and cared for. Many times, the child comes with a backpack with back problems and the first thing to do is unload that backpack. Because if it's not... you build on the feet of clay. (C2DI Director)

4.2. Social skills and emotional intelligence

Because psychologists say, and of course I think they are absolutely right, that if you have your emotions well controlled, well known, you know yourself well, then in the future you will be able to prevent drug addiction, the, which are mental illnesses. (C2P1 Teacher)

M. the little one who is in kindergarten, well, the truth is that he has a difficult character and at home it is very noticeable and such, but here he is happy, completely happy, and yes, that is things that we do not get at home, well for what J. tells us here if he gets them. (C2GP1 Fathers and mothers' group)

4.3. Resilience and coping strategies

They learn many things at school, things that you never thought would happen to you, right? Because you live in an apparently normal circle. (C4P2 Teacher)

The experiences you have lived help you to know what you never want and what at any given moment, you think no one should feel, okay? No one should ever feel afraid of an adult. (C3DI Director)

Listen to him, feel heard by others, and then make him feel important and that his things matter to us and that it is a moment of expression, little by little, it is a moment of expression that can take place in assemblies, before the corners, after the corners (C3DI Director)

4.4. Mental health and overall well-being

And one of the things that they are working on, for example, for children, is the book of emotions, it called "The monster of emotions", which is essential in children to begin to know and describe what emotion I have. So, there they are, because each one knows how to distinguish where I feel the emotion, in what part of the body, how I feel it, how I express it (C3DI Director)

5. Learning environment

5.1. Classroom organization and structure

A distribution of tasks, because the class belongs to everyone, there are many activities to do and as a class group we all have a responsibility. Then, by dividing up positions and tasks, the children given autonomy and independence so that they can develop it. So, in pairs, I'm three years old, and they have already voluntarily chosen who they want to do the job with or the person in charge, well they go. (C3P1 Teacher)

So how do they manage themselves and are they children? You can arrive on a Friday afternoon and find the corridor with the children playing board games on the floor, with others feeding the fish in the

aquarium, others watering the plants, others are correcting work plans with the tutor in the classroom. (C3P2 Teacher)

5.2. Engaging and stimulating activities

And in children it completely focused on emotions; then with the first cycle it already changes to self-esteem and other things are working, right? but here we have entered very strongly there with the theme of emotions because of the activities program (SIN Program) (C2P1 Teacher)

They each have an assignment, in pairs, they have an assignment that can be cleaning the tables, the weather, the day of the week, calling roll, ringing the bell to collect the materials, distributing things, assignments outside the classroom, distributing the stories, clean the brushes. Well, we tried...everyone has an assignment, these assignments rotate so that each child is responsible for running the classroom on certain assignments. (C3P2 Teacher)

What do I want to work? Well, not only at an affective level with the children, because I think that, of course, the family, apart from the educational work of the school, that is, the family has 90%. It is very important, so on an affective level to also work on this with the family. So, what does the lion want? hug, awaken that affective instinct. So, then the parents take a book, which is the Hugs book, in which the word hugs come in all the languages of the world. (C3P1 Teacher)

5.3. Opportunities for autonomy and exploration

We try to ensure that the children there are autonomous, and we attach great importance to learning to live together, in fact, it is an aspect in which we give as much time as necessary, right? ... we consider it as important as the subjects, let's say more academic. (C3P2 Teacher)

For me, education is helping a child to be independent, autonomous, which is sometimes difficult with parents because there is a lot of over-protection. I believe that the older the parents, the more over-protection, but I think that is it the child must be autonomous and learn to function with his means and in different means. (C2DI Director)

5.4. Supportive learning environment

What do I want to work? Well, not only at an affective level with the children, because I think that, of course, the family, apart from the educational work of the school, that is, the family has 90%. It is very important, so on an affective level to also work on this with the family. So, what does the lion want? hug, awaken that affective instinct. So, then the parents take a book, which is the Hugs book, in which the word hugs come in all the languages of the world. (C3P1 Teacher)

Above all it is respectful. I think that here the children, there are no children one way or the other, but each one has their own rhythm, and that rhythm is respected, in everything, in what they do every day, in their dreams, in their food, okay? It's respect. (C2GP4 Group of fathers and mothers)

Each child has a different, individual work plan, okay? The trajectory he has, his abilities, his possibilities, the moment of his life depends on each one. (C3DI Director)

It is important to us that everyone feels good at school. They feel loved, backed, supported, listened to, and cared for to the extent possible, but emotional education is part of our curricular content. (C2DI Director)

Inclusion is also feeling good and doing what you can do. (C4P1 Teacher)

I do believe that a lot of work is done in the group, globally. I know the courtyard project and all these things that are done to help integrate, but always in a very natural way. Well, the child who is not very good at socializing looks for accomplices, but in such a way that they are going to play with him they are going to help him, without it being noticed, then the child is going to feel good. And then in the classroom, yes, sometimes "Well, this is heavy", but he waits, it's that he's heavy, it's that, maybe, well, it costs him more or whatever. And I always believe that a lot of work is done in the group, in "you have to understand that if it costs more, it will cost someone else less" and the one that costs them will not be worse... nor the one that does it very quickly will be better, if he then brags about it. Always trying to make everyone feel very good in the classroom, I have seen that. I work on everyone, in the group. (C2GP2 Group of fathers and mothers)

6. Diversity and inclusion

6.1. Cultural diversity, ethnicity, linguistic diversity

Of course, never as an impediment but vice versa, as wealth. The opportunity that we all have to meet different people and take from them what we like to learn from them and live with it and respect it. So, if diversity is essential because there is diversity in society, then there must be diversity at school. (C3DI Director)

6.2. Social environment

The social context marks the center a lot, when you delve deeper you see that there are families that are quite unprotected and emotionally that marks the children. (C4P2 Teacher)

Then the other part of the families, well, sometimes it's hard, but on other occasions when you get involved with the families it's also very gratifying, right? Well, that, your daily work, well that recognition from the family or simply when the children hug you, they tell you, well that manifesto is what keeps you going, but above all what I like the most is the human contact. (C3P1 Teacher)

6.3. Inclusive practices and policies

And by making flexible groups that do not attend... that these groups are not made by capacity, but by the contents that are going to be worked on, because that diversity can be better attended. Above all, I would emphasize the flexible groupings, because in other centers it is being done, according to their capacities and we do not see it as appropriate, because it only emphasizes diversity and does not favor integration. (C3P2 Teacher)

There is a fundamental argument that they have to understand, which is that each one in life at a given moment needs one thing, you need another, that we are diverse, each one in his family and that the child must be protect him and that the child does not have to be a victim of what his family is going through at any time or miss anything... So, I believe in diversity, in every way. (C3DI Director)

It is a school that works for inclusion and attention to diversity, we have a whole plan for attention to diversity, so that all children receive the attention they need according to their starting points. (C2DI Director)

6.4. Acceptance and appreciation of differences

In the class of the elders, ours have always turned a lot to the children of integration, but neither to make them feel special, different, but to make them feel like one more. I have seen it every year that there have been integration children like this. (C2GP4 Group of fathers and mothers)

We understand each other, because there is communication, because there is respect among all of us, we all have our criteria, our points of view, but above all it based on that respect for diversity, because for me it would not make sense if I respected the diversity of my students. And will not respect the diversity of the teaching staff. So, I think if I were to define this school, that is respect for diversity, for children and adults, and that is what I try to instill and live on a day-to-day basis. (C3P1 Teacher)

There are children with special educational needs with whom we learn to live and know their hobbies, and they know ours and understand them. (C3DI Director)

7. Discussion

The main findings of this study shed light on practices in educational settings aimed at daily efforts to improve their emotional climate. The classroom environment and teachers' guidance significantly contribute to children's socioemotional development. Teachers work to create a supportive and inclusive atmosphere where children can express their emotions and resolve problems assertively.

Our research emphasizes the emotional environment within the educational scenario, where teachers focus on understanding and managing emotions, both positive and negative. Interviewees underscore the importance of allowing children to express their emotions and not avoiding the of certain emotions like anger or sadness. This approach involves empathy, emotional support, and responsiveness to create a positive emotional climate. Initiatives and programs aimed at promoting a positive classroom climate can be found in various educational contexts, which focus on establishing a positive and supportive school climate through evidence-based strategies for behavior management and socioemotional learning[14].

The results highlight the significance of teacher-student relationships in building a strong foundation of trust. Empathy, communication, and collaboration are emphasized. Teachers aim to establish an affectionate bond with their students, contributing to a positive and supportive learning environment. This fosters the development of emotional intelligence, conflict resolution skills, and positive social relationships[15,16].

Creating an environment conducive to children's well-being and active participation involves teachers adopting a holistic approach that considers the physical, cognitive, and emotional development of each child[17]. In this regard, the participating centers stand out for their commitment to comprehensive student education. This aligns with the collected data, where a supportive learning environment is established, acknowledging and respecting emotions. Teachers work to ensure that each child's individual needs and abilities are considered in their educational journey.

The role of emotions in peer interactions is also discussed. The data suggests that emotions are an integral part of daily peer interactions and impact relationships within the classroom. Emotional dynamics outside the classroom also influence children's interactions with their classmates. These results are in line with findings from other research, which emphasize that children exist within a network of relationships with peers and adults, utilizing these relationships to support learning and development[18].

Teachers play a pivotal role in facilitating and modeling positive interactions among children. They actively listen, show personal respect, and provide individualized support, demonstrating effective communication and problem-solving skills[19,20]. The importance of peer acceptance and belongingness is emphasized. Teachers assist children in forming connections with their peers, particularly during recess, when feelings of isolation or exclusion may arise.

Encouraging children to actively participate in their own learning, express their feelings, and make decisions, teachers foster their autonomy and sense of belonging[21]. Evidence reveals how teachers promote

the importance of addressing emotions and emotional education. Children are encouraged to recognize, name, and express their emotions through activities such as reading a book about emotions.

A significant practice highlighted is addressing emotions through activities such as reading stories and group discussions, fostering emotional intelligence and problem-solving skills. It is also noted that emotions are closely tied to peer conflict resolution. Teachers convey that teamwork is promoted in the classroom, stressing the significance of helping and supporting others. Results align with findings from other studies that underscore how children learn collaboration, empathy, and respect for differing perspectives through daily interactions[22,23]. The importance of peer support and cooperation as integral aspects of the classroom environment is also recognized. Observations show children assisting each other and forming bonds of empathy and friendship, supporting social skill development and emotional well-being.

Moreover, one of the research's findings showed participants' recognition of diversity, celebrating it as enriching the educational experience. The importance of cultural diversity and inclusion for a positive emotional classroom environment is stressed. These findings align with various research studies that highlight how teachers recognize and respect the diverse backgrounds, strengths, and abilities of each child, creating an atmosphere of acceptance and sensitivity that fosters a sense of belonging and positive relationships among children[24,25].

The experiences children have in educational settings significantly impact their development, especially when they are motivated and actively engaged in their learning. Within this context, participants' strategies to compensate for possible differences are evident, including activities focused on emotions and self-esteem as part of the curriculum. Teachers employ diverse methods, including books and engaging activities, to facilitate emotional development. Educational quality is often measured by well-being and participation criteria, emphasizing the importance of creating a positive and meaningful learning environment[26,27]. The results show how children are encouraged to express themselves, feel heard, and understand the importance of their emotions. Teachers help children develop resilience and coping strategies by creating a safe space for emotional expression and learning.

Another crucial aspect recognized is the importance of emotional well-being and self-esteem. Teachers create an environment where children feel emotionally supported and cared for, contributing to their overall self-esteem and confidence. This collaborative atmosphere is necessary and consistent with what is expected from children. The relationships children form with their peers in the classroom are pivotal for their socioemotional development. A secure attachment between children and teachers serves as the foundation for positive peer interactions, providing children with a sense of security and trust[28,29].

Furthermore, another characteristic of these centers is that teachers prioritize autonomy and exploration, recognizing that children need to learn independence and decision-making. They provide opportunities for children to take ownership of their learning and development. Feeling secure in their relationships with teachers, children are more likely to engage in exploratory behavior and develop positive relationships with their peers[30].

The classroom environment is organized to promote autonomy, independence, and collaboration. Children are assigned responsibilities that contribute to the classroom's functioning, fostering their sense of ownership and active participation. Teachers also encourage children's motivation and independence, cultivating a learning environment that promotes self-directed exploration and discovery. This empowerment enables children to take control of their learning, enhancing their emotional well-being and confidence in their abilities[31].

Teachers consider emotional education essential for preventing future mental health issues and promoting emotional intelligence. The classroom environment offers opportunities for children to learn about and effectively manage their emotions. In line with this, children are provided with opportunities to participate in conflict resolution processes, promoting autonomy and problem-solving skills[32].

Additionally, there is a strong emphasis on the partnership between families and the school, essential for supporting the well-being of both children and parents. The social context and family backgrounds impact the classroom atmosphere and children's experiences. Teachers acknowledge the challenges some families face and provide support accordingly. This aligns with research suggesting that teachers are sensitive to the social and economic pressures families might encounter, offering support and understanding to foster empathy and a sense of community[33,34].

Precisely, inclusion and attention to diversity are priorities in this educational context. Flexible groupings are used in classrooms to accommodate diverse learning needs, and efforts are made to create a respectful and diverse atmosphere. Early childhood education values and embraces the diversity of children's developmental rhythms, interests, abilities, motivations, and backgrounds, creating an educational environment that respects and celebrates their unique identities[35,36]. Therefore, teachers ensure that all children are treated with respect and their unique identities are valued. The importance of recognizing and appreciating differences is highlighted. By embracing diversity and heterogeneity, teachers create a rich educational journey that addresses the needs of the social reality[37,38]. Research studies consistently demonstrate that an inclusive and supportive classroom environment enhances students' motivation, socioemotional development, and overall learning outcomes[39].

8. Conclusion

Creating an environment that fosters positivity and emotional support is essential for the holistic development of children. It is essential to promote respectful and supportive cultures and positive environments at school. School climate is not simply an individual experience, but a combination of factors, and collaboration between educators, families, and the broader social and cultural environment surrounding schools is essential to effectively address these challenges. It is essential that the school assume the responsibility of providing an emotional education that not only promotes the integral growth of each person, but also accompanies them in their transition and adaptation to the society in which they operate.

Recognizing the importance of emotional well-being in children's lives is vital, as it not only influences their present experiences, but also lays the foundation for their future as adults. Emotional skills progress over time and through continuous stages, requiring ongoing development in the context of daily life and various social and educational opportunities. The impact of emotional support in the classroom on children's emotional well-being cannot underestimated. Those who perceive high levels of emotional support from their teachers exhibit lower levels of stress, anxiety, and emotional difficulties, while experiencing higher levels of emotional intelligence, self-esteem, and general well-being. This idea suggests that emotional well-being forms the foundation of a child's ability to learn, grow, and overcome challenges.

Social-emotional competence closely related to learning motivation, and it is the responsibility of teachers to meet the development and learning needs of students. Building effective communication and good teacher-student relationships are key factors in supporting children's emotional development. To accomplish this, teachers need to possess the necessary knowledge, dedication, and skills to effectively implement this approach in their practice. Teachers consider their contribution to a positive school climate and their relationship with students to be of great importance. It is crucial to initiate a positive change in the school culture and climate, which implies strengthening the teacher-student relationship. If perceptions of climate, bullying, and social

expectations affect students' behavior, and this fact in turn impacts their academic performance, then this relationship becomes an area of resilience that can improved through interventions scheduled.

By demonstrating sensitivity, responsiveness, and respect toward students' social and emotional needs, teachers and, educators have the ability to cultivate a positive social climate in the classroom. However, there are various contextual factors such as the social environment, the cultural context, the economy and social relations, which influence decision-making by teachers. The design of the pedagogical environment, classroom management and the relationship with the children are key elements in the daily performance of the teacher. Through ongoing self-evaluation, dedication, and constructive critique of social and cultural matters, teachers can profoundly impact the quality of their teaching and become catalysts for fostering a positive school climate and enhancing the emotional well-being of the educational community.

Interpersonal relationships among members of the educational community are also of fundamental importance and initiated through the establishment of a positive transformation in the school culture and climate. Teachers must have the ability to act autonomously, make decisions both individually and in collaboration with other teachers, and maintain continuous learning. Ongoing training and the willingness to adapt to new proposals, changes and innovation are crucial factors that contribute to a positive and healthy school climate. By being open to continual improvement, teachers can play an active role in creating an environment conducive to students' social-emotional development.

The classroom environment plays a critical role in providing emotional support to children. Emotional well-being serves as the foundation for a child's ability to learn, grow, and overcome challenges. Unfortunately, the importance of working on emotional skills often overlooked or set aside due to time constraints and an emphasis on academic content. However, it is crucial to recognize that social, emotional, and academic skills interconnected and that significant changes in student behavior and skills require corresponding changes in educational practices. The development of social-emotional skills primarily relies on practical application, training, and continuous improvement rather than verbal instruction. In essence, the key lies in practising these skills across diverse contexts and creating classroom situations that facilitate such practice. Moreover, positive interactions among children further contribute to the enhancement of social competence, emotional regulation, empathy, and effective social skills.

Schools that value children's emotions and encourage the use of a diverse vocabulary to describe feelings provide a foundation for emotional growth. Taking the time to acknowledge and work with emotions helps people manage their feelings effectively and create an environment that supports learning. When educators create an atmosphere in which children feel heard, valued, and emotionally safe, they foster resilience, self-confidence, and a positive mindset, which are key elements for success. It is therefore a challenge to manage inclusive classrooms that value diversity by creating an environment that promotes positive emotional development and a sense of belonging among all students. Such classrooms will reflect a larger societal landscape and foster acceptance and appreciation of diverse perspectives, cultures, and experiences. By embracing diversity, educators create rich learning environments that prepare children for a globalized world.

In general, we see the need for changes in daily educational practices to prioritize emotional well-being and skill development. By recognizing the importance of emotional support, promoting positive peer interactions, embracing diversity, and fostering strong teacher-student relationships, educators can create a transformative educational environment that enhances children's emotional well-being, academic success, and development.

Below are some examples of educational practices, for teachers, families and administration that can contribute to the development of a positive emotional climate.

Educational practices in the classroom:

- Emotion vocabulary: Teachers can introduce and teach children a wide range of emotion words to help them better understand and express their feelings. This can include activities like creating an "emotion wall" with pictures of different expressions and discussing the feelings associated with them.
- Feelings check-in: Begin the day with a feelings check-in. Each child can share how they're feeling and why. This helps normalize emotions and encourages open communication.
- Emotion regulation techniques: Teach children various emotion regulation techniques such as deep breathing, mindfulness, or using a "calm down" corner in the classroom. These techniques help children manage strong emotions.
- Emotion-based stories: Read stories that focus on emotions and characters' experiences. Discuss the characters' feelings, their actions, and alternative ways they could have responded.
- Emotional expression art: Incorporate art activities where children can express their emotions through drawings, paintings, or collages. This provides a creative outlet for emotions.
- Conflict resolution role-play: Engage children in role-playing scenarios to practice resolving conflicts peacefully. This helps them develop problem-solving skills and empathy.
- Emotion journals: Encourage children to keep emotion journals where they can write about their feelings and experiences. Teachers can provide prompts or allow children to write freely.

Path for teachers:

- Model emotional regulation: Teachers should model healthy emotional expression and regulation. Children learn by observing adults.
- Individual attention: Provide individual time with each child to discuss their emotions and concerns.
- Encourage empathy: Incorporate activities that foster empathy, like discussing situations from different perspectives.
- Delivering intentional, effective, and positive socioemotional skill education.
- Establishing evidence-based, high-quality socioemotional learning experiences.
- Enhancing learning socioemotional by promoting foundational knowledge within the formal curriculum. Designing programs within the curriculum that nurture children's socioemotional and creative skills in schools.

Path for administrators:

- Teacher training: Fostering teachers' personal and professional growth while promoting their emotional intelligence. Provide professional development on emotional intelligence and creating a positive emotional climate in the classroom.
- Developing teacher training programs to equip educators with the ability to deliver intentional classes that teach social and emotional skills.
- Supportive resources: Establishing evidence-based, high-quality socioemotional learning experiences. Ensure teachers have access to resources, books, and materials that promote emotional development.
- Feedback loop: Establish regular feedback sessions with teachers to discuss their experiences in creating an emotional climate and provide necessary support.

Path for parents:

- Open communication: Encourage children to talk about their feelings at home. Create an environment where emotions are welcomed and discussed.
- Active listening: Practice active listening when your child expresses their emotions. Validate their feelings and provide guidance when needed.

- Collaboration: Work with teachers to reinforce emotional development practices at home. Share resources and strategies with each other.

By collectively embracing these practices and paths, teachers, administrators, and parents can create an environment that supports children's emotional well-being and fosters a positive emotional climate in both the classroom and the home.

Limitations

In the following section, we will outline several limitations of the study, which can also serve as guidance for future research.

First, it is important to note that the study conducted with a relatively small sample size, potentially limiting the generalizability of the findings to a larger population. Conducting further research with a larger sample size would be beneficial, although it should acknowledge that this type of study presents challenges due to the extensive and diverse nature of the information, as well as the difficulty of coding.

Furthermore, the study conducted within a specific educational setting, and the results may influence by unique contextual factors such as school culture, socioeconomic status, and geographic location. Therefore, caution should exercise when extrapolating the findings to different contexts.

What's more, our study employed a specific research design and data collection methods, which inherently carry limitations. Future studies could consider incorporating a combination of qualitative and quantitative approaches to provide a more comprehensive understanding of the topic.

It is also important to recognize that children's emotional development influenced by various external factors, including family dynamics and community environments. While our study focused on the influence of the classroom environment, future research could explore the interplay between these different influences to gain a more holistic understanding.

Despite these limitations, our study contributes to the existing literature on the impact of the emotional environment on children's development. It lays the groundwork for further exploration and encourages researchers to address these limitations to enhance our understanding of this complex subject matter.

Ethical considerations

The voluntary nature of the participation of the interviewees/informants in all phases of the study always respected, as well as the anonymity of the identity of the people and children who participate and of the information obtained that alludes to them.

Conflict of interest

The author declares no conflict of interest.

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