

Research Article

The Role of Motivational Climate in Predicting Emotional Intelligence and Self-Concept Among Elementary School Students

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Abstract: This study examined the relationship between motivational climate (task-involving and ego-involving climate), emotional intelligence, and self-concept in 280 students in grades 5–6 of public elementary schools in Cirebon City, West Java, using a cross-sectional descriptive-explanatory design and PLS-SEM analysis (SmartPLS 3). The results showed that task-involving climate had a positive and significant effect on ego-involving climate, emotional intelligence, and self-concept, as well as emotional intelligence had a positive and significant effect on self-concept; On the other hand, ego-involving climate had no significant effect on these two variables. In addition to extending the application of Achievement Goal Theory to the general learning context in elementary schools and giving teachers a useful foundation for creating a classroom environment that prioritizes effort and learning processes, these findings confirm task-involving climate as the primary factor influencing students' emotional intelligence and self-concept.

Keywords: ego-involving climate, emotional intelligence, primary school students, self-concept, task-involving climate.

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INTRODUCTION

Student engagement in the classroom continues to be an issue in many elementary schools. When responding to questions during the learning process, students still lack confidence and are hesitant to voice their ideas for fear of making mistakes (Syauqi Hafizh Dano Ali & Lukman Ali Arsyadi, 2024), as well as easily irritated when working on challenging jobs. Additionally, some students have a propensity to evaluate themselves against their peers, which affects their confidence (Ansya et al., 2024). This condition demonstrates that learning success is influenced by both academic aptitude and the psychological elements that emerge throughout the learning process (Alfiah & Habiby, 2025; Dinas Pendidikan Kabupaten Grobogan & Rahayuningsih, 2024).

These different circumstances may have an impact on how students view their learning environment. Students' behavior, psychological reactions, and motivation during learning are significantly influenced by their impressions of the learning environment, according to Amens (1992). A helpful conceptual framework for understanding how the learning environment influences students' psychological development is provided by the Achievement Goal Theory (AGT). Students' opinions of the classroom, according to AGT (Lochbaum & Sisneros, 2024a). Students' perceptions of their learning are influenced by classroom relationships, teacher reward systems, and instructional strategies. This is known as climate motivation. A task-oriented climate that emphasizes effort, learning, and competency growth and an ego-oriented climate that emphasizes competitiveness and ability comparison make up climate motivation) (Alfiah & Habiby, 2025; Peña et al., n.d.).

Self-concept is the image that a person has of himself, (Moreno-Rosa et al., 2024b). The capacity to identify and control emotions is known as emotional intelligence. Students' self-concept and emotional intelligence are subpar (Ezekwe, 2025), Low self-esteem, difficulty participating, and a propensity to compare oneself to peers are indicators. It is purportedly impacted by the supportive class environment (González-Valero et al., 2019) A competitive classroom environment, sometimes referred to as ego-involving, may be the cause of low learning engagement issues since research indicates that the atmosphere surrounding assignments is positively connected with emotional intelligence and self-confidence (Flores-Piñero et al., 2024).

Since primary school is a pivotal period in a child's development of social-emotional skills and self-perception, research on the relationship between climate motivation, emotional intelligence, and self-concept is essential (Arias et al., 2022). (Eccles & Roeser, 2011) Eccles and Roeser (2011) assert that a child's elementary school education has a significant impact on their subsequent social, emotional, and cognitive development. Schools may not be able to achieve their goal of establishing a learning environment that fosters students' psychological development if they do not understand the relationship between these three elements (Moreno-Rosa et al., 2024b), such that issues like elementary school pupils' lack of confidence, reluctance to participate, and sensitivity to frustration may continue if they are not promptly investigated and addressed empirically (Dempsey et al., 2024).

These three factors have been thoroughly studied in educational literature; however, a unified paradigm combining self-concept, emotional intelligence, and climate motivation among primary school students remains scarce (Flores-Piñero et al., 2024). The majority of earlier studies have concentrated on higher education, sports, or physical education contexts. For instance, studies by González-Valero et al. (2019) and Castro-Sánchez et al.

(2019) examined the relationship between these three elements within exercise and physical education settings rather than general classroom learning at the primary school level (Arias et al., 2022; Melguizo-Ibáñez et al., 2022).

Additionally, there is still a dearth of empirical data from general learning contexts in Indonesia because the majority of research on motivational climate, emotional intelligence, and self-concept has been done in Western or physical education settings, leaving the dynamics in Indonesian elementary classrooms mainly unstudied (Costa & Faria, 2024; Hamka et al., 2026). Given that Indonesian elementary school students have unique socio-cultural traits like collectivist values, strong teacher authority, and communal learning norms that may influence how they perceive the classroom environment, control their emotions, and develop their self-concept differently from students in other cultural contexts, it is especially critical to close this gap. Theoretical models created abroad might not fully represent how motivational atmosphere affects Indonesian primary school pupils' psychological development in the absence of context-specific data (Hamka et al., 2026; Weva et al., 2024).

By analyzing these issues and gaps, this research provides conceptual answers. The development of a structural model that combines three psychological-educational factors—motivational climate, emotional intelligence, and self-concept—into a unified analytical framework for elementary school students is the conceptual solution (Moreno-Rosa et al., 2024b). This study demonstrates that a shift to a more task-focused learning environment can be a smart way to raise students' emotional intelligence by concurrently measuring all three factors (Guo et al., 2022). It ultimately promotes the development of a more favorable self-concept (Gao et al., 2024). This approach changes the focus of the solution from merely an academic intervention to an engineering of the learning environment, which is an effort to improve the student's whole psychology (Molero et al., 2025).

Operationally, the solution is implemented in two stages: first, the stage of empirical analysis is initiated. This entails using tested instruments (Sabando-García et al., 2025). Furthermore, the relationships between variables are tested using structural equation models or path analysis techniques relevant (Ubago-Jiménez et al., 2023). Second, teachers and educational institutions are advised to create learning practices, classroom interaction patterns, and reward systems that prioritize effort and the learning process (climat involving effort) as opposed to competition and ability comparison between students (climat involving ego) based on the results of the mapping of the relationship between variables. It seeks to assist pupils' emotional and self-concept growth (Guo et al., 2022; Lochbaum & Sisneros, 2024a).

This most recent study focuses on attempts to combine self-concept, emotional intelligence, and climate motivation into a single structural model within the framework of primary school general education (Melguizo-Ibáñez et al., 2022; Ubago-Jiménez et al., 2023). Prior research focused more on physical education setting or degree of additional education than on the relative context (Dimitropoulou et al., 2025a; Turan, 2026). Additionally, this study offers fresh empirical data on the connection between self-concept, emotional intelligence, and how elementary school-age children perceive their classroom environment. Additionally, it incorporates Goal Achievement Theory into routine classroom instruction (Dimitropoulou et al., 2025a; Ubago-Jiménez et al., 2023).

It is hoped that this research will help two things. Theoretically, this research enriches the literature (Fejes et al., 2026; Milton et al., 2025). On the principle of goal success by offering factual proof of the connection between self-concept, emotional intelligence, and

motivating climate in elementary school general learning (Moreno-Rosa et al., 2024b) In the framework of physical education, prior learning is more thoroughly examined. Teachers and elementary school administrators can use the research's practical findings to establish instructional tactics, classroom interaction patterns, and reward systems that better promote children's emotional growth and self-concept and boost their engagement in the classroom (Granero-Gallegos et al., 2023; Shao et al., 2025).

However, there are many limitations to this study that should be considered when analyzing the findings. First, as research data typically comes from students' own perspectives, subjectivity bias may have an impact on how they evaluate their own self-confidence, emotional intelligence, and the classroom environment (Bauhoff, 2011; Liu et al., 2025). Second, because the research design is cross-sectional, meaning that data are collected at a specific point in time, it is difficult to make definitive conclusions about the causal relationships between variables (Choudhuri et al., 2026). Third, the research findings should only be examined in the setting of elementary schools before being extrapolated to other educational levels or cultural and societal contexts (Flores-Piñero et al., 2024; Turan, 2026).

Based on what has been said above, the purpose of this study is to examine how the motivational state, emotional intelligence, and self-confidence of students in elementary school relate to each other. The research will also investigate how these variables relate to each other in a structural model.

- H1. Task-involving climate (TC) has a positive and significant effect on ego-involving climate (EC).
- H2. Task-involving climate (TC) has a positive and significant effect on emotional intelligence (EI).
- H3. Task-involving climate (TC) has a positive and significant effect on self-concept (SC).
- H4. Ego-involving climate (EC) has a positive effect on emotional intelligence (EI).
- H5. Ego-involving climate (EC) has a positive effect on self-concept (SC).
- H6. Emotional intelligence (EI) has a positive and significant effect on self-concept (SC).

THEORETICAL FRAMEWORK

Goal Achievement Theory (AGT) explains how an individual's motivation, conduct, and psychological reaction are influenced by their objectives when they are achieved (Struck Jannini et al., 2024). AGT has two main goals: objective tasks, which focus on mastering abilities and learning processes, and objective egos, which focus on comparing abilities with others. In its development, AGT was not only used to explain goal orientation at the individual level, but was also expanded to explain how the social environment, including the classroom environment, can shape an individual's perception of the goals emphasized in those situations (Ames, 1992). The concept of climate motivation stems from this expansion. (Lee, 2024; Yang et al., 2024a).

An individual's perception of the learning atmosphere shaped by teaching practices, classroom interactions, and the reward system used by teachers (Ames, 1992). AGT says that the motivational climate consists of two main dimensions: (1) Task-involving climate (TC), which is a classroom environment where effort, self-improvement, and competency development are prioritized; mistakes are considered part of the learning process; and awards are given based on individual efforts (Wineinger et al., 2025). (2) Ego-involving climate (EC), which is a classroom environment where students compete and compare abilities, and

where the best performing students are usually rewarded (Lochbaum & Sisneros, 2024a; Wineinger et al., 2025).

In a classroom environment, these two dimensions can be present simultaneously to different degrees and are independent of each other. The Patterns of Adaptive Learning Scales (PALS) instrument, which consists of two dimensions of Task-involving Climate (TC) and Ego-involving Climate (EC) was used to measure climate motivation in this study (Lochbaum & Sisneros, 2024b). A person's self-concept, which is influenced by his experiences and interactions with his surroundings, is his overall assessment of himself (Rosenberg, 1979). According to Marsh and Shavelson (1985), a person's self-concept can evolve independently in a variety of ways, including social, academic, and physical characteristics (Podlogar et al., 2024). Students' self-confidence is still actively developing during elementary school, thus their classroom experiences can have a big impact on how confident they are later in life (Verhofste et al., 2024). This study measured self-concept using the SelfDescription Questionnaire-I (SDQ-I), which has three dimensions: Academic Self-Concept (ASC), Behavioral Self-Concept (BSC), and Presentation Self-Concept (PRSC) (Ezekwe, 2025).

A person's ability to identify, understand, and manage their own emotions and those of others to help them think and act adaptively is known as emotional intelligence. By emphasizing the role of emotional intelligence in motivation, empathy, social skills, and self-management, Goleman (1995) expands on this notion. Emotional intelligence is essential for elementary school-age children to help them manage the social pressures, anxiety, and frustration that arise during the learning process. (Nieto-Carracedo et al., 2024). In this study, the Emotions were measured using the Emotional Intelligence Scale (EIS), also called the Schutte Self-Report Emotional Intelligence Test (SSREI). Self-Emotional Appraisal (SEA), Others' Emotional Appraisal (OEA), Regulation of Emotion (ROE), and Utilisation of Emotion (UOE) are the four dimensions of this scale (Schutte et al., 1998; Wong & Law, 2022).

Theoretically, climate motivation is thought to contribute to the formation of students' self-concepts. The focus on the learning process and effort in a task-involved environment demonstrates that skills can be gained, inspiring pupils to create a more positive self-perception (Melguizo-Ibáñez et al., 2022). Conversely, the pressure of competition, comparison of abilities, and the pressure to perform better or less than peers can lead students to judge themselves negatively. A study conducted by (González-Valero et al., 2019) which suggests that the environment involved in the assignment has a positive correlation with the student's self-confidence. This discovery supports this relationship. (Schutte et al., 1998).

METHODS

Design

This study examines the structural relationship between motivational climate, self-concept, and emotional intelligence using a cross-sectional methodology and a descriptive-explanatory design. (Melguizo-Ibáñez et al., 2022; Moreno-Rosa et al., 2024a). 280 primary school pupils, ages 10 to 12, from 3 public elementary schools in Cirebon City, West Java, Indonesia, made up the final sample. Schools were selected using teknik purposive sampling all of the district's public primary schools. Students in grades 5 and 6 were selected using a complete sample technique per class in each chosen school. The requirements for inclusion were (1) being enrolled in grade 5 or 6 at a Cirebon City public elementary school, (2) being

between the ages of 10 and 12, and (3) being present and willing to fill out the questionnaire on the day of data collection. Students with exceptional educational challenges who needed assistance completing the questionnaire and incomplete or erroneous questionnaire replies were the two disqualification criteria. There were 133 female students (47.5%) and 147 male students (52.5%) in the final sample. According to (J. F. Hair, 2017) in order to employ PLS-SEM, there should be ten times as many structural paths leading to a model build.

Participants

Participants were selected from grades 5 and 6, which are the last three years of primary school in the Indonesian education system. (Malak et al., 2024). Participants consisted of both men and women. An instrumental psychometric trial was conducted on one hundred students (not included in the final sample) before the primary data gathering. The objective is to assess the adapted instrument's psychometric quality and remove components that fall short of the reliability or validity criteria (Polychroni et al., 2024). All participants fill out a questionnaire during the class session. The principals of the participating schools gave their consent for this study before any data was collected (Tetens et al., 2025). Before the questionnaire was distributed, the parents or guardians of each participating kid provided written informed consent, and the students themselves gave their verbal consent. Students were told that participation was completely optional and that they could stop at any time without facing any repercussions. Only the research team had access to the anonymised and confidential data (Fecke et al., 2022; Van Woudenberg et al., 2024).

Research Instrumen

Before being evaluated, PALS, SDQ-1, and EIS were all translated into Indonesian due to their initial English development. There were four steps in the adaption process. First, two multilingual translators translated the original texts into Indonesian. Second, a different, independent translator who had not seen the original materials translated the Indonesian version back into English (Wuryaningsih et al., 2025). This back-translation was compared to the original to ensure that the meaning remained the same. Third, educational specialists examined the items to make sure they were pertinent and appropriately worded for elementary school pupils. Fourth, to ensure that the wording was simple enough for children aged 10 to 12, a readability test was administered to 100 students who were not included in the main sample. Items that were difficult to understand were reworded prior to the psychometric testing that is detailed below (Cruchinho et al., 2024).

Before being used on the main sample, three instruments were given to measure the three main constructs studied. One hundred students were tested to identify components with a holding factor below 0.60. (Polychroni et al., 2024; Rauf et al., 2023) or that lowers the alpha value of its Cronbach dimension below 0.70 (Ramu et al., 2023; Rauf et al., 2023). The last set of items used in this study consisted of items that did not meet these criteria. Adaptive Learning Survey Method (PALS), developed by (Midgley et al., 2000) was used to measure teachers' climate motivation based on a trial on 100 students. Five items were retained from the initial scale, with three items measuring duty climate (TC) and two items measuring ego climate (EC) (Moreno-Rosa et al., 2024a). A four-point Likert scale, with one point for strongly disagreeing and four points for strongly agreeing, was used to score the items. The retained items demonstrated psychometric qualities that were acceptable in the testing, with an alpha Cronbach value for both subscales above the suggested cutoff of 0.70 (Polychroni et al., 2024; Zakariya, 2022).

Self-Description Questionnaire-1 (SDQ-1). SDQ-1 developed by (Marsh & Gouvenet, 1989) is a widely validated tool for measuring multidimensional self-concept in elementary school children (Hapsari et al., 2023; Pérez-Sánchez et al., 2024). After the trial, as many as 6 items were maintained which covered three dimensions (2 items per dimension): the Academic concept of Self-Concept (ASC), Behavioral Self-Concept (BSC), and Parent Relations Self-Concept (PRSC). A 4-point Likert scale is used to grade the items. SDQ-1 is a suitable tool for use in Indonesian primary school settings since it has shown excellent validity and reliability in a range of cultural situations (Esnaola et al., 2024; Moreno-Rosa et al., 2024a).

Emotional Intelligence Scale (EIS). Emotional intelligence is measured using the Emotional Intelligence Scale (EIS) developed by (Schutte et al., 1998b). EIS is based on a model of emotional intelligence and measures emotional intelligence traits, which includes aspects such as emotional perception, emotional understanding, emotional control, and emotional facilitation of thought (Ahmad et al., 2022; Bru-Luna et al., 2021). Items are graded on a 4 point likert scale, from 1 (strongly disagree) to 4 (strongly agree). This scale was adapted into Indonesian and tested on 100 students to identify items with satisfactory loading coefficients and internal consistency (Ahmad et al., 2022; Moreno-Rosa et al., 2024a).

Table 1. Intrument

Variable	Aspect	Description	Code	Total
Motivational climate	Task-Involving Climate	A learning environment that emphasizes effort, process, collaboration, and self-improvement.	TC1, TC2, TC3	3
	Ego-Involving Climate	A learning environment that emphasizes competition, comparison, and results	EC1, EC2	2
Emotional Intelligence	Appraising Others' Emotions	Ability to recognize and understand others' emotions	AOE1, AOE2, AOE3	3
	Appraising Your Own Emotions	Ability to understand your own emotions	SEA1, SEA2	2
	Emotion Regulation	Ability to control emotions	ROE1, ROE2	2
	Utilization of Emotions	Using emotions to think & act	UOE1, UOE2	2
Self-Concept	Academic Ability	Students' perceptions of academic competence	ASC1, ASC2	2
	Parental Relationship	Students' perceptions of relationships with parents	PRSC1, PRSC2	1
	Behavior	Students' perceptions of classroom behavior and discipline	BSC1, BSC2	2

Data Collection Procedure

There are two phases to the data collection procedure. First, the initial validity and reliability of instruments adapted for 100 elementary school pupils were examined. (Polychroni et al., 2024). Items that have an addition factor below 0.60 or a Cronbach alpha subscale value below 0.70 are eliminated. As described in section 3.2, this procedure generates the final set of components. (J. Hair & Alamer, 2022; Zakariya, 2022).

In the second stage, the instrument was adjusted for the final sample of 280 students. During the PJ session, questionnaires are distributed in regular classes. (Hong et al., 2023; Moreno-Rosa et al., 2024a). The researcher is present throughout the data gathering procedure to guarantee correct filling, offer clarification, and avoid duplicate responses. Questionnaires that are incomplete or incorrectly completed are not included in the final analysis (Hong et al., 2023).

Data Analysis

Data analysis was carried out using SmartPLS 3. Evaluation of the measurement model (outer model) is carried out through validity and reliability tests (J. F. Hair, 2017). The validity of the convergence was assessed based on the value of the loading factor ≥ 0.70 and the Average Variance Extracted (AVE) ≥ 0.50 . The reliability of the construct was evaluated using Cronbach's Alpha value of ≥ 0.70 and the Composite Reliability ≥ 0.70 . Discriminant validity was assessed using the Fornell-Larcker criterion or the Heterotrait-Monotrait Ratio (HTMT) value < 0.90 (Henseler et al., 2015). Additionally, the structural model (inner model) was evaluated by examining the Path Coefficient to determine the direction and strength of the relationship between variables, as well as the R-Square value (R^2) to ascertain the capacity of exogenous variables to explain endogenous variables. A bootstrapping process is used to test hypotheses (J. Hair & Alamer, 2022). If the T-Statistic The hypothesis is deemed accepted if the value is higher than 1.96 and the P-Value is less than 0.05 at a significance level of 5%. The hypothesis is deemed accepted if the T-Statistic value is higher than 1.96 and the P-Value is less than 0.05 at a significance level of 5% (J. Hair & Alamer, 2022; J. F. Hair, 2017).

RESULT

Convergent Validity and Reliability

To assess the reliability and validity of the construct, a measurement model is tested. All constructs are declared valid and reliable using Composite Reliability, Cronbach's Alpha, and rho. Additionally, the Average Variance Extracted (AVE) value is used to evaluate convergent validity. The analysis's findings demonstrated that every construct satisfied the suggested standards, which include the Composite Reliability value, Cronbach's Alpha Reliability > 0.70 , and AVE > 0.50 . All structures are therefore deemed legitimate and trustworthy (Sarstedt et al., 2022).

Table 2. Presents The Results of The Convergent Validity and Reliability Assessment

Construct	Cronbach's Alpha	rho_A	Composite Reliability	AVE
EC	0.871	0.872	0.939	0.886
EI	0.957	0.958	0.963	0.745
SC	0.950	0.951	0.960	0.800
TC	0.910	0.910	0.943	0.848

As shown in Table 2, all constructs demonstrated satisfactory internal consistency. Cronbach's Alpha values ranged from 0.871 to 0.957, while Composite Reliability values

ranged from 0.939 to 0.963, exceeding the recommended threshold of 0.70. Likewise, the AVE values ranged from 0.745 to 0.886, indicating that all constructs satisfied the recommended criterion of $AVE > 0.50$. Therefore, all constructs were considered reliable and demonstrated adequate convergent validity

Discriminant Validity

The Fornell-Larcker criterion is used to evaluate the validity of discriminators. The test results showed that, when compared the square root value of AVE in respect to the association between constructs for each structure was greater. These results demonstrate that any construct in the study model can effectively set itself apart from other constructs (Cheung et al., 2024).

Table 3. Discriminant Validity

Construct	EC	EI	SC	TC
EC	0.941			
EI	0.599	0.863		
SC	0.623	0.603	0.894	
TC	0.899	0.630	0.670	0.921

As presented in Table 3, the square root of the AVE for each construct was greater than its correlations with the other constructs. These findings indicate that each construct adequately discriminates from the others and confirms satisfactory discriminant validity within the measurement model.

Structural Model

Figure 1 shows the results of the structural model estimation using SmartPLS 3. The route coefficient's value indicates the direction and intensity of the association between constructs, whereas the endogenous construct's value indicates the determination coefficient (R^2).

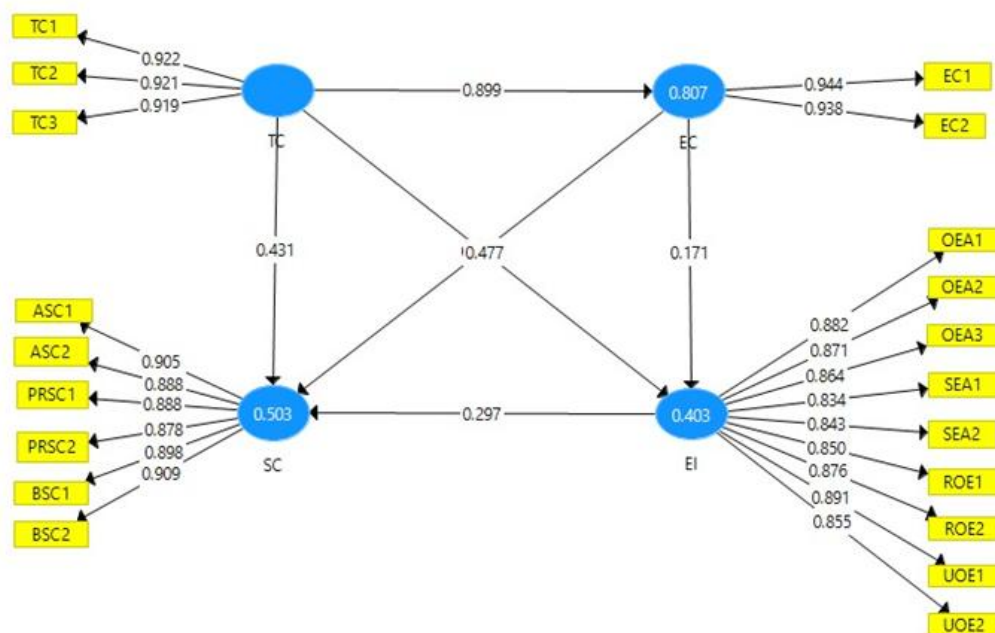


Figure 1. Structural Model Results

Coefficient of Determination (R^2)

The R^2 value is used to evaluate the ability of exogenous variables to explain endogenous variables. The results of the analysis show that the EC construct has an R^2 value of 0.807 which means that 80.7% of EC variation can be explained by TC. Furthermore, the EI construct has an R^2 value of 0.403 which indicates that 40.3% of EI variations can be explained by TC and EC. Meanwhile, the SC construct has an R^2 value of 0.503, which indicates that 50.3% of SC variations can be explained by TC, EC, and EI (J. F. Hair, 2017).

Table 4. Coefficient of Determination (R^2)

Construct	R^2	Interpretation
EC	0.807	Strong
EI	0.403	Moderate
SC	0.503	Moderate

Model Fit

As shown in Table 5, the structural model demonstrated a satisfactory level of model fit. The SRMR value of 0.032 was below the recommended threshold of 0.08, indicating a good fit between the proposed model and the observed data. In addition, the NFI value reached 0.928, exceeding the recommended cutoff value of 0.90. These results indicate that the proposed structural model achieved an acceptable goodness-of-fit and was appropriate for hypothesis testing. (Sarstedt et al., 2022).

Table 5. Model Fit

Index	Value	Threshold	Result
SRMR	0.032	< 0.08	Good Fit
NFI	0.928	> 0.90	Good Fit

Hypothesis Testing

Hypothesis testing is carried out using a bootstrapping procedure. A relationship is declared significant if it has a T-statistic value of > 1.96 and a P-value of < 0.05 . The test results showed that TC had a positive and significant effect on EC ($\beta = 0.899$; $p < 0.001$), EI ($\beta = 0.477$; $p < 0.001$), and SC ($\beta = 0.431$; $p < 0.001$). In addition, EI also had a positive and significant effect on SC ($\beta = 0.297$; $p < 0.001$). In contrast, the effect of EC on EI ($\beta = 0.171$; $p = 0.118$) and SC ($\beta = 0.057$; $p = 0.603$) was not significant (Sarstedt et al., 2022).

Table 6. Hypothesis Testing Results

Path	b	T-value	P-value	Decision
EC $\rightarrow$ EI	0.171	1.565	0.118	Rejected
EC $\rightarrow$ SC	0.057	0.519	0.603	Rejected
EI $\rightarrow$ SC	0.297	5.270	0.000	Accepted
TC $\rightarrow$ EC	0.899	78.471	0.000	Accepted
TC $\rightarrow$ EI	0.477	4.448	0.000	Accepted
TC $\rightarrow$ SC	0.431	3.854	0.000	Accepted

As shown in Table 6, task-involving climate (TC) had a positive and significant effect on ego-involving climate (EC) ($\beta = 0.899$; $p < 0.001$), emotional intelligence (EI) ($\beta = 0.477$; $p < 0.001$), and self-concept (SC) ($\beta = 0.431$; $p < 0.001$). Emotional intelligence (EI) also showed a positive

and significant effect on self-concept (SC) ($\beta = 0.297$; $p < 0.001$). Conversely, ego-involving climate (EC) did not significantly influence emotional intelligence ($\beta = 0.171$; $p = 0.118$) or self-concept ($\beta = 0.057$; $p = 0.603$). Overall, four hypotheses (H1, H2, H3, and H6) were supported, whereas H4 and H5 were not supported. These findings indicate that task-involving climate is the strongest predictor of emotional intelligence and self-concept among elementary school students, while ego-involving climate does not exert a significant direct effect on either construct.

DISCUSSION

Task-involving climate (TC) was found to be the most significant statistical predictor of elementary school kids' psychological dynamics. (Dimitropoulou et al., 2025a; Yang et al., 2024a), This trend is in line with the central tenet of Achievement Goal Theory (AGT), which holds that a person's motivational and emotional reactions are strongly correlated with how they perceive the goals that are emphasised in the learning environment.(Nicholls, 1989). Although the study's cross-sectional design makes it impossible to determine the direction of this association, these results support Ames' (1992) claim that classroom atmosphere has an active, non-passive function in influencing students' perceptions and feelings. (Fejes et al., 2026; Pons et al., 2023).

In this sample of primary school classrooms, there is a substantial correlation between TC and EC ($\beta = 0.899$; R^2 of EC = 0.807), indicating a close relationship between these two aspects of climate motivation. (Ames, 1992; Hogue, 2024; Jakobsen, 2023). A coefficient of this size also calls for a more cautious, critical reading, even though a strong correlation is frequently understood substantively. There are three possible explanations. First, it might accurately show that at this age, pupils do not yet see effort-oriented and competition-oriented elements of the classroom as completely different. (Jaakkola et al., n.d.; Jakobsen, 2023). Second, it might show some conceptual overlap between the TC and EC items as modified for this sample, indicating that future research may need to examine the discriminant boundary between the two notions more closely. Third, a correlation this high suggests that TC and EC may be multicollinear in the structural model, which may help to explain why, once TC was added in the same model, EC did not significantly affect EI and SC. The current findings should be taken as a connection rather than as proof that changing one dimension will cause changes in the other in light of these possible possibilities. (Jaakkola et al., n.d.; Kokkonen et al., 2020a).

The large influence of TC on EI enhances the findings.(González-Valero et al., 2019) which was previously only tested in physical education and sports, as mentioned earlier.(Mayer & Salovey, 1990), An opportunity for individuals to identify and manage their emotions in an environment that is relatively safe from the risk of negative evaluations (Guo et al., 2022). Mistakes being considered a normal part of the learning process in the classroom seem to provide psychological space for students to recognize the emotions that arise when facing challenges without fear of being underrated, helping them learn to control and understand their emotions better. These findings suggest that the task-environment pathway to emotional intelligence is not limited to exercise; It also applies to regular classroom learning in elementary schools. (Moreno-Rosa et al., 2024a; Postigo-Zegarra et al., 2025).

The influence of TC on SC is consistent with the findings (Castro-Sánchez et al., 2019; González-Valero et al., 2019), It also supports the explanation (Rosenberg, 1979) that a person's experience in interaction with his or her social environment shapes their self-

concept. Failure in a task is not necessarily interpreted as a lack of self (Chen et al., 2020; Marsh & Shavelson, 1985). This condition appears to be most pertinent to the academic self-concept dimension within the multidimensional framework of the self-concept suggested by Marsh and Shavelson (1985). This is due to the fact that learning and advancement provide students with a foundation for self-evaluation rather than comparing their status to that of their peers (Keller et al., 2023; Ramirez-Granizo et al., 2020).

Emotional intelligence may also function as a potential mechanism linking classroom climate to students' self-perceptions (Flores-Piñero et al., 2024). The significant relationship of EI to the SC, although weaker than the direct path of the TC to the SC, suggests this. Instead of letting negative emotions influence negative self-evaluations, it appears that students who are able to recognize and regulate their emotions are better able to understand difficult learning events in a positive way (Bereded et al., 2025; Jiang, 2024). . This interpretation is in line with the emphasis on Goleman (1995) on the role of self-management and empathy in maintaining a person's psychological stability. This also gives an early indication that increased emotional intelligence may be one of the mechanisms that helps explain how the classroom environment ultimately impacts students' self-confidence. (Bereded et al., 2025; Dimitropoulou et al., 2025).

It is important to comprehend how the EC affects EI and SC. It is not immediately apparent that kids' psychological growth has nothing to do with the ego-containing environment. (Moreno-Rosa et al., 2024). The particular variance of EC to explain EI and SC would probably be quite restricted if the influence of TC was taken into account in the model, given that EC and TC demonstrated a very strong correlation in this study group. This outcome deviates from (Castro-Sánchez et al., 2019). Who discovered that in physical education settings, ego-involving atmosphere was a more significant risk factor. This discrepancy could be partially explained by the fact that competitive aspects of physical activity are typically more obvious and immediate than those of traditional classroom instruction. (Daoud, 2017; Kokkonen et al., 2020). The lack of EC as a significant independent predictor in this sample of Cirebon elementary schools could possibly be explained by a number of context-specific factors. First, the competitive dynamics in these classes seemed to be somewhat low-key: children were rarely exposed to explicit, public comparisons of ability during regular teaching since teachers did not declare individual grades in front of the class or display open rankings.

Second, students in grades 5–6 who are between the ages of 10 and 12 may not yet completely understand the idea of comparing one's skills with classmates in a reflective or evaluative sense; at this developmental stage, competition is more frequently perceived as casual or playful than as a source of psychological strain (Yang et al., 2024b). Items that measure ego-involving atmosphere may therefore have had less tangible value for these kids than those that describe effort, learning, and teamwork, which more accurately represent their everyday classroom experiences. These contextual explanations are presented as reasonable interpretations rather than verified findings, and more study that includes teacher interviews or classroom observations might assist determine which element best explains the trend seen here (Levy-Friedman & Kogut, 2024; Sabato & Steinberger, 2025). Overall, the pattern of relationships found strengthens and extends the application of Achievement Goal Theory to general learning in elementary schools, a context that has received less attention than physical education or higher education (Fiévé et al., 2025). The results indicate that task-involving climate is more strategically important for supporting students' emotional intelligence and self-concept than simply minimizing ego-involving climate (Katz-Vago & Benita, 2024; Ubago-Jimenez et al., 2024).

CONCLUSION

This study demonstrates that primary school children's emotional intelligence and self-concept are significantly shaped by a motivated environment, especially when it comes to activities. On the other hand, the two factors are not directly impacted by the ego's climate. The results show that the presence or absence of an element of competition in the classroom affects students' psychological development more than the extent to which the classroom environment emphasizes effort, process, and competency development. Therefore, the aim of the study was to analyze and test the relationship between climate motivation, emotional intelligence, and self-concept in structural models. The results showed that the tested model had sufficient compatibility with the data. This work theoretically expands the use of accomplishment goal theory to elementary school general education. This discovery provides a basis for teachers and elementary school managers to create teaching practices, classroom interactions, and reward systems that focus more on effort and learning processes as classroom climate engineering strategies. (Classroom Climate Engineering) in supporting students' overall mental and emotional development. The results of the study should not be considered as definitive causal evidence because the data of this study is self-reported and designed in a cross-sectional manner. Further research using a long-term design is recommended to confirm the direction of the relationship between variables, broaden the sample at various educational and cultural backgrounds, and investigate the possibility of other variables mediating or moderating the relationship between climate motivation, emotional intelligence, and self-concept.

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