

Creating a Conducive School Climate for Improved Teacher's Performance and Satisfaction in Public Elementary Schools

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ABSTRACT

The quantity and quality of connections among teachers and students, students' and teachers' perceptions of the school setting, school personal qualities, environmental exposures of safety, school size, academic performance, and a sense of trust and respect for all are all factors that can influence the climate. The researcher used a descriptive and correlational study approach to examine the association between school climate and teacher performance and satisfaction. The data revealed that school climate in terms of relationship engagement, diversity respect, and school participation are observed in school, leading to the development of healthy and positive relationships among learners, teachers, and families, as well as strong links between schools and the greater community. As far as the safety of the school climate, it has been observed in the school in terms of emotional security, physical safety, and substance use, all of which are considered to safeguard people's lives, wellbeing, and physical integrity to avoid risks and conditions that cause physical, psychological, or material harm. The teacher respondents' perceptions of the school climate in terms of the physical, academic, and disciplinary environments were observed within the school. The statistics revealed that teachers' work performance and satisfaction were rated very satisfactorily. This means that the teachers are satisfied with the results of their intentions, expectations, and desires. The findings indicated that school climate and teacher performance had a significant relationship. Finally, the findings demonstrated a strong positive link between school climate and teacher satisfaction.

Keywords: School Climate, Teachers Performance, Teachers Satisfaction