

# Linking School Climate, Mental Wellbeing, And Job Satisfaction of Public Elementary School Teachers: Basis for District-Based Learning Action Cell

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*Abstract* — This study examined the relationship between school climate, mental wellbeing, and job satisfaction of public elementary school teachers, aiming to provide a basis for a district-based Learning Action Cell professional development program. The descriptive-correlational research design was employed, involving a stratified random sample of 124 teachers from four public elementary schools. Data were gathered using structured questionnaires measuring perceived school climate, mental wellbeing using the PERMA model, and job satisfaction in terms of work environment, professional growth, interpersonal relationships, and recognition. Descriptive statistics, Pearson correlation, and normality testing were utilized to analyze the data.

Results revealed that teachers generally perceived a positive school climate, characterized by physical safety, discipline, strong peer cohesion, and attachment to the school, while verbal aggression and antisocial norms were minimal. Teacher mental wellbeing was rated high across the PERMA dimensions, indicating frequent positive emotions, strong engagement, meaningful work, supportive relationships, and a sense of accomplishment. Job satisfaction was also positively perceived, particularly in interpersonal relationships, recognition, and motivation. Significant relationships were found between the profile of respondents—particularly their educational attainment and years of teaching experience—and their perceptions of school climate, mental wellbeing, and job satisfaction. Moreover, a strong positive relationship was identified among school climate, teacher mental wellbeing, and job satisfaction, suggesting that a supportive and safe environment contributes to overall professional satisfaction.

Based on these findings, a professional development program focusing on classroom management, mental wellbeing, collaboration, professional growth, and recognition was proposed to strengthen teacher competencies and enhance workplace satisfaction. Implementation of such interventions through a Learning Action Cell is expected to sustain teacher motivation, promote positive school climate, and ultimately improve student outcomes.

*Keywords* — *School Climate, Teacher Mental Wellbeing, Job Satisfaction, Professional Development, Learning Action Cell*

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## I. Introduction

In today's dynamic educational landscape, public elementary school teachers play an essential role in shaping both the academic success and holistic development of young learners. However, continuous curriculum reforms, increasing performance expectations, and expanding administrative responsibilities have intensified the pressures they face. These growing demands highlight the importance of examining how school climate, mental well-being, and job satisfaction interact to influence teachers' overall professional functioning. Understanding these relationships is crucial, especially when schools aim to design professional development initiatives that genuinely respond to teachers' needs.

A positive and supportive school climate contributes significantly to teachers' mental health, motivation, and sense of fulfillment in their work. When teachers feel valued, respected, and included in decision-making, their job satisfaction increases, leading to improved instructional effectiveness. On the other hand, stressful work conditions, emotional demands, and limited support structures can negatively impact their well-being, resulting in burnout and reduced professional engagement. These realities suggest that educators require professional development programs that not only enhance instructional competence but also strengthen teachers' wellness and workplace experience.

Ultimately, ensuring that teachers thrive within their work environment is vital for sustaining high-quality education. By grounding professional development in the lived experiences and needs of teachers, schools can foster improved well-being, stronger job satisfaction, and enhanced classroom performance—leading to better outcomes for both teachers and learners.

## BACKGROUND AND RATIONALE

*“A teacher's mental health is as important as their lesson plan; without the former, the latter cannot succeed.”*

When teachers struggle in silence, the entire learning system begins to fail. Around the world, schools are increasingly confronted with growing concerns about teacher burnout, declining mental well-being, and dissatisfaction with the profession. International reports have shown alarming trends: teachers globally experience high levels of stress, emotional exhaustion, and disengagement, often resulting from overwhelming workloads, inadequate support systems, and unfavorable school climates. These issues have far-reaching implications—not only on teacher retention but also on learner performance, school stability, and overall educational quality.

In the Philippines, these global challenges are echoed nationwide. Recent national surveys have indicated rising levels of teacher stress and workload imbalance, often linked to curriculum revisions, documentation requirements, and the pressures of maintaining learner achievement. Many public-school teachers report experiencing fatigue, reduced morale, and emotional overload.

Reports from professional organizations and teacher groups also highlight the increasing need for psychosocial support and workplace conditions that promote both well-being and effectiveness. This reflects a broader national concern on ensuring that teachers remain motivated, mentally healthy, and professionally fulfilled within the country's evolving educational system.

On a regional and provincial scale, schools within the division continue to face similar concerns. Field observations and administrative reports suggest that teachers frequently navigate heavy teaching loads, diverse learner needs, multigrade arrangements in some areas, and additional non-teaching tasks that strain their daily routines. Despite efforts to foster positive school environments, instances of low morale, stress-related absences, and decreased job satisfaction have surfaced in several public elementary schools. These local realities signify that while support mechanisms exist, their implementation may not be fully responsive to teachers' actual needs.

In the specific locale of the study, anecdotal accounts from school heads and teachers reveal recurring scenarios: educators juggling excessive paperwork, limited mentoring support, and competing demands that challenge their mental well-being. Preliminary internal assessments also indicate varying perceptions of school climate—some teachers citing lack of collegial collaboration, insufficient recognition, or inconsistent communication within their workplace. Despite conducting professional development sessions, their primary focus is on instructional and technical competencies, not on teacher wellness, organizational climate, or job satisfaction. This establishes a clear gap: there is limited, if any, systematic, data-driven intervention designed explicitly to strengthen the link between school climate, mental well-being, and job satisfaction of public elementary school teachers. This gap becomes more evident as recent local monitoring results show increasing reports of stress indicators and reduced job enthusiasm among teachers in the district, yet no targeted professional development framework exists to address these interconnected issues.

This study is delimited to assessing the school climate, mental well-being, and job satisfaction of public elementary school teachers within the district. It focuses only on selected variables related to work environments, psychosocial factors, and their implications for professional performance. External factors such as personal circumstances beyond the school setting are not included. The study covers one academic year and involves teachers currently assigned to public elementary schools within the locale.

This investigation is significant because it provides school leaders, policymakers, and the district education office with evidence-based insights that can guide the development of responsive professional development interventions. Understanding the interplay among school climate, mental health, and job satisfaction will allow the district to design Learning Action Cell (LAC) sessions that holistically address teacher needs—promoting not only instructional improvement but also psychological resilience, professional motivation, and organizational harmony.

In light of these emerging challenges and identified gaps, this study aims to analyze the connection among school climate, mental well-being, and job satisfaction among public elementary school teachers in the district, with the end goal of developing a District-Based Learning Action Cell Professional Development Program grounded in empirical findings.

## Literature Review

This review of literature provides a comprehensive examination of studies and authoritative sources related to school climate, teacher mental well-being, and job satisfaction. It is divided into two major strands: **conceptual literature**, which includes theoretical frameworks, peer-reviewed journal articles, legal and policy documents, and global/national evidence; and **research literature**, which focuses on unpublished theses and dissertations that offer practical perspectives on the experiences of teachers. The conceptual literature provides theoretical foundations and contextual insights, whereas the research literature emphasizes practical applications, results, and local specificities that inform the current study. Together, these streams justify the focus on the triadic relationship among school climate, mental well-being, and job satisfaction and provide evidence to guide the design of a district-based Learning Action Cell (LAC) professional development program.

Research literature reveals a consistent relationship among school climate, teacher well-being, and job satisfaction, while also demonstrating local gaps in professional development interventions. Pitpit (2020) reported that principals' instructional leadership positively influenced teacher job satisfaction and professional growth, yet teacher wellbeing was often overlooked, highlighting a partial focus similar to but narrower than the present study, which integrates mental wellbeing as a key variable. Diaz (2018) found a strong negative correlation between teacher burnout and job satisfaction, establishing a benchmark for mental health concerns that may affect district-level outcomes. Quines and Relacion (2022) identified school climate as a mediator between teacher communication and student engagement, showing that collegial support enhances teacher morale; the current study extends the findings by investigating how school climate affects mental wellbeing and job satisfaction directly. Gamala (2022) revealed that supportive school environments and competent school heads correlated with higher teacher performance and satisfaction, but gaps remained in psychosocial support, aligning with the current study's rationale to incorporate well-being-focused LAC interventions. Cabatbat (2019) emphasized that collegial leadership and teacher relations influenced both student outcomes and teacher satisfaction, supporting the inclusion of climate variables in the present study. Raralio (2022) showed that post-pandemic teacher engagement significantly predicted job satisfaction, while Javier (2022) highlighted that excessive non-instructional duties and limited LAC focus on teacher wellness contributed to stress—local realities that directly motivate the current research. Songcog (2020) demonstrated that organizational climate and managerial support were predictive of job satisfaction, offering methodological guidance for the present study. Labis (2019) found that empowerment and participatory decision-making increased job satisfaction and reduced turnover,

a mechanism transferable to school contexts. Gonzales (2022) indicated that individual resilience moderated the impact of workplace stress on satisfaction, suggesting potential contextual moderators in the current study. Collectively, these research studies highlight the importance of organizational and psychosocial support systems while showing a recurring gap: LAC professional development often emphasizes pedagogy over well-being, which the present study seeks to address.

Conceptual literature further emphasizes the theoretical and practical significance of the study's variables. The Department of Education (2016) institutionalizes the Learning Action Cell (LAC) as a school-based professional development strategy, emphasizing collaborative reflection but noting limited attention to teacher psychosocial needs. Ortán, Villanueva, and Santos (2021) demonstrated that self-efficacy and teacher well-being strongly relate to job satisfaction, suggesting psychological mechanisms that may mediate climate effects. Mijakoski (2022) identified school climate, workload, and support systems as key determinants of burnout in systematic reviews. Skaalvik and Skaalvik (2020) reported that job resources and collegiality mitigate burnout, highlighting potential intervention targets for LACs. Madigan, Johnson, and Williamson (2023) linked chronic teacher burnout to both mental and physical health consequences, reinforcing the urgency of well-being-focused professional development. Tang, Li, and Zhou (2024) found that school climate impacts burnout via psychological capital, supporting the integration of climate and well-being variables. Yang (2025) demonstrated that inclusive school climates reduce teacher burnout, highlighting equity and support dimensions. Cefai, Cooper, and Camilleri (2025) underscored the necessity of converting teacher distress into development via organizational support. Eryilmaz (2025) and Hansen, Larsen, and Pedersen (2025) identified school climate and resources as strong predictors of job satisfaction and mental well-being. Prudente, Reyes, and Santos (2024) reviewed professional development programs in the Philippines, noting that while LACs are widely implemented, few focus on teacher well-being. Vega (2025) evaluated LAC implementation, confirming high relevance but inconsistent attention to psychosocial support. Apad (2025) demonstrated that school climate and culture directly affect teacher performance. UNESCO (2022) and Education Support (2024) highlighted global policy perspectives, emphasizing teacher well-being as a key factor in systemic education quality. TALIS reports (2018–2025) confirmed that leadership, workload, and school climate strongly predict teacher satisfaction across international contexts. Karyati (2025) showed empirical links between school climate and teacher job satisfaction. Local action research and evaluations (Raralio, 2022; Pasi, 2025) reveal that while LACs are adopted, they often emphasize instructional skills over psychosocial support. Collectively, these conceptual studies justify the focus on school climate, teacher mental well-being, and job satisfaction, demonstrating that supportive environments and targeted professional development interventions can improve teacher outcomes and ultimately learner performance.

## **II. Methodology**

This chapter outlines the methods and procedures used to conduct the study, detailing how data were gathered, analyzed, and interpreted to address the stated research problems. It describes the research design, population and sampling, research instruments, data collection procedures, and statistical treatments employed. By presenting these components systematically, the chapter ensures transparency, replicability, and methodological rigor in examining the respondents' perceived school climate, mental wellbeing, job satisfaction, and their relationships to demographic variables.

### **RESEARCH DESIGN**

This study employed a descriptive–correlational research design, which is appropriate for examining the current status of variables while determining the extent of their relationships. A descriptive approach enables the systematic presentation of the respondents' characteristics and their perceptions of school climate, mental wellbeing, and job satisfaction without manipulating any conditions (Creswell & Creswell, 2018). Complementing this, the correlational component allows the researcher to analyze the statistical associations among the variables, particularly how school climate, mental wellbeing, and job satisfaction relate to the profile of the respondents and to one another (Fraenkel, Wallen, & Hyun, 2019). This design is suitable for educational research where naturally occurring conditions are observed, and the aim is to describe phenomena and determine relationships rather than establish causality. Thus, the descriptive–correlational design effectively supports the objectives of the present study by providing both a detailed portrayal of the respondents' perceptions and an empirical basis for examining the linkages among the study variables.

## **III. Results and Discussion**

The table 3 data indicate that the majority of respondents fall within the age range of 31–40 years, suggesting a workforce that is relatively young and in the mid-stage of their professional careers. This finding aligns with studies indicating that mid-career teachers often exhibit greater adaptability to instructional reforms and are more receptive to professional development initiatives (Skaalvik & Skaalvik, 2020). A higher proportion of female respondents reflects the national trend in elementary education, where teaching remains a female-dominated profession, which may have implications for workplace dynamics and professional support structures (UNESCO, 2019).

Most respondents are married, which may influence their job satisfaction and mental wellbeing, as family support can provide coping mechanisms for work-related stress (Nguyen et al., 2018). In terms of educational attainment, the majority hold a Bachelor's degree, with a smaller percentage having Master's level or Master's degree qualifications. This may suggest the need for targeted professional development to enhance advanced pedagogical skills, particularly for teachers seeking higher qualifications.

Distribution across schools is equal due to the stratified random sampling, ensuring representativeness. Regarding the grade level handled, more than half of the respondents teach upper elementary levels (Grades 4–6), which may expose them to greater instructional complexity, including preparing students for standardized assessments and managing higher cognitive demands.

The majority of teachers have 6–20 years of teaching experience, indicating substantial professional exposure. Teachers with longer tenure often possess better classroom management skills and resilience, which may positively correlate with mental wellbeing and job satisfaction (Cattaneo et al., 2022). Most respondents attended 6–10 relevant trainings and seminars, reflecting engagement in continuous professional development, although some have limited exposure, suggesting areas for capacity-building initiatives.

Finally, the distribution of net take-home pay shows that nearly half of the respondents earn ₱15,001–20,000, highlighting the economic context in which teachers operate. Compensation levels can influence job satisfaction and motivation, particularly when considering the demands of teaching in public elementary schools. Cross-referencing with literature on teacher retention, adequate remuneration, alongside supportive school climates and professional growth opportunities, is critical for enhancing teacher performance and wellbeing (Herzberg, 1966; Skaalvik & Skaalvik, 2020).

Overall, the profile data provides a comprehensive baseline for understanding the perspectives of teachers in this study and informs the subsequent analysis of school climate, mental wellbeing, and job satisfaction. These demographic variables will also serve as important covariates in correlational analyses to determine their potential impact on the main study outcomes.

Table 4 presents the respondents' perceptions of the school climate across four major dimensions: physical safety and discipline, verbal aggression and antisocial norms, positive peer culture and cohesion, and school attachment and personal security. The results generally indicate that teachers perceive the school climate as positive and supportive, as reflected by the satisfactory to very satisfactory mean ratings across all indicators.

In terms of physical safety and discipline, the respondents rated this dimension from satisfactory to very satisfactory. The highest rating in this category was “*Classrooms and facilities are free from hazards*” with a mean of 4.32 (SD = 0.65), interpreted as very satisfactory, indicating that teachers believe the school environment is generally safe and well maintained. Similarly, “*Teachers feel safe from physical harm*” obtained a very satisfactory mean of 4.28, suggesting a strong sense of security among teachers. However, indicators such as “*School rules are clearly communicated and enforced*” (M = 4.15) and “*Students' behavior is orderly and predictable*” (M = 4.05) were rated satisfactory, implying that while discipline systems are functional, there may still be room for improvement in rule enforcement and behavioral management.

Regarding verbal aggression and antisocial norms, all indicators received satisfactory ratings, with means ranging from 3.92 to 4.02. The highest mean in this dimension was “*Teachers experience minimal verbal aggression*” ( $M = 4.02$ ,  $SD = 0.71$ ). Meanwhile, “*Culture of accountability reduces antisocial conduct*” received the lowest mean (3.92,  $SD = 0.76$ ). These results suggest that although instances of verbal aggression and antisocial behaviors are not highly prevalent, they still occur to some extent and require continuous monitoring and preventive measures.

For positive peer culture and cohesion, teachers reported satisfactory to very satisfactory perceptions of collaboration and support within the school community. “*Teachers collaborate effectively with colleagues*” recorded the highest mean of 4.25 ( $SD = 0.66$ ), interpreted as very satisfactory, indicating strong professional cooperation among teachers. Likewise, “*Students and teachers show mutual respect and support*” obtained a very satisfactory rating ( $M = 4.20$ ). Other indicators such as teamwork in group activities and peer mentoring systems were rated satisfactory, suggesting that collaborative practices are present but could still be strengthened to further enhance peer support and engagement.

Finally, the dimension school attachment and personal security received the highest ratings overall, with all indicators interpreted as very satisfactory and means ranging from 4.22 to 4.32. The highest mean was observed in “*Teachers have a sense of belonging and pride*” ( $M = 4.32$ ,  $SD = 0.66$ ), followed closely by “*Teachers feel emotionally connected and committed*” ( $M = 4.30$ ). These results indicate that teachers feel valued, supported, and emotionally invested in their school community. The strong sense of trust between teachers, students, and administration ( $M = 4.22$ ) further highlights a positive organizational climate that fosters professional satisfaction and commitment.

Overall, the findings suggest that the school climate is generally favorable, particularly in terms of teacher attachment, security, and professional relationships. While safety, collaboration, and respect are evident in the school environment, the moderate ratings in verbal aggression and behavioral orderliness indicate areas where school policies and intervention programs could be further strengthened to maintain a consistently positive climate for both teachers and students.

The table 5 results suggest that teachers perceive their mental wellbeing positively, with most subdimensions falling within the satisfactory to very satisfactory range. Positive emotion emerged as a strong aspect of mental wellbeing, reflecting that teachers often experience joy, gratitude, and pride in their work. These findings are consistent with literature indicating that positive emotions among educators are linked to greater motivation, resilience, and job satisfaction (Seligman, 2012).

Engagement scores indicate that teachers are generally absorbed in their tasks, experiencing flow and motivation in their work. This suggests that professional engagement

remains high despite potential challenges, supporting studies showing that engagement enhances teaching effectiveness and contributes to student learning outcomes (Csikszentmihalyi, 1990).

Relationships received the highest scores, highlighting strong collegial support, trust, and a sense of belonging. Such supportive networks are essential in mitigating stress and burnout, aligning with findings from Skaalvik and Skaalvik (2020) that positive interpersonal relationships in schools enhance both teacher wellbeing and job satisfaction.

The meaning dimension indicates that teachers perceive their work as purposeful and aligned with their personal values, which reinforces professional commitment and intrinsic motivation. This finding underscores the importance of fostering school environments that reinforce the social and moral significance of teaching.

Finally, the accomplishment dimension reflects teachers' confidence in meeting instructional goals and experiencing personal growth. Recognition and progress in their careers contribute to satisfaction and motivation, supporting Herzberg's (1966) theory that achievement and recognition are key determinants of job satisfaction.

Cross-referencing with the school climate results, it is evident that a supportive and safe environment, combined with collegial cohesion, contributes to positive mental wellbeing among teachers. This suggests that interventions aimed at enhancing school climate, such as promoting safety, cooperation, and peer support, are likely to have a positive impact on teachers' psychological health and professional performance.

The table 6 findings indicate that teachers generally perceive their job satisfaction positively, with most dimensions scoring between satisfactory and very satisfactory. Work environment emerged as a strong factor, particularly in terms of school safety, cleanliness, and administrative support. This aligns with research showing that a safe and well-maintained school environment promotes teacher productivity, reduces stress, and enhances motivation (Cattaneo et al., 2022). Slightly lower scores on workload management suggest the need for careful attention to balance responsibilities with teacher wellbeing.

Professional growth and development received satisfactory ratings, highlighting that teachers have access to seminars, workshops, and mentorship, but there remains potential for expanding opportunities for further education and skill enhancement. Literature indicates that ongoing professional development contributes significantly to teacher efficacy and career satisfaction (Skaalvik & Skaalvik, 2020), suggesting that more structured programs could further enhance satisfaction and instructional competence.

Interpersonal relationships scored very satisfactory, emphasizing strong collegiality, teamwork, and supportive communication. Positive relationships with peers and administrators are critical for maintaining job satisfaction, reducing stress, and promoting collaborative problem-solving, consistent with prior studies on teacher work environments (Nguyen et al., 2018).

Recognition and motivation were also perceived positively, particularly in terms of being valued and receiving feedback. Teachers who feel acknowledged are more likely to maintain high levels of engagement and commitment, supporting Herzberg's (1966) theory that recognition and achievement are key motivators for professional satisfaction.

Cross-referencing these findings with the previous results on mental wellbeing, it is evident that a supportive work environment, opportunities for professional development, strong interpersonal relationships, and recognition collectively contribute to both job satisfaction and overall psychological wellbeing. This underscores the importance of integrated interventions, such as Learning Action Cell programs, which can simultaneously enhance teacher support, professional growth, and motivation.

The table 7 analysis shows that the highest educational attainment and years of teaching experience have a significant positive relationship with perceived school climate, while other demographic variables, including age, sex, civil status, school, grade level handled, number of trainings/seminars attended, and net take-home pay, did not show significant correlations.

The positive correlation between educational attainment and school climate perception suggests that teachers with higher qualifications may be more aware of the standards and expectations for a safe, supportive, and well-managed school environment. This aligns with previous research indicating that teachers with advanced degrees tend to have better professional insight, are more proactive in maintaining order, and are more engaged in collaborative and ethical school practices (Skaalvik & Skaalvik, 2020).

Similarly, teachers with longer teaching experience reported higher perceptions of school climate. Experienced teachers are likely to have developed greater resilience and understanding of school systems, contributing to more favorable evaluations of school safety, peer collaboration, and administrative support. This finding is consistent with the literature showing that tenure and experience are linked to enhanced professional efficacy and awareness of school dynamics (Nguyen et al., 2018).

Other profile variables, such as sex, civil status, grade level handled, or net take-home pay, were not significantly related to perceptions of school climate. This suggests that teachers' subjective assessment of school climate is relatively uniform across these demographic categories, emphasizing that school climate is largely shaped by institutional practices and collective culture rather than individual personal characteristics.

Overall, the findings imply that interventions aimed at enhancing school climate—such as Learning Action Cell programs focusing on safety, collaboration, and school attachment—should consider the professional development needs of teachers, particularly those with lower educational attainment or less experience, to ensure equitable perceptions and participation in creating a supportive school environment.

The table 8 findings indicate that the highest educational attainment and years of teaching experience have a significant positive relationship with teachers' mental wellbeing, while other profile variables, including age, sex, civil status, school, grade level handled, number of trainings/seminars attended, and net take-home pay, were not significantly correlated.

Teachers with higher educational qualifications exhibited better mental wellbeing, which may be attributed to greater self-efficacy, confidence, and access to coping strategies in handling professional challenges. This aligns with prior studies suggesting that higher education levels are associated with enhanced psychological resilience and adaptive coping mechanisms in professional settings (Seligman, 2012).

Similarly, more experienced teachers reported higher mental wellbeing. This could be explained by accumulated expertise, familiarity with school procedures, and strengthened peer and administrative support networks over time. Experienced teachers are better equipped to manage workload pressures, conflicts, and classroom challenges, which contributes to higher levels of positive emotion, engagement, relationships, meaning, and accomplishment (Csikszentmihalyi, 1990).

The lack of significant correlation between mental wellbeing and other profile variables such as age, sex, civil status, or net take-home pay suggests that mental wellbeing among teachers is influenced more by professional development and accumulated experience than by demographic or economic factors. These findings support the notion that institutional support and teacher competence are key determinants of wellbeing, rather than personal attributes or salary levels (Nguyen et al., 2018).

Cross-referencing with the school climate results, it is evident that teachers' perception of a supportive and safe environment, combined with experience and higher educational attainment, positively contributes to mental wellbeing. This implies that interventions aimed at enhancing teachers' psychological health should focus on professional development, mentorship, and strengthening school climate to reinforce positive emotion, engagement, relationships, meaning, and accomplishment.

The table 9 analysis indicates that highest educational attainment and years of teaching experience have a significant positive relationship with teachers' job satisfaction, while other demographic variables, including age, sex, civil status, school, grade level handled, number of trainings/seminars attended, and net take-home pay, were not significantly correlated.

Teachers with higher educational qualifications reported greater job satisfaction. This may be due to increased confidence, better professional competence, and higher self-efficacy in fulfilling instructional and administrative responsibilities. Studies suggest that advanced educational attainment equips teachers with enhanced skills, enabling them to navigate challenges and derive satisfaction from their work (Skaalvik & Skaalvik, 2020).

Similarly, teachers with longer teaching experience exhibited higher job satisfaction. Experienced teachers are often more adept at managing workloads, fostering relationships, and achieving professional goals, which contributes to a positive perception of their work environment, opportunities for growth, and recognition from colleagues and administrators. This aligns with research indicating that teaching tenure correlates with increased professional confidence and occupational satisfaction (Nguyen et al., 2018).

Other profile factors, such as sex, civil status, grade level handled, or net take-home pay, did not significantly influence job satisfaction. This suggests that teachers' satisfaction is more dependent on professional competence, experience, and the school environment rather than personal demographics or salary.

Cross-referencing with the previous results on school climate and mental wellbeing, it is evident that teachers' perceptions of supportive school environments, positive professional relationships, and personal wellbeing reinforce job satisfaction. These findings highlight the importance of targeted interventions, including professional development programs, mentorship, and Learning Action Cell activities, to enhance teacher satisfaction, motivation, and retention.

Table 10 presents the relationship between school climate, mental wellbeing, and job satisfaction using the Pearson correlation coefficient ( $r$ ) and  $p$ -value to determine the strength and significance of the relationships. The results reveal strong positive and statistically significant correlations among the three variables, indicating that improvements in one factor are associated with improvements in the others.

First, the relationship between school climate and mental wellbeing shows a strong positive correlation ( $r = 0.678$ ,  $p = 0.000$ ). Since the  $p$ -value is less than the 0.05 level of significance, the relationship is considered statistically significant. This means that when teachers perceive the school climate as more supportive, safe, and collaborative, their mental wellbeing tends to improve. A positive school environment likely contributes to reduced stress, increased emotional stability, and greater overall psychological health among teachers.

Second, the correlation between school climate and job satisfaction is also strong and positive ( $r = 0.642$ ,  $p = 0.000$ ). This indicates that a better school climate is strongly associated with higher levels of teacher job satisfaction. When teachers feel safe, supported, and valued within the school environment, they are more likely to feel fulfilled, motivated, and satisfied with their work.

Lastly, the relationship between mental wellbeing and job satisfaction shows the strongest correlation among the three variables ( $r = 0.701$ ,  $p = 0.000$ ). This suggests that teachers who experience higher levels of mental wellbeing are also more likely to report greater job satisfaction. Good mental health enables teachers to manage work demands effectively, maintain positive attitudes toward their profession, and experience greater professional fulfillment.

Overall, the findings indicate that school climate, mental wellbeing, and job satisfaction are strongly interconnected. A positive school climate not only supports teachers' mental health but also enhances their level of satisfaction in their profession. Likewise, improved mental wellbeing contributes significantly to higher job satisfaction. These results highlight the importance of maintaining a supportive, safe, and collaborative school environment to promote the overall wellbeing and professional satisfaction of teachers.

The table 11 results indicate that perceived school climate and mental wellbeing are both strongly and positively correlated with job satisfaction among public elementary school teachers. Teachers who perceive a safe, orderly, and supportive school environment report higher mental wellbeing, which in turn is associated with greater job satisfaction. This finding highlights the interdependent nature of the three constructs, suggesting that school climate not only directly affects job satisfaction but also indirectly influences it through the enhancement of mental wellbeing.

The multiple regression analysis further supports these findings, showing that school climate and mental wellbeing collectively predict 63% of the variance in job satisfaction. Mental wellbeing had a slightly stronger influence on job satisfaction than school climate, suggesting that teachers' psychological state—encompassing positive emotion, engagement, meaningful work, strong relationships, and sense of accomplishment—is a critical determinant of their professional satisfaction. This aligns with previous studies indicating that teachers who experience higher levels of wellbeing and feel supported within their schools demonstrate higher job satisfaction, engagement, and retention (Seligman, 2012; Skaalvik & Skaalvik, 2020).

The strong correlations suggest that interventions targeting both school climate and teacher wellbeing can have a synergistic effect. For example, programs that promote physical safety, peer collaboration, supportive leadership, and professional recognition can enhance teacher morale, motivation, and satisfaction simultaneously. Cross-referencing with the previous results, it becomes evident that teachers' educational attainment and years of experience also moderate these relationships, as more experienced and highly qualified teachers reported higher perceptions across all three constructs.

Overall, the findings imply that Learning Action Cell programs and professional development initiatives should not only address instructional competencies but also cultivate supportive school environments and focus on teacher mental health. By integrating strategies that strengthen school climate and wellbeing, educational leaders can effectively improve job satisfaction and, consequently, teacher performance and student outcomes.

#### IV. Conclusion

Based on the findings of the study, it can be concluded that the profile of the respondents reveals that most public elementary school teachers are in the age range of 26–35 years, predominantly female, married, and hold a bachelor's degree as their highest educational attainment. They handle various grade levels, possess an average of 5–15 years of teaching experience, participate in relevant trainings and seminars, and receive a net take-home pay within a defined range, providing important context for understanding their perceptions of school climate, mental wellbeing, and job satisfaction. Teachers generally perceive their school climate positively, with high ratings in physical safety and discipline, positive peer culture, school attachment, and personal security, while verbal aggression and antisocial norms are minimal but still require attention. Their mental wellbeing is also rated positively across all dimensions of the PERMA model, reflecting frequent positive emotions, engagement, meaningful work, strong interpersonal relationships, and a sense of accomplishment. Job satisfaction is generally high, particularly in interpersonal relationships, recognition, and motivation, while areas such as workload management may benefit from further enhancement. Furthermore, the respondents' highest educational attainment and years of teaching experience are significantly related to their perceptions of school climate, mental wellbeing, and job satisfaction, emphasizing the importance of professional qualifications and experience. Lastly, a strong positive relationship exists among school climate, mental wellbeing, and job satisfaction, indicating that teachers who perceive a supportive and safe environment and maintain high levels of psychological wellbeing are more likely to report greater satisfaction in their work.

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