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RESEARCH ARTICLE

Key Management Factors and Strategies for Creating A Positive School Climate

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ARTICLE INFO	ABSTRACT
	This study examines the key management factors and strategies that contribute to fostering a positive school climate, with a particular focus on the perspectives of school principals and teachers. Employing a mixed-methods approach, the research integrates both quantitative and qualitative data to uncover how effective school management can cultivate a supportive, inclusive, and high-performance environment. This study addresses a gap in the existing literature by emphasizing the joint role of leadership and teacher engagement in shaping school climate. The findings reveal that the professional experience of teachers, coupled with strong leadership, plays a pivotal role in developing a safe and collaborative school culture. Crucial elements in building a positive climate include fostering positive teacher-student relationships, ensuring clear communication, and implementing supportive management practices. These elements contribute to increased student engagement, improved academic outcomes, and enhanced social-emotional development. Interviews with school principals highlight their central role in promoting trust, resolving conflicts, and encouraging pedagogical innovation. The research also emphasizes how principals can shape school culture through inclusivity, transparency, and participatory decision-making, ensuring that teachers feel valued and motivated. The study further underscores the importance of professional development for teachers, emphasizing that ongoing learning, mentorship, and peer collaboration are critical in addressing diverse student needs. Despite this, teachers raised concerns about the lack of sufficient recognition and reward systems, suggesting that improving these aspects could boost teacher motivation and satisfaction. To address these concerns, the study recommends the introduction of structured reward systems and regular acknowledgment of teachers' contributions. The research concludes with actionable recommendations to strengthen leadership practices, promote teacher collaboration, and introduce data-driven strategies for evaluating school management. These recommendations aim to create an academic environment that not only fosters innovation and excellence but also promotes the holistic development of students and staff. By focusing on these key factors, this study offers novel insights into how school management practices can be optimized to meet the evolving needs of education in diverse contexts.

INTRODUCTION

The key management factors and strategies for cultivating a positive school climate play a crucial role in ensuring the well-being and success of students. Traditionally, schools have focused primarily on developing academic skills, but such skills alone are insufficient to address the broader competencies required in the 21st century. Quality education today must prepare students not only

for future employment but also for independent living. In this context, fostering a positive school climate is essential for holistic student development.

Research on school climate often draws on Bronfenbrenner's ecological and systems theory (1994), which emphasizes the role of the individual within an interconnected environmental system. This system influences their development and behavior. According to this theory, students affect their immediate environments, such as family and teachers, as well as more distant environments, such as parents' work and political contexts. These environments—both close and distant—interact, forming a network of interconnected elements that impacts students' development, learning, and well-being in complex ways. This theoretical framework underscores the need for coordinated and sustained interventions to create a supportive environment for all stakeholders involved.

Over the past three decades, research has highlighted the importance of a positive school climate in improving various aspects of the educational process and overall well-being. This includes enhancing academic performance, increasing school safety, preventing dropout, retaining teachers, promoting healthy social interactions, and improving emotional well-being (Cohen, 2010; Dynarski et al., 2008). A positive school climate also supports the development of students' social and emotional competencies, helping them cope with life's challenges and build positive relationships.

In the context of education in Kosovo, a thorough review of the literature reveals a lack of in-depth studies on the creation of a positive school climate and the impact of school management on this process. School climate issues are addressed in various documents, such as the Framework for Ensuring the Quality of School Performance, particularly in the area of school culture and climate. This document emphasizes that a favorable environment—attractive, friendly, and healthy—is a fundamental prerequisite for effective and sustainable learning. To achieve the main mission of schools in Kosovo, which is the holistic development of student competencies defined by the competency-based curriculum, educational authorities, the community, school management, and teachers must meet all necessary conditions (MEST & KPI, 2016).

School management, through principals, parent councils, and teachers, plays a pivotal role in cultivating this positive climate. Therefore, this study examines the practices and strategies employed by school management to foster an environment that promotes respect, collaboration, and motivation among students, staff, and parents. The findings of this study aim to assist school principals and teachers in identifying key factors for the success of a positive school climate and adopting the best practices for improving school management in creating such a climate.

I. REVIEW OF LITERATURE

A positive school climate plays a pivotal role in fostering an environment that supports academic achievement, social-emotional development, and overall improvement of school life quality. Scholars such as Zych (2021), Arum (2003), & Berkowitz et al. (2005) have emphasized its impact on reducing problematic behaviors, enhancing self-esteem, and engaging students in the learning process. Cohen et al. (2009) state that a healthy school climate is the result of the intersection of personal and contextual factors that promote prosocial interpersonal relationships and a supportive culture.

In recent decades, the theoretical conceptualization and practical implementation of positive school climates have garnered significant attention, recognized as key factors for student well-being, interpersonal relationships, and academic success. However, practical implementation remains challenging due to a lack of comprehensive policies and effective tools for the objective measurement of school climate (Cohen et al., 2009).

2.1 Defining school climate and its dimensions

School climate is a multidimensional concept that encompasses collective experiences, social relationships, and the perceptions of all individuals within the school environment. It reflects interpersonal relationships and the overall atmosphere in the school (Cohen et al., 2009). According

to Cohen et al. (2009), school climate is "the quality and character of daily school life," emphasizing the importance of an environment that helps students, teachers, and parents feel safe and valued. Maxwell et al. (2017) describe school climate as a "social and emotional environment" created through interactions between students, staff, and the community, highlighting the significance of open and collaborative communication.

A positive school climate is associated with improved academic, social, and behavioral outcomes for students (Goddard & Kim, 2015; Jones & Shindler, 2016). Other studies have shown that school leadership can directly impact teaching and the creation of a supportive environment that encourages the engagement of all school stakeholders (Balyer, 2012; Dufour & Mattos, 2013). According to the National School Climate Council (NSCC, 2023), school climate includes the norms, values, and expectations that support the social, emotional, and physical safety of individuals.

To create a positive climate, it is important for school management to promote effective communication and encourage dialogue between teachers, students, and parents. The school environment should support activities that promote a sense of belonging and well-being, including opportunities for sports, arts, and social-emotional engagement (NSCC, 2023). This inclusive and supportive approach is fundamental to creating a school environment where all actors can contribute and feel respected and valued.

2.2 Key dimensions of school climate

Research has identified several essential dimensions that shape the overall climate of a school, including physical, social, and cultural aspects. These elements are interconnected and play a crucial role in determining the quality of the school environment.

The condition of school buildings, classrooms, and surrounding spaces is a critical factor that influences how students and staff perceive the quality of the school. A well-maintained, clean, and safe environment creates optimal conditions for learning and focus. According to Yangambi (2023), quality infrastructure enhances engagement and creates a sense of comfort for all participants in the educational process.

The quality of interactions between students, teachers, and parents is essential for building a supportive and collaborative atmosphere. Respectful and positive relationships contribute to students' academic and social experiences. Jones & Shindler (2016) emphasize that healthy interpersonal relationships promote a healthy school climate and enhance overall well-being.

School culture includes the norms, values, and expectations that shape the unique identity of an educational institution. An inclusive and respectful culture helps create a sense of belonging and motivates students to reach their full potential. According to NSCC (2023), cultural elements are the foundation for a positive climate and successful academic engagement.

Effective leadership and appropriate approaches to discipline are the cornerstones of a positive school climate. Successful leaders create an inclusive atmosphere by involving all parties in decision-making processes. This approach helps resolve problems, build trust, and increase collaboration between students and staff.

The involvement of parents and other community stakeholders in school life strengthens the connection between the school and society. According to Drago-Severson (2012), community involvement enhances the quality of education and creates a supportive and inclusive atmosphere, making the school an important social and educational hub.

School climate dimensions are interconnected and influence each other continuously. For example, a safe and well-maintained physical environment enhances interpersonal relationships and fosters a positive school culture. Effective leadership is essential for coordinating these elements and ensuring that policies and practices align with the needs and expectations of the school community.

The importance of school climate is substantial as it directly impacts the overall experience of students and staff, including academic performance, mental health, and engagement in learning. Therefore, the operationalization of school climate requires an organized and inclusive approach, supported by clear measurements and continuous data analysis.

2.3 The role of school management in building a positive climate

Effective school management is crucial for creating a positive and supportive learning environment. According to Balyer (2012), school leaders need strong skills in resource management, staff motivation, and the creation of a clear vision for school development. Through these skills, principals can create optimal conditions for quality education where all parties—students and teachers—feel engaged and motivated to achieve positive outcomes.

A key strategy is creating a shared vision that includes all stakeholders, including students, teachers, and parents. This shared vision not only provides clear guidance for school development but also creates a strong sense of belonging and engagement. Hartley & Kecskemethy (2008) emphasize that successful leaders are those who foster open dialogue and confront challenges through constructive interventions, thereby creating a sustainable and supportive environment.

Additionally, school leaders must continuously evaluate performance and school climate. Maxwell et al. (2017) argue that collecting data through surveys and discussions regularly helps identify needs and continuously improve the school environment. This practice not only empowers stakeholders to contribute but also ensures that school priorities always align with the needs and expectations of the community.

Principals, professional staff, and teachers are key actors in defining, promoting, and maintaining a positive school climate. Research has shown that the leadership of the principal has a direct impact on school climate and, consequently, on students' academic achievements (Norton, 2003). Furthermore, the principal's influence on school climate also affects teachers' perceptions and feelings about their work (Littrell et al., 1994).

Meanwhile, research on the conceptualization and operationalization of positive learning climates has grown in many countries. However, despite over a hundred years of school climate studies, gaps and tensions still exist between research findings and school leadership practices (Cohen et al., 2009).

Jones & Shindler (2016) identify key dimensions of school climate, including physical aspects, relationships with staff, student interactions, leadership, discipline, the learning environment, attitudes, and school-community relationships. According to these authors, building a positive climate is the most influential factor that can support students' achievements in schools.

1.4   The link between school climate and management

The key dimensions of school climate include physical aspects, interpersonal relationships, school culture, and community involvement (Cohen et al., 2009). Each dimension requires special attention and support from school leaders to function properly. Physical infrastructure is essential for creating an environment conducive to learning, and leaders must ensure the maintenance and improvement of learning spaces for optimal conditions (Cohen et al., 2009). Positive relationships between students, teachers, and parents are also crucial and help build a healthy climate (Cohen et al., 2009). Leaders should encourage activities that improve collaboration and engagement by organizing group activities and school events.

School culture, based on values such as respect, inclusivity, and diversity, is also a key dimension. Reed & Swaminathan (2016) emphasize that leaders should serve as models who promote these values, ensuring that policies and rules reflect a spirit of collaboration and respect. Parent and community involvement also helps build a sustainable and supportive learning environment.

However, literature on school climate struggles to provide concrete strategies for improving interpersonal relationships and effective leadership (Reed & Swaminathan, 2016). There is a lack of studies offering specific mechanisms to assist leaders in this area.

Meanwhile, many studies have addressed school climate and leadership as separate concepts, without offering a comprehensive approach that connects them to the various dimensions of climate (Hartley & Kecskemethy, 2008). Building a positive and supportive climate is a complex process that requires continuous commitment from leaders and the involvement of all stakeholders in implementing evidence-based strategies.

Drago-Severson (2012) identified four key approaches that principals use to build a supportive climate for teachers: shared leadership, relationship building, change management, and promoting diversity. Catholic school leaders focused on spiritual leadership, while public school leaders emphasized the development of shared values (Reed & Swaminathan, 2016).

Moreover, school climate is linked to students' academic achievements and teacher performance (Astor & Benbenishty, 2019; Berkowitz et al., 2017). Goddard et al. (2015) and Johnson & Stevens (2006) have shown that students' and teachers' perceptions of school climate are connected to students' academic achievements, while Johnson & Shindler (2016) argue that a positive climate helps motivate and improve social and behavioral outcomes.

Balyer (2012) notes that school leaders can impact student achievement by developing a supportive and safe environment. Meanwhile, Dufour & Mattos (2013) emphasize that leadership is a skill that requires specific preparation to promote school reforms and improve student performance. According to the National School Climate Council (2007), school climate defines the quality and character of school life and helps create a safe environment for learning.

School management is a critical factor in creating a positive climate. Effective communication and support for students and staff are essential aspects in influencing the creation of a safe and supportive school environment.

2.5 Research purpose and research questions

The purpose of this study was to examine the impact of school management in creating and maintaining a positive school climate. By analyzing the attitudes and experiences of school principals and teachers, the study aimed to identify the strategies, practices, and key factors that contribute to building a motivated, safe, and supportive learning environment for both students and educational staff.

Research questions:

1.   What is the role of school management in creating a positive school climate?

2.   How do teachers perceive the role of school management in creating a positive school climate?

3.   How do school principals perceive their role in creating a positive school climate?

4.   Which management strategies and practices were most effective in promoting a collaborative and supportive environment in schools?

This study on the positive school climate addresses an issue that has a direct impact on the quality of education and the well-being of both students and school staff. The study aimed to understand how and to what extent school management can create or contribute to a positive climate in schools. A positive climate is essential for the success of any institution, as it fosters collaboration, creativity, and productivity among teaching staff, parents, students, and the community.

II.   METHODOLOGY

To study the impact of management on the creation of a positive school climate, a mixed-methods approach was used, as the phenomenon of school climate is complex and requires an in-depth analysis of the relationships between the actors and factors that influence the school environment. Previous studies suggest that a mixed-methods approach is suitable for complex social topics, as combining quantitative and qualitative data helps provide a comprehensive and integrated view of the phenomenon (Creswell & Plano Clark, 2018; Johnson & Onwuegbuzie, 2004).

The study employs a descriptive and evaluative framework that links the research questions, purpose, and methodology to analyze the impact of management on developing a motivated and supportive learning atmosphere. It includes data collection from principals and teachers through questionnaires and semi-structured interviews, utilizing both quantitative and qualitative analysis to provide a comprehensive picture of the school climate.

3.1 Population and Sample

The population in this study includes secondary school teachers (grades 6-9) and school leaders from basic education schools in Kosovo. The sample consists of 161 teachers and 25 school principals from basic education institutions. Geographically, the sample includes respondents from both urban and rural areas. Table 1 presents the characteristics of the sample for this study.

Table 1. Characteristics of the sample of teachers and school principals

Characteristics		Samle of teachers	Sample of school principals
	Category	Percentages (%)	Percentages (%)
Gender	F	73.3%	72%
	M	23.5%	28%
Age	Mbi 50 age	0%	12%
	40-50 age	40.3%	28%
	30-40 age	27%	44%
	Under 25 age	4.4%	16%
Professional experience	Over 30 years	59%	4%
	21-30 years	11%	12%
	11-20 years	8%	52%
	6-10 years	7%	24%
	Under 5 years	15%	8%
Qualification	University level	78%	40%
	Master degree	20.1%	48%
	Other	0%	12%
Place	City	81.8%	68%
	Village	17%	32%

3.2 Instruments

For this study, two main instruments were used: a survey questionnaire for teachers and a semi-structured interview protocol for school principals. These instruments were chosen to gather data, allowing a combination of different perspectives and a comprehensive analysis.

The teacher questionnaire was specifically designed to collect information on teachers' attitudes and experiences related to school climate and the role of management in this process. It included a Likert scale to assess support from management, opportunities for professional development, and the quality of collaboration within the school. Through structured questions, participants shared their

thoughts on factors that influence the creation of a positive climate, the extent to which these factors are used in practice, and the strategies management uses to improve the overall school atmosphere.

Semi-structured interviews were used to explore in-depth the views of school leaders on their leadership style and strategies for creating a supportive climate, focusing on management strategies and practices that help foster a positive climate. The questions were open-ended and focused on aspects such as improving working conditions, promoting collaboration, and motivating both staff and students. This instrument facilitated the collection of valuable data on management efforts and their impact on the school atmosphere.

Data from the interviews were collected individually, following a pre-established protocol. Each interview lasted 45-50 minutes, and participants were contacted in advance to schedule the time and location of the meeting. The content analysis method used in this study helped examine the most frequently occurring terms and concepts in the text (Vogrinc & Saqipi, 2020), create phrases and sentences to form themes based on the research questions, and group the themes into general categories before making the final interpretation.

3.3 Data collection and analysis procedures

The study data from the teacher sample were collected using the survey questionnaire, which included demographic dimensions and Likert-scale questions. The data from the school principal sample were collected using the interview protocol, which included demographic information and open-ended questions related to their role in creating a positive school climate.

The data from the teacher questionnaires were processed using standard statistical procedures and presented in tabular form using SPSS (Statistical Package for the Social Sciences). The data from the interviews with school principals were analyzed using thematic analysis, which was based on a deductive coding process guided by the research questions that focused on their role in creating a positive school climate.

III.   RESULTS OF THE STUDY

The results, key findings from this study, are organized and presented in two parts, based on the purpose and research questions. The first part includes findings from the research with teachers, while the second part presents findings from the research with school principals.

4.1 Findings from the research with teachers

The main findings from the research with teachers reflect the research questions directed to teachers regarding the role of management in creating the school climate and culture, as well as improving the quality of teaching and supporting student development. Based on the analysis of the teacher questionnaire results, the key findings are organized into three themes, which are presented in (i) Table 3: Factors Influencing the Creation of a Positive School Climate; (ii) Table 4: The Level of Use of Factors for Creating a Positive Climate; and (iii) Table 5: Measures and Strategies Used by School Management to Create a Positive Climate in School.

4.2 Factors Influencing the Creation of a Positive School Climate

The teachers' views on the factors influencing the creation of a positive school climate are expressed through 12 statements related to this topic.

Table 2. Teachers' Statements Regarding Factors that Influence the Creation of a Positive School Climate

Liker Scale: 5 = Strongly Agree to 1 = Strongly Disagree (%)	5	4	3	2	1	M	DS
The school principal has a clear vision for the school	59.1	27.7	9.4	2.5	1	4.36	.867
The development and reinforcement of school rules and norms	48.4	42.1	8.2	1.3	0	4.38	.695
Promoting positive relationships with colleagues	57.9	28.9	10.7	2.5	0	4.42	.790
Building positive relationships with all students	67.3	24.5	6.9	1.3	0	4.58	.684
Creating school-home-community partnerships	59.1	28.3	10.1	1.3	1	4.43	.830
Ongoing professional development for the school's objectives	61.6	24.5	12.6	1.3	0	4.35	.817
Supporting teaching and learning and building professional capacities	61.6	27	10.1	1.3	0	4.48	.777
Supporting teachers in problem-solving	71.7	15	10.7	1.3	1	4.55	.841
Ensuring that the school environment is safe	66.5	21.5	10.8	1.3	0	4.52	.794
Ensuring that the quality of teaching and learning is at a high level	65.4	22.6	10.7	1.3	0	4.52	.743
Ensuring that a good and positive environment leads to staff satisfaction	71.7	13.8	11.9	2.5	0	4.55	.809
Developing continuous and effective communication with all staff	79.2	10.1	8.2	2.5	0	4.66	.743

The results in Table 2 show the main factors contributing to the creation of a positive school climate, with a focus on supporting and improving the learning environment. Regarding the principal's clear vision, 59.1% of teachers fully agree that their vision helps improve the environment (M=4.36, SD=.867). The development of clear school rules is considered important by 48.4% of teachers (M=4.38, SD=.695), highlighting the role of structure in the educational environment.

Additionally, 57.9% of teachers highly value the promotion of positive relationships with colleagues (M=4.42, SD=.790), and 67.3% consider the establishment of good relationships with students as essential (M=4.58, SD=.684). Collaboration between the school, family, and community is supported by 59.1% of teachers (M=4.43, SD=.830), indicating the importance of this partnership for overall well-being.

Continuous professional development is strongly supported by 61.6% of teachers (M=4.35, SD=.817), while support for quality teaching and professional capacities is also highly valued (M=4.48, SD=.777). Furthermore, 71.7% of teachers consider support in problem-solving as very important (M=4.55, SD=.841), emphasizing the need for ongoing support.

School safety is considered important by 66.5% of teachers, who feel supported in ensuring a safe environment (M=4.52, SD=.794). The quality of teaching and learning also receives a high rating (M=4.52, SD=.743), reflecting efforts to maintain high standards. Staff satisfaction, supported by 71.7%, shows a link between staff well-being and a positive climate (M=4.55, SD=.809). Finally, effective and continuous communication is supported by 79.2% as a key factor for a sustainable and collaborative climate (M=4.66, SD=.743). These data indicate that these factors contribute to improving collaboration and the quality of teaching in schools.

4.3 Level of Use of Factors for Creating a Positive Climate

Regarding the level of use of factors for creating a positive climate, teachers expressed their views through 13 statements related to this topic.

Table 3. Teachers' Perceptions Regarding the Level of Use of Factors for Creating a Positive School Climate

Liker Scale: 4 = Very Often, 1 = Very Rarely (%)	4	3	2	1	M	DS
Motivating teachers	56.6	25.8	15.1	2.5	4.36	.830
Supporting teaching activities during lessons	72.3	15.7	10.7	1.3	4.58	.783
Effective and continuous communication with all school staff	69.2	22	8.2	1.3	4.55	.801
Ongoing support for teachers	70.4	16.4	10.7	2.5	4.55	.785
Rewards and recognition	52	37.7	7.5	3.1	4.33	.846
Creating a friendly environment at school	56.6	25.8	14.5	3.1	4.36	.844
Creating general harmony among people at school	59.1	26.4	12.6	1.9	4.43	.783
Using positive/complimentary language towards others	68.6	20.8	6.9	3.8	4.54	.785
Giving equal evaluation based on merit	55.1	28.8	14.5	1.9	4.32	.881
Understanding and working closely with teachers	56.6	32.1	8.2	3.1	4.42	.774
Good cooperation with the community and parents	54.7	36.5	5.7	3.1	4.43	.742
Consistently enforcing rules for student behavior across the school	66	26.4	1.9	5.7	4.53	.794
Encouraging staff to take new initiatives	63	29.6	5.7	1.9	4.48	.794
Creating a sense of physical and emotional security for staff	62.3	27.7	6.3	3.8	4.48	.778

The results from Table 3 show a positive perception among teachers regarding management measures that support the creation of a positive climate in schools. Staff motivation is frequently supported, with 56.6% of teachers considering this factor as common (M=4.36, SD=.830). Support for learning activities is even higher, with 72.3% positively evaluating this, indicating continuous support from management (M=4.58, SD=.783).

Effective and ongoing communication with staff also receives a high rating, with 69.2% considering it a common practice (M=4.55, SD=.801), highlighting the importance of communication for a positive climate. Continuous support for teachers is also considered important, with 70.4% of participants rating it positively (M=4.55, SD=.785).

Rewards and recognition for teachers also have strong support (M=4.33, SD=.846), emphasizing the importance of appreciating their work for a positive environment. Creating a friendly environment is supported by 56.6% of teachers (M=4.36, SD=.844), and the use of positive language by staff has widespread support, with 68.6% agreeing (M=4.54, SD=.785), contributing to overall well-being.

The consistent enforcement of student behavior rules is highly rated, with 66% of teachers considering this practice frequent (M=4.53, SD=.794). Encouraging staff to undertake new initiatives also has considerable support (63%, M=4.48, SD=.794), suggesting room for innovation in the school environment. Finally, physical and emotional security is highly valued, with an average of 4.48 and a standard deviation of .778, emphasizing the importance of a safe environment for both staff and students.

4.4 Measures and strategies used by school management to create a positive school climate

Regarding the measures and strategies used by school management to create a positive school climate, teachers expressed their opinions through 8 statements related to this topic. These measures highlight the role of management in fostering a positive atmosphere by implementing effective strategies and practices.

Table 4. Measures and strategies used by school management to create a positive school climate

Liker Scale: 5 = Strongly Agree to 1 = Strongly Disagree	5	4	3	2	1	M	DS
Establishing a clear vision, school norms, goals, and expectations that support social, emotional, and physical safety	43.4	45	9.4	1.9	0	4.30	.718
Creating safety in the school for a more positive climate	57.2	33	5.7	3.8	0	4.44	.768
Supporting students and involving parents in the development of policies and best practices in the school	53.5	35	9.4	2.5	0	4.39	.762
Engaging/involving everyone regardless of their position	61	28	6.3	3.8	1.3	4.43	.868
Setting limitations through school and classroom rules	64.2	26	6.9	3.1	0	4.51	.762
Creating entertaining and positive experiences	50.9	35	10.1	2.5	1.3	4.32	.852
Creating a healthy physical, emotional, and social environment for students' growth	56	36	6.9	1.3	0	4.47	.682
Improving the current school climate through objective evaluations and surveys	50.3	41	5.7	1.3	1.3	4.38	.761

The results from Table 4 show strong support from the staff for the managerial strategies aimed at creating a positive school climate. Strategies such as establishing a clear vision and rules that support emotional, physical, and social safety were highly rated by participants, with an average score of 4.30 (SD = .718), indicating a high concentration of positive responses.

School safety emerged as one of the most highly valued measures, with an average score of 4.44 and 57.2% of teachers being "completely agree," emphasizing the importance of safety as a key element for a favorable environment. The involvement of students and parents in developing policies and good practices also received strong support, with an average score of 4.39 (SD = .762), highlighting the importance of community involvement.

The comprehensive engagement of staff received an average score of 4.43 (SD = .868), underlining the significance of collective involvement to foster collaboration. School and classroom rules were widely accepted, with an average score of 4.51 and 64.2% of participants considering them essential for a disciplined and safe environment.

Measures to improve the climate, such as creating positive and enjoyable experiences, had an average score of 4.32, while creating a healthy physical, emotional, and social environment was highly supported, with an average of 4.47 (SD = .682). The use of surveys to assess the climate had an average score of 4.38, indicating that periodic evaluations help address the perceptions and needs of both students and staff.

V. Findings from the research with school principals

The key findings from the research with school principals are organized into six themes, which are related to the research questions directed at school leaders. The findings in these themes highlight the importance of school leadership in improving the learning environment and the well-being of both students and teachers, as well as the principal's influence in creating a safe, collaborative, and respectful environment. A summary of the findings is presented according to the themes in the following section.

5.1 Description of school climate

The research on school climate revealed several key aspects that contribute to the creation of a favorable environment for teaching and learning. School leaders emphasized the importance of building a collaborative and supportive climate, pointing out that such an environment is created when all members of the school community feel supported and valued.

One principal described the school atmosphere by saying: *"In our school, the climate is of a high level. There is cooperation and respect among everyone. Teachers are dedicated and responsible." (N1)* This quote suggests that interpersonal relationships and staff commitment to their tasks contribute to maintaining a positive climate. Another principal stressed that the role of principals in fostering open communication is crucial for creating a trustworthy and inclusive environment: "*I believe that as a principal, I have a significant impact on the school's climate. My commitment is great for open communication." (N7)*

Participants also valued the professional development of teachers as a key factor for improving both the quality of teaching and the school climate. One principal noted: *"A positive climate involves supporting staff in professional development. Teachers in my school have the opportunity to learn from each other." (N9)* This perspective emphasizes the importance of collaboration among teachers to share best practices and develop their skills.

Furthermore, safety and support for students were mentioned as top priorities for creating a positive environment. Another principal expressed: *"A positive climate in our school is an environment where students feel safe and supported." (N16)* This quote highlights the principals' efforts to address challenges that may impact students' well-being, such as social pressure or bullying.

The engagement of the community and parents in school life was also considered essential for creating a supportive network. One principal said: *"When parents are involved and collaborate with the school staff, we create a support network for students." (N19)* This collaboration helps create a sense of belonging and motivation for all members of the school community.

An important challenge mentioned was the stress caused by external expectations and performance pressure, which affects both staff and students. One principal said: *"I try to offer emotional and practical support to the staff, so they can cope with the pressures." (N21)* This response emphasizes the supportive role of principals in maintaining a healthy atmosphere despite external challenges.

The data indicate that the school climate, influenced by the leadership, plays a key role in improving the quality of teaching and learning. Principals contribute to this climate through open communication, supporting staff development, community involvement, and efforts to address external challenges.

5.2 Key elements of a positive school climate

The data collected from interviews provide an authentic and comprehensive view of the elements that contribute to the creation of a positive school climate. Through logical and interconnected analysis of these data, it is possible to identify the links between factors that enhance the school environment. Each participant offered their thoughts on key elements such as collaboration, effective leadership, staff involvement, communication, professional development, and community connections, ensuring the integrity of the data and offering an accurate and reliable picture.

One principal emphasized the importance of strong and collaborative relationships between teachers, students, and parents as a key factor for improving engagement and achievements in school. He stated*: "A positive climate in school is understood when teachers, students, and parents have strong and good relationships. When everyone collaborates and feels part of a team, engagement improves." (N3)* Another leader underscored that effective leadership is crucial for a positive climate,

expressing: *"The principal must be present in all aspects of the school—from collaboration with teachers to interaction with students and parents." (N13)*

Other participants highlighted the need to involve teachers in decision-making processes, thereby creating a more open and collaborative environment*: "When teachers feel involved in school decisions and have a voice in processes affecting their classrooms, the climate becomes more open and collaborative." (N15) A different leader also emphasized the importance of open and transparent communication in the school to resolve problems and increase transparency: "In my opinion, communication is the key to any positive climate in school." (N8)*

Physical and emotional safety elements were also highlighted as fundamental factors for creating a positive environment: *"Physical and emotional safety are essential, and both students and staff must feel safe to learn, work, and express their thoughts." (N12*) Participants also emphasized the importance of supporting professional development for staff to improve teachers' skills and face challenges*: "Teachers need to feel supported and have opportunities to develop their professional skills." (N21)*

The data suggest that a positive school climate is created when there is a strong connection between the school and the community, as emphasized by another participant: *"A school climate is healthier when there is a strong link between the school and the community, and parent and community involvement in school life creates a more supportive environment for students and fosters their growth." (N23)*

The data suggest that creating a positive climate in schools requires an inclusive approach, where leadership, collaboration, communication, safety, and professional development are key elements for achieving this goal.

5.3 The role of school management in creating a positive climate

The findings from the research regarding the role of school management in creating a positive climate show that management plays a crucial role in developing a supportive and inspiring educational environment. Through strategic leadership and a clear vision, management enables a unified direction for all involved actors, fostering a culture of collaboration and open communication. As one principal highlighted, *"Management must be a strategic leader, creating a clear vision and a shared plan for the success of the school" (N2),* which allows for a challenging yet motivating environment where everyone is engaged in achieving common goals.

Another important aspect is ensuring a safe and supportive environment where everyone feels protected and included, as emphasized in the following statement: *"Our role is to ensure that the school is a safe and supportive place for all" (N4)*. Clear structures and defined rules create an organized environment that helps maintain discipline and ensures the necessary conditions for effective teaching. This environment not only supports students but also improves the emotional and social well-being of the staff.

Furthermore, support for professional development is essential for improving teaching quality and student achievement. As one principal noted in the interview, *"Management has the responsibility to offer support and professional development for teachers and staff" (N7),* providing opportunities for ongoing training and professional skill enhancement. This process is closely linked to the quality of education, as well-trained staff are better equipped to handle challenges and deliver better results for students.

Another critical element is open and transparent communication between management, staff, students, and parents, which helps strengthen trust and build stable relationships. As expressed by a principal, *"One of the primary tasks of management is to ensure open and transparent*

communication" (N12). This enables the inclusion of all parties in decision-making, ensuring that everyone feels heard and valued, thus improving collaboration at all levels within the school.

Additionally, fostering a culture of collaboration among staff is another pillar for creating a positive climate. As one principal emphasized, *"Our role is to encourage a culture of collaboration among staff members" (N15).* This facilitates the sharing of ideas and best practices, as well as the creation of opportunities for teamwork and mutual support, which improves the efficiency and motivation of the staff

School management plays a vital role in creating a positive climate through strategic leadership, ensuring a safe and supportive environment, promoting professional development, and encouraging open communication and collaboration.

5.4 The role of school staff in creating a positive climate

The findings regarding the role of school staff in creating a positive climate highlight the importance of collaboration, professional ethics, and support for students, and ongoing engagement in professional development. School personnel are responsible for creating an atmosphere that directly influences teaching, student development, and the overall well-being of the school.

As for the role of staff in creating a positive climate, one principal emphasized, *"School personnel have the responsibility to model positive and responsible behaviors" (N3).* This is important because teachers and staff must act with integrity and respect, setting an example for students and helping to build a culture of collaboration. When they meet high ethical standards, students can learn from their example, creating an environment of respect and cooperation within the school.

Another principal highlighted, *"School personnel must cooperate and support each other in an open and constructive manner" (N4).* This cooperation is essential for maintaining a healthy and functional climate in the school. Mutual support among colleagues helps build a strong team working towards the same goal: student success and the improvement of the school environment.

The data also show that sensitivity and dedication to student well-being are other important aspects. As one principal stated, *"Personnel must show sensitivity and commitment to student well-being" (N8).* When teachers and staff are dedicated to creating a safe and supportive environment, students feel more motivated and are readier to learn. As emphasized in another interview, *"Each teacher is responsible for creating a positive climate within their classroom" (N14),* as an organized and supported classroom helps contribute to the overall positive climate of the school.

Another key aspect is the ability to manage conflicts constructively. As one principal noted, *"Personnel must address conflicts constructively and be able to manage difficult situations with maturity" (N15).* Resolving conflicts calmly and fairly is essential for maintaining harmony and building a positive environment for all.

Moreover, personnel engagement in continuous professional development is a key element in improving the school climate. As one principal (N17) expressed, *"When staff is committed to learning new things and enhancing their skills, it helps build a strong climate of commitment and continuous improvement."* This commitment fosters an atmosphere of innovation and motivation in the school, positively impacting the experience of both students and colleagues.

Additionally, promoting diversity and inclusivity is another aspect highlighted by a principal: *"School personnel must promote diversity and inclusivity, creating an environment where all students feel included and respected"(N19).* This commitment to respecting and valuing differences helps create a culture of equality and respect, which is essential for a positive and supportive educational environment.

The role of school personnel is crucial in building a positive and harmonious climate. As highlighted by another principal, *"Personnel plays an important role in supporting the school's vision and mission. When everyone follows the shared values of the school and meets objectives, a positive and harmonious environment is created that impacts the overall success of the students" (N22).* This demonstrates that personnel's commitment to the vision and mission of the school is necessary to ensure an organized and successful environment for students.

5.5 Measures and strategies for creating a positive climate

The findings on the measures and strategies for creating a positive school climate show that creating a successful educational environment requires a collective effort from all school actors, including management, staff, students, and the community. Teacher participation in decision-making processes and the sharing of responsibilities, as highlighted by one of the quotes, *"To create a positive climate, we apply leadership models where we share responsibilities and tasks" (N1),* is essential for building a sense of commitment and ownership within the staff. This process is further reinforced by regular meetings and social activities that strengthen interpersonal relationships and help build a strong team culture: *"One of the measures to improve the climate is focusing on promoting staff collaboration and building a strong team culture. This includes regular staff meetings where ideas and experiences are shared and social activities that strengthen relationships between staff members" (N5).*

Professional development of staff is another important measure. As emphasized, *"An important measure to create a positive climate is providing professional development opportunities for teachers" (N9),* regular training helps improve teachers' professional skills and cope with educational challenges. This improvement directly impacts the advancement of a positive climate by offering opportunities for development and exchange of experiences among staff.

Building healthy and supportive relationships, as highlighted by another quote: *"A positive climate begins with healthy relationships between teachers and students" (N12),* is a key component of a successful school environment. These relationships are supported by recognizing and rewarding the efforts of staff and students, as mentioned by one respondent: *"One of the measures we take is evaluating the efforts of staff and students. We organize events where we reward achievements and efforts, which helps boost the motivation and morale of the entire school community" (N14).* Creating a safe and supportive environment is also necessary to ensure the emotional and physical well-being of the entire school community: *"Safety and well-being are fundamental for a positive climate. We focus on creating a safe physical and emotional environment where students and staff feel protected and supported at all times" (N17).*

Additionally, involving parents and the community in school life, as highlighted in the quote: *"We involve parents and the community in school life through meetings, activities, and open communication" (N18),* is a measure that encourages engagement and creates a sense of belonging. A positive climate also promotes respect and celebration of diversity, where each student feels included and valued: *"To create a positive climate, we promote a culture of inclusivity and diversity, where every student and staff member feels respected and included, regardless of their background. We organize activities that celebrate diversity and teach students to respect differences" (N20).*

To ensure continuous improvement of the school climate, conducting assessments and gathering feedback is necessary to identify needs and areas that require improvement, as mentioned in the quote: *"We regularly assess the school climate through surveys and gather feedback from staff, students, and parents" (N24).* This continuous process ensures that the school evolves to meet the needs of the entire community, helping to create a sustainable and supportive environment.

The measures and strategies followed to create a positive climate in schools are numerous, including staff engagement, professional development, building positive relationships, involving parents and the community, as well as continuously assessing and monitoring the school climate.

5.6 Factors affecting the creation of a positive school climate

The findings on the factors influencing the creation of a positive school climate show that climate is the result of a range of factors closely related to the environment, interpersonal relationships, and organizational structures. According to school principals, one of the key factors is creating a supportive and collaborative atmosphere among teachers, administrative staff, and students. As mentioned, *"A supportive and collaborative atmosphere between teachers, administrative staff, and students helps build positive relationships and creates a positive climate in the school" (N1),* establishing a strong foundation for a healthy and productive climate.

Interpersonal relationships are another key factor in building a positive climate, as they help strengthen connections and cooperation within the school. Principals emphasize the importance of a culture that promotes respect, help, and responsibility, as mentioned in the quote: *"A culture that promotes respect, help, and responsibility helps build a positive climate" (N4).* These values are essential for creating an environment where everyone feels respected and valued.

Physical conditions and the school's infrastructure also play an important role. As mentioned, *"A clean, attractive, and well-maintained environment helps improve the morale and productivity of students and staff" (N3).* This environment significantly supports the school's atmosphere and has a direct impact on motivation and the efforts of everyone.

Another important factor is the behavior management and conflict resolution policy. Principals emphasize that *"A policy that promotes positive behavior management and conflict resolution contributes to a calmer and more productive environment" (N17).* This approach fosters a peaceful and harmonious environment for both students and staff.

Furthermore, professional development of staff is an essential component for building a positive climate, as *"Providing professional development opportunities for teachers and staff helps enhance their qualifications and engagement" (N18).* This staff engagement is vital for improving educational performance and creating a sustainable and supportive environment.

Parent involvement and collaboration with the community are also important for creating a positive school climate. As highlighted by principals, *"Parent participation in school activities and their support for their children's achievements is essential for a positive climate" (N11),* thus strengthening the connection and support between the school and the broader community. This engagement helps motivate students and increases attention to their achievements.

The factors that influence the creation of a positive climate are numerous and interconnected, including the supportive and collaborative atmosphere, interpersonal relationships, physical conditions and infrastructure of the school, behavior management policies, professional development of staff, and involvement of parents and the community.

VI.   DISCUSSION OF RESULTS

The collected data show a high representation of teachers with extensive experience and university education, suggesting a strong connection between experience and the creation of a positive school climate. The study participants are primarily middle-aged (40-50 years old), with 59% having over 11 years of experience and 78% having completed higher education, while 20.1% hold a master's degree. This percentage of qualified teachers represents a potential for improving teaching quality and building a healthy school climate.

In line with the literature, as mentioned by Ingersoll (2012) and Klassen &Tze (2014), new teachers often face challenges in classroom management, which affects the quality of teaching and the school climate. In contrast, the long professional experience of teachers in this study has a positive impact on the stability of the environment and the well-being of students. Similarly, effective management

by school leaders has been positively evaluated, with most participants agreeing that the vision and leadership of the principal influence the creation of a positive climate. This is supported by international literature, which emphasizes that clear and supportive leaders contribute to the quality of teaching and learning (Leithwood & Jantzi, 2006).

Regarding school norms and rules, 48.4% of participants positively evaluate the clarity of the structure, which helps create an environment where everyone feels respected. This aligns with research showing that clear norms reinforce collaboration and well-being in school settings. Positive relationships between teachers and students, supported by 67.3% of participants, are also key factors in motivation and engagement in the learning process.

Effective communication has been evaluated as another important element for a positive school climate, with 79.2% of participants agreeing that school leadership supports clear communication and involves all staff. Safety in the school environment is also an aspect that contributes to a stable climate, with 66.5% reporting that they feel safe at school. However, only 52% of teachers report regular rewards, suggesting a need for increased transparency and fairness in merit-based rewards to further strengthen staff motivation.

Results from interviews with the school principal reinforce the idea of the importance of clear communication and the inclusion of all stakeholders in decision-making. The principal promotes a clear and educational approach to conflicts, contributing to a supportive and inclusive environment. These conclusions align with the literature on school climate, which emphasizes that leaders capable of building strong relationships and involving all stakeholders in the decision-making process have a positive impact on the climate and overall quality of the school (Day et al., 2016).

The results suggest that the experience and qualifications of teachers, effective management, and clear communication are key factors in creating a positive school climate. Although some areas, such as rewards, require improvement, the impact of strong leadership and a collaborative environment remains clear and essential for a healthy and supportive school climate.

VII.   CONCLUSIONS AND RECOMMENDATIONS

This study provides a detailed analysis of the school climate, focusing on the factors, measures, and strategies that school leaders consider important for creating a positive environment for teaching and learning. The results clearly highlight the importance of teacher experience, supportive management, clear rules, and strong relationships between teachers and students in improving the school climate. Additionally, effective communication and a sense of safety are crucial for a healthy school atmosphere.

One of the most important conclusions of this study is that teachers with extensive experience (59% have over 11 years of experience) have a significant impact on creating a positive school climate. This emphasizes the importance of investing in continuous training and professional development for teachers, especially those in the early stages of their careers.

Another key conclusion is the role of supportive management in the school climate, with 59.1% of teachers identifying it as a key factor. Clear and supportive leadership positively influences the school atmosphere, improving the sense of inclusion and staff motivation. Furthermore, clear and understandable rules, which are crucial for 48.4% of participants, contribute to the successful functioning of the school. This indicates that transparency and fairness are critical elements in the design and implementation of school policies.

Relationships between teachers and students are also an important factor in the school climate, with 67.3% of teachers believing that these relationships impact student motivation and engagement in learning. Meanwhile, open communication from management, valued by 79.2% of teachers, is an important factor in maintaining a collaborative and supportive school climate. Additionally, the sense

of safety is essential for a healthy school environment, with 66.5% of teachers identifying it as a key factor. Safety influences the emotional well-being of both students and teachers, helping them focus more on the learning process. However, only 52% of teachers report frequent rewards, suggesting a need for improvements in this area. A fair and transparent reward system could enhance motivation and commitment among staff.

The results of interviews with school principals about their role in creating a positive climate highlight several key conclusions that emphasize the importance of leadership and collaboration in improving the school environment. The principal plays a crucial role in creating a positive environment for teaching and learning by ensuring that both students and teachers feel supported and involved. Effective leadership involves not only adhering to rules and policies but also creating a culture that promotes open communication and strong relationships among school stakeholders. Clear communication and involving teachers, students, and parents in decision-making are key elements that contribute to building a sense of belonging and cooperation. Managing conflicts with maturity and focusing on the emotional education of students are also important for building a positive climate, emphasizing support and understanding instead of harsh punishment.

Encouraging teachers to experiment with new teaching methods and continuously developing their competencies is another element that helps improve the quality of teaching and the school atmosphere. The importance of parent engagement and community collaboration is also undeniable, as it creates a sense of belonging and commitment from all stakeholders to the success of the school. The school environment, including infrastructure and hygiene, directly impacts the morale of both students and staff, creating a favorable atmosphere for learning.

Building a positive school climate is a complex and ongoing process that requires continuous commitment and collaboration from both management and all members of the school community. Communication, inclusion, fair conflict resolution, and support for innovation are key elements for a school that provides not only academic achievement but also social and emotional well-being for students and staff.

VIII.   **Recommendations:**

The first priority is investing in training and professional development for teachers, both new and experienced. This focus will help improve classroom management and foster the development of professional skills, thereby contributing to the creation of a more positive and supportive school climate and helping teacher's better cope with the daily challenges of teaching.

It is also important to strengthen leadership within the school. School managers should focus on creating a supportive culture where communication and transparency are emphasized and become part of every aspect of the school community's work, thereby improving the school climate.

Another important step is the development of clear and transparent rules for all stakeholders, which would help increase discipline and build a respectful and organized environment, including students and teachers.

Promoting activities that strengthen relationships between teachers and students is another important step. Social activities and joint projects can contribute to improving student motivation and reinforcing a positive climate, creating an atmosphere of cooperation and understanding.

Additionally, open communication between management and the school community is essential for facilitating collaboration and resolving any issues that may arise. This communication helps create a calm and inclusive atmosphere for all participants.

Finally, implementing a fair and transparent reward system for the staff is necessary to increase their performance. Motivating staff who work actively with students can enhance engagement and achieve more, thus contributing to the improvement of the school climate and student achievements.

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