REVISTA INVECOM
ISSN en línea: 2739-0063

Institutional climate and administrative management performance in secondary schools

Clima institucional y desempeño de la gestión administrativa en escuelas secundarias

Received: 20/05/2026 - **Accepted:** 04/08/2026

Hermogenes Huallpa Mamani
https://orcid.org/0009-0000-0339-8163
hermogenes1720@gmail.com
Universidad Nacional del Altiplano de Puno. Puno, Peru.

Roberto Anacleto Aguilar Velasquez
https://orcid.org/0000-0003-0687-2152
robeaguivelas2@gmail.com
Universidad Nacional del Altiplano de Puno. Puno, Peru.

Victor Benito Guevara Guerra
https://orcid.org/0000-0002-7103-4131
vguevara@unap.edu.pe
Universidad Nacional del Altiplano de Puno. Puno, Peru.

Yolanda Lujano Ortega
https://orcid.org/0000-0001-7178-3346
ylujano@unap.edu.pe
Universidad Nacional del Altiplano de Puno. Puno, Peru.

Roxana Merma Flores
https://orcid.org/0009-0006-1764-4648
rmermaflores@gmail.com
Universidad Nacional del Altiplano de Puno. Puno, Peru.

Lucio Bernardo Condori Pilco
https://orcid.org/0000-0002-7629-7395
lcondorip@unap.edu.pe
Universidad Nacional del Altiplano de Puno. Puno, Peru.

Abstract

The institutional climate influences cooperation, communication, and staff willingness to support school management processes. The objective of this study was to analyze the relationship between the institutional climate and the quality of administrative management in secondary schools in the province of Sandia, Puno, through a quantitative, observational, correlational, and cross-sectional study conducted with 403 teachers selected via simple random sampling. Questionnaires on institutional climate and administrative management were administered; these had been reviewed by experts and pilot-tested. Internal consistency was high for both scales ($\alpha = 0.91$ and $\alpha = 0.90$, respectively). Item-level means were classified as low (1.00–2.33), moderate (2.34–3.66), and favorable or high (3.67–5.00). Frequencies, percentages, and Spearman's Rho were used. The results showed that 68.0% rated the institutional climate as fair or low, and 50.9% rated administrative management at those levels. A positive and significant overall correlation was observed (Rho = 0.70; $p < 0.001$). Communication (M = 2.63; Rho = 0.63), leadership (M = 2.57; Rho = 0.67), and planning (M = 2.90; Rho = 0.61) showed significant associations ($p < 0.001$). A more favorable institutional climate was likewise found to be associated with a higher rating of administrative management, and the dimensional findings support this relationship, although the cross-sectional design precludes establishing causality.

Keywords: Institutional climate, administrative management, secondary education.

Resumen

El clima institucional influye en la cooperación, la comunicación y la disposición del personal para sostener los procesos de gestión escolar. El objetivo de esta investigación fue analizar la relación entre el clima institucional y la calidad de la gestión administrativa en instituciones educativas secundarias de la provincia de Sandia, Puno, a través de un estudio cuantitativo, observacional, correlacional y transversal, realizado en 403 docentes seleccionados mediante muestreo aleatorio simple. Se aplicaron cuestionarios de clima institucional y gestión administrativa, revisados mediante juicio de expertos y prueba piloto. La consistencia interna fue alta para ambas escalas (α = 0,91 y α = 0,90, respectivamente). Los promedios por ítem se clasificaron como bajos (1,00–2,33), regulares (2,34–3,66) y favorables o altos (3,67–5,00). Se utilizaron frecuencias, porcentajes y Rho de Spearman. Los resultados evidenciaron que el 68,0 % valoró el clima institucional como regular o bajo y el 50,9 % calificó la gestión administrativa en esos niveles. Se observó una correlación global positiva y significativa (Rho = 0,70; p < 0,001). Comunicación (M = 2,63; Rho = 0,63), liderazgo (M = 2,57; Rho = 0,67) y planificación (M = 2,90; Rho = 0,61) mostraron asociaciones significativas (p < 0,001). Asimismo, se llegó a la conclusión de que un clima institucional más favorable se asocia con una mejor valoración de la gestión administrativa y que los hallazgos dimensionales respaldan esta relación, aunque el diseño transversal impide establecer causalidad.

Palabras clave: Clima institucional, gestión administrativa, educación secundaria.

Introduction

The day-to-day functioning of an educational institution depends on technical decisions, available resources, and formal rules, but it also hinges on how people relate to one another, exchange information, and build trust. Institutional climate captures precisely these shared perceptions of the work environment, leadership, communication, participation, and recognition. Favorable conditions tend to facilitate coordination and commitment, whereas fragile ones make it harder to sustain agreements and administrative processes. For this reason, institutional climate has become a key factor in understanding the quality of educational management.

International scholarship has shown that school environments cannot be reduced to a simple aggregate of individual opinions. Gutiérrez Primo and Sánchez Huarcaya (2022) and Kremer Jiménez et al. (2023) point out that mutual respect, communication, and collegial work shape how teachers and administrators experience their jobs. Moro et al. (2024), in turn, emphasize that management and leadership practices are closely tied to perceptions of the organizational environment. Together, these findings suggest that administrative management becomes more viable when its procedures are understood, seen as fair, and supported by collaborative relationships.

The quality of administrative management encompasses the planning, organization, execution, oversight, and continuous improvement of the processes that allow an institution to respond to its needs. Quality management is not simply a matter of following procedures; it also requires assigning responsibilities clearly, attending to users' needs in a timely manner, using resources transparently, and creating conditions for staff to take part in decisions that affect them. Cardona Echeverri and Zambrano Cruz (2014) caution that assessing organizational climate requires attention to dimensions such as leadership, communication, equity, and motivation. Complementing this view, Maureira et al. (2014) note that distributed leadership fosters management that relies less heavily on unilateral decision-making.

Across Latin America, educational institutions operate amid uneven resources and growing demands. Juraz Rolón et al. (2024), Lahoz i Ubach (2021), and Zuccoli et al. (2023) have documented that school climate and social relationships are linked to experiences of well-being, equity, and coexistence. Material conditions alone, however, do not account for institutional performance. The clarity of rules, the

legitimacy of school leadership, and the capacity to resolve conflict also shape how staff perceive and engage with management processes.

In Peru, territorial diversity poses additional challenges. Pulla-Coronel et al. (2024) and Raez et al. (2023) identify links between leadership, motivation, and workplace climate in educational settings. More and Morey (2021) and Ponce-Dominguez et al. (2024) further report that institutional management and teacher performance are affected by the quality of working relationships and by the continuity of administrative leadership. These findings are particularly relevant for schools located outside major urban centers, where administrative workload, resource availability, and coordination among stakeholders can present distinct challenges.

Sandia province combines geographic dispersion, cultural diversity, and limited access, all of which can complicate institutional support. Under these conditions, timely communication and trust among members of the school community take on strategic importance. López and Escalante (2023), Obeso-Agreda et al. (2023), and Rugel-Sono et al. (2023) highlight that institutional climate is related to school coexistence, social skills, and teacher performance. Even so, specific evidence linking these dimensions to the quality of administrative management in secondary schools in the Puno region remains scarce.

The present study set out to examine the relationship between institutional climate and the quality of administrative management in secondary schools in Sandia province during 2024. It was hypothesized that a more favorable perception of institutional climate would be associated with a higher rating of administrative management. Rather than establishing that one variable causes the other, the aim was to describe the strength and direction of their relationship in order to inform institutional decision-making and future research.

This approach rests on a view of the school as an organization in which formal rules and everyday relationships shape one another. Quintero et al. (2008) showed early on that organizational climate is related to job performance, while Cuadra-Martínez et al. (2022) propose that school climate factors can be analyzed as an integrated whole. Applied to administrative management, this perspective implies recognizing that the efficiency of a given procedure also depends on whether people understand its purpose, regard the resulting decisions as legitimate, and find the conditions to collaborate. The study therefore avoids treating climate as a secondary concern and instead positions it as a dimension intrinsically linked to institutional functioning.

The practical value of this study lies in the fact that educational institutions need evidence to help them prioritize improvement efforts. When difficulties are approached solely as procedural problems, it is easy to overlook the communication, trust, and participation that make agreements work in practice. Analyzing the relationship between these two variables therefore provides a basis for discussing strategies that bring together pedagogical leadership, administrative organization, and staff well-being. Such an integrated approach is especially relevant in communities where geographic conditions and available resources call for coordinated, sustainable solutions.

Examining this relationship is not meant to idealize institutional climate or to treat it as the sole explanation for administrative outcomes. Schools operate under external constraints, including regulations, budgets, staffing availability, and decisions made at various levels of government. Even within these constraints, however, institutions can strengthen practices that remain within their reach: communicating clearly, distributing tasks equitably, recognizing work performed, and creating spaces to resolve disagreements. These measures do not substitute for structural improvements, but they can help available resources be used with greater coordination and allow teams to face change from a foundation of trust. The study is thus framed within a perspective that integrates material conditions with the human dimension of educational management at the local level.

Methodology

This study followed a quantitative approach, with an observational, correlational, cross-sectional design. This design was chosen because the purpose was to examine the relationship between teachers' perceptions of institutional climate and the quality of administrative management based on scores obtained from structured questionnaires. The study was observational in that working conditions were not altered and no interventions were assigned to participants. Its correlational scope made it possible to estimate whether the two variables varied jointly, while the cross-sectional design confined data collection to a single period in 2024. Accordingly, the results reveal associations but do not support inferences about temporal sequence or causality between the variables.

The study was conducted in public secondary schools in Sandia province, department of Puno—a setting in which territorial dispersion, distances between communities, and unequal access to resources can influence internal coordination and management processes. The population consisted of teachers with an active appointment at the participating institutions during the study period. The analytic sample included 403 teachers selected through simple random sampling from available institutional rosters. This procedure was intended to give every member of the population an equal chance of being included, although the interpretation of the findings should remain bounded by the limits of the sampling frame and the local context.

Eligible participants were teachers with an active employment record, of legal age, and willing to complete the instruments voluntarily. Questionnaires with incomplete data on the main variables were excluded, as they would have precluded the correlational analysis. The unit of analysis was the individual teacher. Prior to administration, participants were informed of the study's objective, the voluntary nature of their participation, and the academic use of the data collected. All information was coded and analyzed in aggregate form, with no data published that could identify individual participants or their schools.

Institutional climate was assessed using a questionnaire designed to capture perceptions of interpersonal relationships, communication, leadership, equity, and motivation. Items were organized on a Likert-type scale, with higher scores reflecting a more favorable rating of the institutional environment. The quality of administrative management was assessed with an instrument adapted to the educational setting, comprising items on planning, organization, decision-making, coordination, supervision, and the handling of administrative processes. For both scales, overall scores were interpreted, for descriptive purposes, as falling into low, moderate, or favorable/high categories.

The appropriateness of the instruments was reviewed by two specialists in education and institutional management, who evaluated the clarity, relevance, and correspondence of the items with the constructs being measured. A pilot test was subsequently conducted with teachers who were not part of the final sample, with the aim of identifying wording ambiguities and refining the sequence of questions. Content validation and pilot testing do not replace a full psychometric validation process, but they did allow the instruments to be adapted to the language and conditions of the application context. The final version was administered under standardized conditions during the data collection period.

Internal consistency was assessed using Cronbach's alpha. The institutional climate questionnaire showed an overall reliability of $\alpha = 0.91$, while the administrative management instrument reached $\alpha = 0.90$, values indicating adequate internal consistency. For the specific dimensions examined, reliability coefficients of $\alpha = 0.84$ were obtained for communication, $\alpha = 0.86$ for leadership, and $\alpha = 0.83$ for planning. Item-level means on a five-point Likert scale were used for the descriptive interpretation of scores: values between 1.00 and 2.33 were classified as low, between 2.34 and 3.66 as moderate, and between 3.67 and 5.00 as favorable or high. These cutoffs were used exclusively for descriptive purposes to facilitate interpretation of the scores obtained, whereas the association analyses were carried out using the continuous scores through Spearman's Rho coefficient.

Statistical processing was carried out using SPSS, version 27. Absolute frequencies and percentages were first calculated to describe the categories of institutional climate and administrative management quality. Spearman's Rho coefficient was then used to estimate the relationship between the overall scores of both variables, a test well suited to ordinal data or to situations in which normality of the distributions cannot be assumed. The significance level was set at 0.05, and the correlation coefficient, p-value, and sample size were reported.

The coefficient was interpreted with respect to both its direction and its magnitude. A positive value indicates that more favorable perceptions of institutional climate tend to be accompanied by higher ratings of administrative management. A significant correlation, however, does not establish causality, nor does it rule out the influence of factors such as administrative leadership, workload, resources, staff stability, or professional training. These variables were not measured independently in the present study and represent plausible complementary explanations for the association observed.

Results and discussion

The sample consisted of 403 teachers from secondary schools in Sandia province. In the descriptive assessment of institutional climate, 274 participants (68.0%) fell into the moderate or low levels, while 129 (32.0%) reported a favorable or high rating. These findings indicate that a substantial share of teachers identified room for improvement in dimensions related to interpersonal relationships, communication, leadership, equity, and motivation. At the same time, the favorable rating reported by nearly one-third of the sample points to positive practices and experiences that could serve as a reference point for institutional strengthening.

With respect to the quality of administrative management, 205 teachers (50.9%) rated it at the moderate or low levels, and 198 (49.1%) at the favorable or high level. The gap between these two categories was narrower than that observed for institutional climate, suggesting that opinions about planning, organization, coordination, and supervisory procedures were fairly divided. This does not imply that management is uniformly deficient; rather, a considerable proportion of teachers perceived limitations or inconsistencies that warrant review within each institution.

Table 1 summarizes the descriptive distribution. Comparing the two variables shows that ratings of institutional climate were more critical than those of administrative management. This could indicate that certain administrative procedures remain operational even when the work environment presents difficulties, although it may also reflect that staff distinguish between the technical execution of processes and the quality of the relationships that sustain them. This distinction matters because any lasting improvement in management must address both the organizational and the relational dimension.

Table 1. *Teachers' perception of institutional climate and the quality of administrative management.*

Variable	Moderate or low n (%)	Favorable or high n (%)	Total
Institutional climate	274 (68.0%)	129 (32.0%)	403 (100.0%)
Quality of administrative management	205 (50.9%)	198 (49.1%)	403 (100.0%)

Spearman's Rho coefficient was applied to analyze the relationship between the overall scores for institutional climate and administrative management. The correlation was positive, strong, and statistically significant (Rho = 0.70; $p < 0.001$). In practical terms, teachers who reported more favorable perceptions of institutional climate also tended to rate the quality of administrative management more highly. This finding supports the proposed associative hypothesis and shows that the two dimensions move in the same direction within the sample studied.

This statistical significance allows the null hypothesis of no association to be rejected at the conventional 0.05 level. The coefficient, however, should not be read as evidence of causality. It is not possible to conclude whether a better climate produces better management, whether management contributes to a more favorable climate, or whether both variables respond to shared underlying conditions, such as leadership style, resources, staff stability, or coordination capacity. Table 2 presents the correlation result and makes this interpretive scope explicit.

A value of Rho = 0.70 points to a substantial relationship between the perceptions examined. Even so, this result does not mean that all teachers share an identical experience within a given institution. Perceptions can vary depending on the role a teacher holds, career trajectory, access to information, or the relationship with school leadership. For this reason, the results should be used to inform participatory diagnostic processes rather than as a definitive classification of schools or their staff.

Table 2. *Relationship between institutional climate and the quality of administrative management.*

Variables	Spearman's Rho	p	N	Interpretation
Institutional climate and quality of administrative management	0.70	< 0.001	403	Positive, significant relationship; does not imply causality.

Note. Two-tailed test. The analysis was conducted using the overall scores of both questionnaires.

The observed relationship can also be understood in terms of coherence among teachers' perceptions. A positive Rho indicates that scores on the two variables tend to be ranked similarly: better ratings of climate are generally accompanied by better ratings of administrative processes. This does not mean the two constructs are identical. Institutional climate encompasses relational and cultural experiences, whereas administrative management involves tasks of planning, organization, and control. The correlation suggests that these dimensions are connected in teachers' lived experience, yet each retains distinct content that must be diagnosed separately.

To clarify which specific dimensions underpinned the overall association observed, communication, leadership, and planning were examined individually. Table 3 presents their descriptive and correlational statistics.

Table 3. *Descriptive and correlational analysis of the selected dimensions.*

Dimension	M	SD	Rho	p
Communication	2.63	0.72	0.63	< 0.001
Leadership	2.57	0.76	0.67	< 0.001
Planning	2.90	0.70	0.61	< 0.001

The dimension-level analysis helped clarify the relationship observed between institutional climate and administrative management. The communication dimension showed a mean of 2.63 (SD = 0.72), corresponding to the moderate level, and was positively and significantly correlated with administrative management (Rho = 0.63; $p < 0.001$). Leadership similarly recorded a mean of 2.57 (SD = 0.76) and an even stronger positive association with administrative management (Rho = 0.67; $p < 0.001$). Planning, for its part, reached a mean of 2.90 (SD = 0.70), also within the moderate range, and correlated positively and significantly with institutional climate (Rho = 0.61; $p < 0.001$). Taken together, these results show that the overall association between institutional climate and administrative management (Rho = 0.70; $p < 0.001$) is underpinned by specific components tied to communication, leadership, and planning, with leadership showing the strongest dimensional association, followed by communication and planning.

From an institutional management standpoint, this finding helps prioritize concrete questions. A school, for instance, might examine whether its communication channels facilitate a shared understanding of agreements, whether the criteria for distributing tasks are transparent, or whether opportunities for participation actually reach teachers. The descriptive data show that climate deserves particular attention, yet the correlational analysis cautions that improvement efforts should not be confined to a single dimension. The most effective interventions will be those that pair clear administrative processes with leadership practices and forms of coexistence that build trust among staff.

This study revealed a positive, statistically significant relationship between institutional climate and the quality of administrative management. Put differently, teachers who perceived a more favorable environment tended to rate administrative processes more positively. The coefficient obtained (Rho = 0.70) points to a meaningful association, though it does not warrant the claim that either variable directly causes the other. This finding is consistent with the work of Pulla-Coronel et al. (2024) and Raez et al. (2023), who highlight the connection between leadership, motivation, and workplace climate in educational institutions. This convergence reinforces the idea that management does not rest on rules and procedures alone, but also on how people experience their everyday work.

The descriptive results add a relevant nuance. While 68.0% of participants placed institutional climate at the moderate or low levels, ratings of administrative management were more evenly split. This discrepancy suggests that certain procedures may function acceptably even when relationships, communication, or recognition are not perceived as fully favorable. Sustaining management on technical grounds alone, however, is unlikely to be sufficient in the long run. Gutiérrez Primo and Sánchez Huarcaya (2022) show that collegial work and open communication are central to teachers' experience, particularly when institutions face demands for coordination and adaptation.

The relationship identified can be interpreted from a systemic perspective. An environment characterized by trust, participation, and approachable leadership facilitates the flow of information, helps decisions be understood, and encourages teams to assume shared responsibilities. Likewise, clear and transparent administrative processes can strengthen perceptions of fairness and reduce internal tension. Diogo et al. (2024), Molina-Isaza and Nova-Herrera (2022), and Moro et al. (2024) describe how leadership, social relationships, and management practices intertwine in shaping school climate. The finding from Sandia aligns with this perspective, although it does not establish the temporal direction of the relationship.

The territorial context helps explain why this association deserves attention. In provinces marked by geographic dispersion, limited resources, or connectivity constraints, day-to-day coordination often requires extra effort from both administrators and teachers. A lack of timely communication can amplify feelings of overload and widen the gap between institutional decisions and staff needs. López and Escalante (2023), Obeso-Agreda et al. (2023), and Rugel-Sono et al. (2023) have noted a close relationship among social skills, organizational climate, and teacher performance. Within this framework, strengthening institutional climate may be a particularly useful strategy for sustaining management in rural and diverse settings.

These results should not be read as a clinical or moral judgment of staff, nor as an invitation to hold teachers responsible for problems that may have structural roots. Perceptions of climate are also shaped by resources, policy, continuity of leadership, and opportunities for professional development. Cardona Echeverri and Zambrano Cruz (2014) caution that assessing organizational climate involves multiple dimensions, while Maureira et al. (2014) emphasize the importance of distributing leadership. Any serious intervention should therefore combine process improvements, technical support, clearly defined roles, accountability, and genuine opportunities for participation.

From an applied standpoint, institutions can begin with participatory diagnostics that feed results back to teachers and help prioritize concrete problems. It is advisable to establish regular communication channels, clear decision-making agreements, transparent recognition mechanisms, and training

opportunities in leadership and management. Tacuri Albarracín et al. (2024) and Zuccoli et al. (2023) show that reflecting on relationships and school environment can guide improvement interventions. In Sandia, such actions should be adapted to the time available, the distances involved, and the cultural practices of each school community, avoiding one-size-fits-all solutions that fail to fit the local context.

The study has both strengths and limitations. It provides empirical evidence drawn from a large teacher population and relies on instruments reviewed by specialists and refined through pilot testing. It also reports both the descriptive distribution and the magnitude of the association. That said, the cross-sectional design precludes establishing causality. Measures were self-reported, and variables such as institutional resources, workload, leadership stability, or teaching experience were not analyzed independently. Because these conditions can influence climate and management simultaneously, their omission limits the explanatory power of the results.

This discussion also helps clarify the role of school leadership. Leadership should not be understood merely as a control or oversight function, but as the capacity to give meaning to processes, bring teams together, and ensure that decisions are known and discussed. Intriago Santana (2024) underscores the importance of leadership styles that promote cohesion and professional development, and Rodríguez de Luque (2024) notes that climate characteristics are linked to educational outcomes in socially diverse contexts. In Sandia's schools, leadership can foster this integration through work meetings with clear objectives, timely feedback, and agreements that acknowledge teachers' actual working conditions.

Improving administrative management likewise calls for understandable indicators and follow-up mechanisms that are not perceived solely as instruments of control. Planning targets, case handling, compliance with agreements, and communication with the community can be reviewed periodically alongside indicators of participation, trust, and collaboration. This approach allows evaluation to function as a tool for institutional learning rather than mere verification. Silverio (2023) links school climate to educational quality; from this vantage point, administrative practices gain added value when they help create stable conditions for pedagogical work and school coexistence.

Conclusions

In a sample of 403 teachers from secondary schools in Sandia province, a positive and significant relationship was identified between institutional climate and the quality of administrative management (Rho = 0.70; $p < 0.001$). More favorable perceptions of communication, leadership, interpersonal relationships, equity, and motivation were associated with better ratings of administrative processes. This result confirms the study's associative hypothesis but does not permit causality to be attributed to either variable.

Ratings of institutional climate revealed considerable room for improvement: 68.0% of teachers rated it as moderate or low. Administrative management received a similar assessment from 50.9% of respondents. These findings suggest that institutions need to address the clarity of their processes and the quality of working relationships at the same time. Efforts focused exclusively on manuals, controls, or procedures are likely to have limited impact unless accompanied by communication, participation, distributed leadership, and professional recognition.

Institutions are encouraged to develop participatory improvement plans that include climate and management indicators, regular sessions for sharing results, and support pathways for both school leadership teams and teachers. Future research should incorporate longitudinal follow-up, include variables such as resources and workload, and evaluate interventions aimed at strengthening leadership and communication.

This evidence will prove more useful if translated into verifiable agreements. Each institution can establish a baseline, select two or three priority areas, internal communication, participation in decision-making, or leadership feedback, for example, and track their progress over the school year. Such monitoring should account for both progress made and barriers to implementation, particularly in schools facing greater access constraints. A cycle of diagnosis, intervention, and evaluation of this kind would help move

CC BY

institutional climate and administrative management beyond general topics of discussion and turn them into observable components of continuous improvement.

References

Cardona Echeverri, D. R., & Zambrano Cruz, R. (2014). Revisión de instrumentos de evaluación de clima organizacional. *Estudios Gerenciales, 30*(131), 184–189. https://doi.org/10.1016/j.estger.2014.04.007

Cuadra-Martínez, D., Pérez-Zapata, D., Sandoval-Díaz, J., & Rubio-González, J. (2022). Clima escolar y factores asociados: Modelo predictivo de ecuaciones estructurales. *Revista de Psicología, 40*(2), 685–709. https://doi.org/10.18800/psico.202202.002

Diogo, D. O., Mamede, M., & Ribeiro, V. M. (2024). Percepções do clima escolar de agentes implementadores do PAIC em escolas de território vulnerável. *Revista @mbienteeducação, 17*(esp.2), e023031. https://doi.org/10.26843/ae.v17iesp.2.1289

Gutiérrez Primo, E., & Sánchez Huarcaya, A. (2022). Clima escolar y trabajo colegiado en una modalidad virtual en una institución educativa pública. *Revista de Estudios y Experiencias en Educación, 21*(45), 168–182. https://doi.org/10.21703/0718-5162.v21.n45.2022.009

Intriago Santana, X. M. (2024). La influencia del liderazgo transformacional en el desempeño académico y el clima escolar: Un estudio en instituciones de educación básica. *Revista Veritas de Difusão Científica, 5*(3), 791–813. https://revistaveritas.org/index.php/veritas/article/view/493

Juraz Rolón, N. E., Del Cid García, C. J., & Henríquez Ritchie, P. S. (2024). Percepción de estudiantes sobre el clima escolar en instituciones de educación secundaria del noroeste de México. *Revista Andina de Educación, 7*(1), 000719. https://doi.org/10.32719/26312816.2023.7.1.9

Kremer Jiménez, A., Román Mella, F., & Gálvez-Nieto, J. L. (2023). Clima escolar y consumo de sustancias en una muestra de adolescentes chilenos. *Revista de Psicodidáctica, 28*(2), 164–172. https://doi.org/10.1016/j.psicod.2023.03.001

Lahoz i Ubach, S. (2021). Clima escolar, autoconcepto académico y calidad de vida en alumnos/as de aulas culturalmente diversas. *Estudios Pedagógicos (Valdivia), 47*(1), 7–25. https://doi.org/10.4067/S0718-07052021000100007

López, R. G., & Escalante, M. (2023). Gestión del clima organizacional y desempeño docente en la institución educativa n.° 3071 Manuel Tobías García Cerrón, Puente Piedra–Lima 2022. *IGOBERNANZA, 6*(22), 455–475. https://doi.org/10.47865/igob.vol6.n22.2023.261

Maureira, O., Moforte, C., & González, G. (2014). Más liderazgo distribuido y menos liderazgo directivo: Nuevas perspectivas para caracterizar procesos de influencia en los centros escolares. *Perfiles Educativos, 36*(146), 134–153. https://doi.org/10.1016/S0185-2698(14)70132-1

Molina-Isaza, L. E., & Nova-Herrera, A. J. (2022). La inteligencia emocional, una oportunidad para la gestión de la convivencia escolar. *Praxis, 18*(1), 15–32. https://doi.org/10.21676/23897856.3878

More, R. A., & Morey, M. O. (2021). Gestión del clima institucional y desempeño del personal docente de la Institución Educativa N.° 7044 San Martín de Porres, Chorrillos. *Dilemas Contemporáneos: Educación, Política y Valores, 8*(esp.2), 00006. https://doi.org/10.46377/dilemas.v8i.2588

Moreno Silverio, D. R. (2023). Clima escolar como factor de calidad educativa. *Praxis Pedagógica, 23*(35), 98–119. https://doi.org/10.26620/uniminuto.praxis.23.35.2023.98-119

Moro, A., Vivaldi, F. M. de C., & Valle, R. (2024). Práticas de gestão, liderança e clima escolar organizacional: Percepções de docentes do ensino médio. *Revista @mbienteeducação, 17*(esp. 1), e023013. https://doi.org/10.26843/ae.v17iesp.1.1305

Obeso-Agreda, D. E., Obeso-Agreda, J. C., & Duran-Llano, K. L. (2023). Las habilidades sociales en el clima institucional en docentes de educación. *Revista Arbitrada Interdisciplinaria Koinonía, 8*(2), 429–446. https://doi.org/10.35381/r.k.v8i2.2885

Ponce-Dominguez, J. F., Erazo-Moreno, M. M., Nina-Cuchillo, J., & Colichón-Chiscul, M. E. (2024). Clima institucional y desempeño de los docentes de una universidad pública de Lima (Perú). *Formación Universitaria, 17*(3), 95–106. https://doi.org/10.4067/S0718-50062024000300095

Pulla-Coronel, J. L., Palacios-Arias, P. G., & Castillo-Montúfar, C. (2024). Relación entre gestión de liderazgo y clima laboral en una institución educativa. *Revista Ciencias Pedagógicas e Innovación, 12*(2), 69–78. https://doi.org/10.26423/rcpi.v12i2.758

Quintero, N., Africano, N., & Faría, E. (2008). Clima organizacional y desempeño laboral del personal empresa Vigilantes Asociados Costa Oriental del Lago. *Negotium, 3*(9), 33–51. https://www.revistanegotium.com/pdf/9/Art2.pdf

Raez, H. T., Chávez Espinoza, P. E., Aguilar Abanto, J. L., Cáceres Tovar, N. J., & Menacho Vargas, I. (2023). Motivación y clima institucional en docentes de la educación básica regular. *Horizontes. Revista de Investigación en Ciencias de la Educación, 7*(30), 1700–1713. https://doi.org/10.33996/revistahorizontes.v7i30.621

Rodríguez de Luque, J. J. (2024). Asociaciones entre el alto desempeño académico y el clima escolar en Bogotá: ¿Hay diferencias debido al nivel socioeconómico del estudiantado? *Magis, Revista Internacional de Investigación en Educación, 17*, 1–24. https://doi.org/10.11144/Javeriana.m17.aada

Rugel-Sono, J. L., Esteves-Fajardo, Z. I., & Tamariz-Núnjar, H. O. (2023). Influencia del clima institucional en el desempeño docente centrado en el perfil. *Revista Arbitrada Interdisciplinaria Koinonía, 8*(16), 4–19. https://doi.org/10.35381/r.k.v8i16.2512

Tacuri Albarracín, V. G., Zhañay Salto, J. C., & Encalada Calle, S. P. (2024). Recursos didácticos para un clima escolar saludable en el ambiente de aprendizaje psicomotricidad con niños y niñas de 3 a 4 años. *Ciencia Latina Revista Científica Multidisciplinar, 7*(6), 5485–5506. https://doi.org/10.37811/cl_rcm.v7i6.9094

Zuccoli, M. C. da S. A., Bataglia, P. U. R., & Alves, C. P. (2023). Avaliação do clima escolar em uma escola pública do ensino fundamental II e ensino médio: As possibilidades de diagnóstico e intervenção na dimensão das relações sociais na escola. *Schème: Revista Eletrônica de Psicologia e Epistemologia Genéticas, 14*(2), 200–225. https://doi.org/10.36311/1984-1655.2022.v14.n2.p200-225