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Impact of educational quality on school climate: A systematic review

Impacto de la calidad educativa en el clima escolar: una revisión sistemática

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Abstract

Educational quality is a fundamental factor in ensuring inclusive and effective learning environments, directly impacting students' academic performance, social well-being, and socio-emotional well-being. This study aimed to analyze, through a systematic review, the impact of educational quality on school climate. To do so, the PRISMA 2020 protocol was applied and the Scopus and SciELO databases were consulted, considering publications in Spanish and English between 2005 and 2025. The initial search yielded 110 studies, of which 21 were selected after applying inclusion and exclusion criteria. The findings reveal that teacher leadership, institutional stability, infrastructure, and educational resources are key elements in building a positive school climate. Furthermore, family support and teacher job satisfaction were identified as significantly impacting the perception of educational quality. Inclusive programs, investment in infrastructure, and opening school spaces on weekends proved effective in reducing violence and strengthening social well-being. However, uneven management and institutional resistance to change limit the impact of these initiatives. In conclusion, educational quality directly influences school climate, and only through the integration of pedagogical leadership, adequate resources, and sustainable policies will it be possible to consolidate equitable and stimulating school environments.

Keywords: educational quality, school climate, teacher leadership.

Resumen

La calidad educativa es un factor fundamental para garantizar entornos de aprendizaje inclusivos y efectivos, impactando directamente en el rendimiento académico, la convivencia y el bienestar socioemocional de los estudiantes. Este estudio tuvo como objetivo analizar, mediante una revisión sistemática, el impacto de la calidad educativa en el clima escolar. Para ello, se aplicó el protocolo PRISMA 2020 y se consultaron las bases de datos Scopus y SciELO, considerando publicaciones en español e inglés entre 2005 y 2025. La búsqueda inicial arrojo 110 estudios, de los cuales 21 fueron seleccionados tras aplicar criterios de inclusión y exclusión. Los hallazgos revelan que el liderazgo docente, la estabilidad institucional, la infraestructura y los recursos educativos son elementos clave para construir un clima escolar positivo. Además, se identificó que el apoyo familiar y la satisfacción laboral del profesorado inciden significativamente en la percepción de la calidad educativa. Programas inclusivos, la inversión en infraestructura y la apertura de espacios escolares durante fines de semana demostraron ser eficaces para reducir la violencia y fortalecer la convivencia. No obstante, la gestión desigual y la resistencia institucional al cambio limitan el impacto de estas iniciativas. En conclusión, la calidad educativa influye de manera directa en el clima escolar, y solo mediante la integración del liderazgo pedagógico, recursos adecuados y políticas sostenibles será posible consolidar entornos escolares equitativos y estimulantes.

Palabras clave: calidad educativa, clima escolar, liderazgo docente.

Introduction

Educational quality is positioned as one of the fundamental pillars for promoting inclusive and equitable societies. In this context, organizational and school climate acquires essential importance, as it influences not only academic performance but also the socio-emotional development of students. According to the Banco Mundial (2018), education constitutes a human right and a key driver for reducing poverty and fostering sustainable development, underscoring the need to invest in improving its quality.

SciELO Venezuela latindex LatinREV CC BY

Globally, the United Nations Sustainable Development Goals (2015) have identified inclusive and equitable education as a vital component for achieving social and economic objectives. In the case of Peru, the General Education Law (Congreso de la República del Perú, 2003) establishes that educational quality must be prioritized to optimize learning environments. However, there remains a considerable gap in the literature regarding how educational quality directly affects organizational and school climate, particularly in public and vulnerable institutions.

Various recent studies have begun to explore this relationship. For instance, Martínez et al. (2021) analyzed the impact of organizational climate on university educational quality, emphasizing the relevance of a positive environment for learning and institutional management. Similarly, Carpio et al. (2020) highlighted that educational quality serves as the foundation for university transformation, stressing the need for innovative strategies to strengthen challenging educational contexts. Both studies agree on the urgency of delving deeper into how educational quality influences school and organizational climate.

In this framework, educational quality is understood as a set of conditions and characteristics that ensure meaningful and effective learning processes. Díaz et al. (2022) note that this concept encompasses both administrative aspects and daily interactions in the classroom, aiming to foster the comprehensive development of students. Olivos and Yuan (2023) emphasize that teachers' perceptions of interpersonal relationships and teaching methodologies are crucial for ensuring this quality.

In public higher education institutions, Arjona-Granados et al. (2022) highlight the importance of quality management systems as indispensable tools for the continuous improvement of educational processes. Furthermore, Otero-Mayer et al. (2021) emphasize the early stages of education (0-3 years) as critical for establishing solid foundations in student development. Additionally, Parji and Prasetya (2020) underscore the role of active community participation, noting that collaboration among teachers, families, and society reinforces the necessary conditions for optimizing learning in primary schools.

Conversely, school climate is configured as a decisive factor within educational institutions, directly influencing the emotional and academic well-being of students. Velásquez and Castellanos (2024) define this concept as the set of norms, values, interpersonal relationships, pedagogical practices, and organizational structures that collectively impact learning and socio-emotional development. In this regard, Noori et al. (2024) describe it as the fundamental core of every school, highlighting its influence on behavior, relationships, and the security of the educational environment.

Moreover, Yañez et al. (2024) indicate that school climate also includes cultural, social, and physical factors that shape students' educational experiences. Hamodi and Viego (2024) demonstrate the relationship between school climate, type of school, and human resources, showing that a positive environment significantly contributes to academic performance. Finally, Leurent et al. (2021) link a healthy school climate with favorable effects on adolescents' mental health, emphasizing the importance of fostering educational spaces conducive to their comprehensive development.

Considering all the above, this systematic review aims to thoroughly analyze the existing literature on educational quality and its impact on school climate, with the goal of identifying trends, patterns, and research gaps. Through a comparative examination of methodological approaches and key findings, the study seeks to recognize predominant factors and their evolution in different educational contexts. Particularly, the study emphasizes public institutions and vulnerable environments to gain a deeper understanding of how educational quality influences school dynamics. The results obtained provide valuable information for decision-making as well as for the formulation and implementation of educational policies aimed at equity, institutional improvement, and the strengthening of inclusive and sustainable school environments.

Methodology

To address the stated objectives, a systematic literature review was conducted, following the protocol established in the PRISMA 2020 Statement (The Preferred Reporting Items for Systematic Reviews and Meta-Analyses) by Page et al. (2021). This approach provides a structured methodology for the collection, evaluation, and analysis of scientific studies, facilitating the synthesis of results from diverse research on a specific topic. Furthermore, it ensures that the process is systematic, rigorous, and reproducible, guaranteeing the quality and reliability of the findings obtained.

For the selection of studies, specific inclusion and exclusion criteria were defined, as detailed in Table 1.

Table 1
Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Type of Study	Scientific articles published in indexed journals.	Theses, books, official documents, non-academic reviews.
Language	Spanish and English.	Other languages without available translation.
Publication Period	Studies published between 2005 and 2025.	Studies prior to 2005 (except for those with historical relevance).
Thematic Focus	Educational quality linked to school climate and its impact on learning.	Studies that do not explicitly analyze educational quality or school climate.
Access	Full articles with open access.	Abstracts without access to the full text.

Source. Adapted from Page et al. (2021)

For this review, the Scopus and SciELO databases were consulted, recognized for their extensive coverage of scientific literature in education and social sciences. Studies published between 2005 and 2025 were selected to ensure the relevance of findings related to educational quality and its impact on school climate.

The search was conducted using combinations of keywords in English and Spanish, along with Boolean operators to enhance precision. Terms such as "educational quality," "school climate," "school environment," and "quality of education" were employed. Additionally, a nine-stage model was adopted to guide the systematic review, as illustrated subsequently in Figure 1.

Study selection process

1. Identification

The search was conducted in the Scopus and SciELO databases, with a deadline of May 15 of the current year. Boolean operators (AND, OR) were utilized to optimize the identification of relevant studies. In Scopus, the search equation was: (("quality of education" OR "educational quality") AND ("school climate" OR "school environment")), which yielded 100 results. In SciELO, the search with “calidad educativa AND clima escolar” generated 10 studies, totaling 110 initially relevant documents.

Before proceeding with screening, studies that did not meet the inclusion criteria were removed, such as those lacking open access, in languages other than English, Spanish, or Portuguese, publications prior to 2005, and duplicate entries. After this preliminary filtering, the process moved to the next stage.

2. Screening

In this phase, 51 studies were reviewed to determine their relevance. By evaluating titles and abstracts, 27 studies were discarded for not delving into the relationship between educational quality and school climate. As a result, 24 studies were selected for retrieval and detailed analysis.

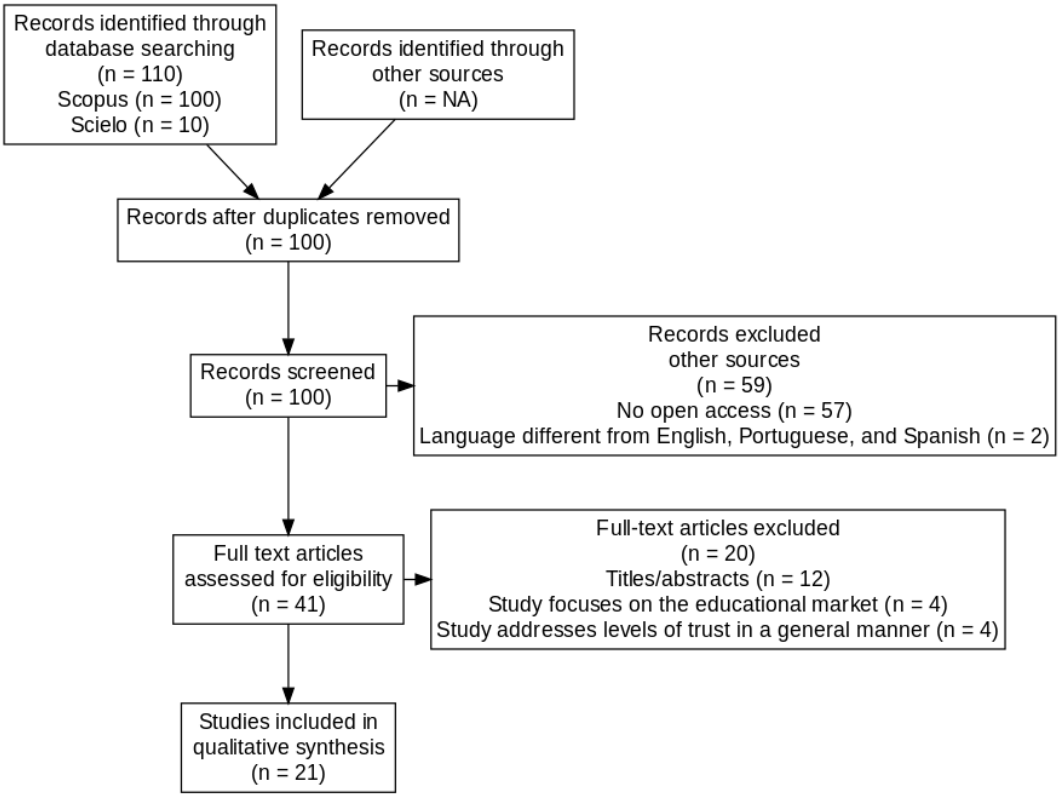
3. Eligibility assessment

The remaining 24 studies underwent a more thorough review with additional filters applied. Those focusing on the educational market without a direct link to school climate, as well as those addressing educational equity in a general manner without specific relation to educational quality and school climate, were excluded. Ultimately, 21 studies met the inclusion criteria, ensuring methodological and thematic relevance.

This rigorous process guaranteed a precise selection of scientific literature, providing a solid foundation for analyzing trends and patterns related to educational quality and its impact on school climate.

The PRISMA flow diagram presented in Figure 1 illustrates the procedure followed to search and select studies from the aforementioned databases.

Figure 1
PRISMA flow diagram



Results

The selected studies were downloaded and organized in a data extraction table, where key information such as author, publication year, country, study objective, methodology applied, and main findings were recorded. This procedure allowed for the systematic organization of data, ensuring the quality and reliability of the analysis in the systematic review.

Table 2
Characteristics of analyzed studies

No.	Author(s)	Database	Year
1	Al-Zu'bi et al. (2024)	Scopus	2024
2	Ascorra et al. (2019)	Scopus	2019
3	Blanco (2009)	Scopus	2009
4	Dembereldorj et al. (2023)	Scopus	2023
5	Díaz-Pinzón (2019)	Scopus	2019
6	Elezović et al. (2022)	Scopus	2022
7	França et al. (2013)	Scopus	2013
8	Gomes (2005)	SciELO	2005
9	Kaiseroglou et al. (2023)	Scopus	2023
10	Mahmud & Malik (2024)	Scopus	2024
11	Mahmood et al. (2023)	Scopus	2024
12	Mora (2009)	SciELO	2009

13	Mora (2014)	SciELO	2014
14	Navarro & Jiménez (2005)	SciELO	2005
15	Purwadhi (2019)	Scopus	2019
16	Pérez et al. (2022)	Scopus	2022
17	Pirmanuddin et al. (2025)	Scopus	2019
18	Pretorius (2020)	Scopus	2020
19	Rodríguez et al. (2020)	SciELO	2022
20	Shanko & Kabtyimer (2024)	Scopus	2024
21	Travitzki R. (2017)	Scopus	2017

Source. Author's own elaboration

Table 3
Characteristics of reviewed studies

This table presents a detailed summary of each study, including the approach, scope, type of study, sample, risk of bias, and main findings.

No.	Author(s)	Approach, Scope, and Type of Study	Sample	Risk of bias (population and relevance)	Results
1	Navarro & Jiménez (2005)	Mixed, descriptive, and cross-sectional	Two municipal primary schools in Concepción	**Moderate**: Limited to two schools, affecting representativeness; possible social desirability bias due to subjective perceptions.	School self-assessment helps recognize leadership styles, organizational culture, and interpersonal conflicts. Improved teamwork and psychological support promote a more collaborative and structured school climate.
2	Rodríguez et al. (2020)	Quantitative, explanatory, and cross-sectional	2,966 Chilean students aged 12 to 17	**Low**: Based on a randomly selected representative sample and utilized reliable and validated measurement tools.	The three-dimensional model of educational quality, comprising teacher support, family support, and school satisfaction, is validated as a key factor in improving educational climate and academic performance.
3	Mora (2014)	Qualitative and exploratory	Not applicable	**Moderate**: Strong ideological focus but consistent with a socio-critical perspective.	The critical model, with 12 dimensions of educational evaluation, offers a deep analysis of educational quality, addressing key aspects from a socio-critical perspective.

4	Mora (2009)	Qualitative, descriptive, and cross-sectional	Not specified	**Moderate**: Strong ideological orientation, proposing an alternative model rather than presenting generic empirical results.	Emancipatory education and socio-cognitive interaction.
5	Blanco (2009)	Quantitative, explanatory, and cross-sectional	51,053 students and 2,752 primary schools	**Low to moderate**: Uses a representative sample and robust statistical analyses, but reliance on secondary data and uncontrolled variables may affect result accuracy.	The school's influence on academic performance is limited due to students' socioeconomic conditions. Factors such as unequal resource access, teacher training, and parental education levels impact both school climate and educational quality.
6	Gomes (2005)	Quantitative, descriptive, and cross-sectional	Analysis of international and regional studies	**Moderate**: Diverse methodologies and limitations of cross-sectional studies to establish clear causal relationships.	The importance of intra-school factors, such as school climate, educational leadership, and teacher commitment, in improving academic performance in challenging socioeconomic contexts.
7	Pérez et al. (2022)	Quantitative, correlational, and cross-sectional	36 secondary students aged 15 to 17	**Low**: Random sampling, validated instruments, and rigorous statistical analysis.	Family school climate has a positive and significant relationship with academic performance. Favorable perceptions of family support, communication, and a good home environment show better academic outcomes.
8	França et al. (2013)	Quantitative, descriptive-exploratory, and cross-sectional	250 students, teachers, and parents in secondary schools	**Low**: Random sampling, validated instruments, and appropriate statistical analysis.	Students, teachers, and parents perceive that opening schools on weekends improves educational quality and reduces school violence, positively contributing to a safer and more motivating school environment.

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9	Pretorius (2020)	Qualitative, correlational, and conceptual	150 school social workers and urban educators	**Low**: Random sampling and validated instruments, plus adequate statistical analysis.	Effective collaboration between school social workers and educators is positively related to improvements in school climate, perceived support, and conflict resolution.
10	Mahmood et al. (2023)	Quantitative, exploratory-correlational, and cross-sectional	346 secondary school teachers	**Low**: Rigorous design with validated instruments and appropriate statistical analysis.	The implementation of Total Quality Management (TQM), school climate, and job satisfaction significantly influence perceptions of educational quality.
11	Dembereldorj et al. (2023)	Mixed, exploratory-descriptive, and cross-sectional	323 students, 312 parents/tutors, and 304 teachers	**Low**: Employed principal component analysis, instrument validation, and reasonable sampling.	Various factors influencing perceptions of educational quality were identified, such as school environment, administrative management, student characteristics, family support, curriculum, and teacher qualities, all with high validity and internal consistency.
12	Travitzki (2017)	Quantitative, exploratory, and descriptive	11,810 public schools, approximately 1,010,381 students in 9th grade	**Moderate**: Limitations in non-longitudinal data and measurement scope, along with selection by specific models.	Significant differences in effectiveness and equity exist; only 6% of schools manage to combine both, including good resource levels, greater staff experience and remuneration, a safe environment, and diversified pedagogical resource use.
13	Elezović et al. (2022)	Quantitative, exploratory-descriptive, and cross-sectional	14,606 students in 1,028 schools	**Low**: Utilized standardized international data.	School resources and educational climate influence performance, although to a lesser extent than home factors and students' personal characteristics.

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14	Ascorra et al. (2019)	Quantitative, correlational-descriptive, and cross-sectional	2,500 public secondary schools with students, teachers, and principals	**Moderate**: Possible bias in self-reports and school selection, as well as limitations in data from administrative sources.	The implementation of policies to improve school climate is positively associated with perceptions of safety, well-being, and academic performance. The presence of specific policies, such as conflict management and student participation, significantly strengthens school climate.
15	Kaiseroglou et al. (2023)	Quantitative, descriptive-correlational, and cross-sectional	1,200 public school teachers	**Moderate to high**: Dependence on self-reports and possible bias in reporting demographic characteristics or outcomes.	Teachers' demographic characteristics (age, gender, training) influence various work-related variables and perceptions of school climate.
16	Pirmanuddin et al. (2025)	Qualitative, exploratory-descriptive, and cross-sectional	15 teachers and administrators	**High**: Due to the subjective nature of qualitative studies, there is a possibility of biased interpretations and limitations arising from the small sample size.	Teachers' and administrators' perceptions of improving educational quality are closely linked to factors such as continuous training, institutional commitment, and community participation.
17	Al-Zu'bi et al. (2024)	Quantitative, correlational-descriptive, and cross-sectional	3,200 students, teachers, and principals from 50 schools	**Moderate**: The study presents dependence on self-reports and possible biases in sample selection and self-administered data.	A positive environment, characterized by good climate and adequate resources, fosters better results and greater educational satisfaction; however, additional factors such as family support and individual characteristics also play a decisive role.
18	Purwadhi (2019)	Quantitative, explanatory, and cross-sectional	268 teachers and educational staff	**Moderate**: Due to the use of self-administered questionnaires.	Educational management, school climate, and teaching practices have a positive and significant impact on educational quality.

19	Shanko & Kabtyimer (2024)	Quantitative, descriptive, and cross-sectional	152 schools, 99 teachers, 32 principals, 44 committees, and 396 students	**Moderate**: The study was conducted in a specific area, which may limit the applicability of results to other regions or similar contexts.	The school improvement program has a moderate level of implementation and presents inequalities in its execution across different districts and domains.
20	Díaz-Pinzón (2019)	Quantitative, descriptive, and cross-sectional	Data from 2016-2018; 9th-grade students	**Moderate**: Although the study used quantitative methods and appropriate statistical analyses to evaluate educational quality, limitations likely exist.	The synthetic educational quality index (ISCE) showed a progressive increase during the period, reaching a value of 4.89 in 2018, reflecting improvements in various components.
21	Mahmud & Malik (2024)	Qualitative, exploratory, and phenomenological	10 principals	**Low**: As a qualitative study with a phenomenological focus, it generally involves in-depth analysis of the experiences and perceptions of a small, specific group.	Key strategies for improving educational quality include curriculum development, innovation, supportive environment, teamwork, evaluation, and collaboration with parents.

The reviewed studies indicate that educational quality significantly impacts the school environment, directly influencing interpersonal relationships, student well-being, and teachers' perceptions of their roles. In this context, factors such as teacher leadership, institutional stability, educational resources, and efficient school management play a fundamental role in creating a positive learning environment (Mahmood et al., 2023; Navarro & Jiménez, 2005; Rodríguez et al., 2020).

In various investigations, such as those by Navarro and Jiménez (2005) and Gomes (2005), it is highlighted that adequate support for teachers contributes to students perceiving a safer and more motivating school climate. Furthermore, the existence of an organizational culture based on teamwork and psychological support fosters improved relationships, creating more stimulating and conducive educational environments for learning. Similarly, it was found that teachers' job satisfaction directly affects the quality of the school climate, as teacher well-being and motivation impact students' attitudes and willingness towards the educational process (Mahmood et al., 2023).

Regarding strategies to improve school climate, studies suggest that investing in educational infrastructure and inclusive coexistence programs can generate a positive impact. In particular, the establishment of open spaces for extracurricular activities and the implementation of community integration programs have been shown to be effective in reducing violence and strengthening relationships among students, teachers, and the wider educational community (França et al., 2013; Pretorius, 2020).

The studies exhibit varying levels of bias—low, moderate, and high—associated with sample size and employed methodology. Those with large samples and rigorous methodological designs tend to exhibit less bias (Mahmood et al., 2023; Rodríguez et al., 2020), while qualitative studies, due to their dependence on individual perceptions and smaller samples, often present moderate to high bias (Mora, 2014; Pirmanuddin et al., 2025).

Another relevant finding indicates that the socioeconomic and cultural context of students significantly influences the relationship between educational quality and school climate. In vulnerable communities, schools face additional challenges such as resource scarcity and lower family support, factors that negatively impact perceptions of educational quality and levels of school well-being (Blanco, 2009; Elezović et al., 2022; Pérez et al., 2022).

However, while most studies agree that improving educational quality fosters a positive school climate, significant challenges are also identified. Among them, unequal management between institutions and resistance

to change from both teachers and students may limit the effectiveness of educational strategies (Shanko & Kabtyimer, 2024; Travitzki, 2017). In light of these difficulties, evidence highlights that investment in infrastructure, promotion of good interpersonal relationships within the classroom, and implementation of clear and sustainable educational policies are key elements for establishing quality school environments.

Notably, some studies have proposed models and strategies that deepen the understanding of how educational quality directly influences school climate. For example, Rodríguez et al. (2020) propose a three-dimensional model based on teacher support, family support, and school satisfaction. Their findings underscore the importance of these three dimensions in constructing a positive educational environment and improving academic performance, also providing a clear and quantifiable structure that connects educational quality with school climate.

In this same vein, Mahmood et al. (2023) demonstrate that the application of the Total Quality Management (TQM) approach in educational institutions is closely linked to improved academic performance and increased teacher job satisfaction. It is emphasized that effective management not only contributes to optimizing academic outcomes but also strengthens the cohesion of the school community, fostering a stable, collaborative, and welfare-oriented institutional environment.

Finally, França et al. (2013) demonstrate the effectiveness of practical measures to enhance coexistence, such as opening school spaces on weekends. This strategy has shown a significant reduction in levels of school violence and has promoted positive interaction among students, teachers, and the community at large, thus reinforcing both educational quality and student well-being, while establishing the school as a safe, inclusive, and community-oriented space.

Discussion

To enrich the analysis and provide a more comprehensive view, new studies have been incorporated that offer key perspectives on this relationship:

Table 4
Characteristics of new studies

No.	Study	Approach, Scope, and Type of Study	Sample	Risk of Bias	Results
1	Erdem & Koçyiğit (2025)	Quantitative, correlational-descriptive, and cross-sectional	Teachers from educational institutions	**Low**	Teacher motivation mediates the relationship between instructional quality, job satisfaction, and school climate, highlighting the importance of institutional support.
2	Siegel, Ganimian & Cappella (2023)	Quantitative, correlational, and cross-sectional	Students and teachers in a large urban school district	**Moderate**	Identified that a positive school climate can reduce racial and ethnic disparities in preschool education, although its effect is limited on instructional support.
3	Trinidad (2020)	Quantitative, explanatory, and cross-sectional	PISA 2018 data in the Philippines	**Low**	Differences in material resources and school climate generate variations in academic performance; investment in infrastructure improves learning and coexistence.

The findings of Erdem and Koçyiğit (2025) highlight that teacher motivation is a fundamental axis in constructing a favorable educational climate. In this regard, institutional support and the existence of collaborative relationships not only increase job satisfaction among teachers but also positively impact teaching quality and student well-being. This perspective aligns with the research of Mahmood et al. (2023), who emphasize that the application of educational management models, such as the Total Quality Management (TQM) approach,

significantly influences perceptions of educational quality. Implementing this model strengthens academic performance, improves the working conditions of teaching staff, and consolidates a stable organizational structure based on collaboration and institutional shared responsibility.

Similarly, Siegel, Ganimian and Cappella (2023) demonstrate that a positive school climate can help reduce educational disparities in communities marked by racial and ethnic diversity. Their study underscores the crucial role of school leadership and family involvement as decisive factors in perceived educational quality, although they caution that the impact of school climate on equity in access to learning opportunities remains limited. This finding relates to the contributions of Rodríguez et al. (2020), who validated a three-dimensional model of educational quality based on teacher support, family support, and school satisfaction—variables that strengthen educational climate and promote interaction among students. Thus, both studies agree that strengthening school climate requires both effective institutional management and active family involvement in educational processes.

On the other hand, Trinidad (2020) highlights that material conditions and school infrastructure are decisive factors for academic performance. Educational environments equipped with adequate spaces and sufficient resources promote a more conducive atmosphere for teaching and harmonious coexistence. These results connect with the findings of Blanco (2009), who showed that the unequal distribution of resources influences perceptions of educational quality and institutional stability, marking the need for public policies aimed at ensuring equity in access to educational opportunities. This relationship between infrastructure, resources, and equity emphasizes the importance of considering the material dimension of educational quality alongside pedagogical and organizational aspects.

Finally, the studies by Travitzki (2017) and Shanko and Kabtyimer (2024) highlight that resistance to institutional change and the unequal management of educational policies constitute structural barriers that limit the effectiveness of strategies to improve school climate. While many initiatives seek to strengthen coexistence and academic performance, the lack of coherence in their implementation restricts their real impact. These findings complement the contributions of Elezović et al. (2022), who point out that the absence of strategic planning in educational reforms reduces the positive effects of educational quality on student well-being and perceptions of the school environment. Consequently, it becomes clear that transforming school climate and consolidating educational quality do not solely depend on pedagogical interventions but also on the institutional capacity to overcome resistance, manage policies equitably, and ensure efficient implementation of reforms.

Conclusions

The analysis of the reviewed studies confirms that educational quality is an essential factor in shaping school climate, directly influencing interpersonal relationships, student well-being, and teachers' perceptions of the academic environment. The presence of effective educational leadership and institutional support significantly contributes to enhancing teacher motivation, which in turn positively affects school dynamics.

Additionally, adequate investment in infrastructure and educational resources directly impacts academic performance and the creation of a rich learning environment. Institutions that provide optimal conditions favor positive interaction between students and teachers, promoting more stimulating and conducive spaces for educational development.

Moreover, the socioeconomic context and school management play a fundamental role in shaping the educational climate. Institutional stability and family support are critical determinants of perceived educational quality and the degree of student integration within the educational community.

While the relationship between educational quality and school climate is predominantly favorable, challenges persist in the application of improvement strategies. Resistance to change and poor management may limit the effectiveness of initiatives, highlighting the need for more flexible and sustainable interventions over time.

Finally, the findings of this systematic review underscore the relevance of an integrated educational model. The combination of strong leadership, equitable distribution of resources, and the development of inclusive strategies are key to consolidating a school environment that fosters meaningful learning and student well-being.

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