Organizational Climate and Its Impact on Teaching Performance: A Study of the Sonko Sua Educational Network in La Oroya, Peru

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This study investigates about the dependence of organizational climate and teaching performance at the initial level of the Sonko Sua Educational Network, La Oroya, in Peru, which led to analyze the factors that affect the development of the teachers in their work. This study employs a correlational design involving a survey of 28 teachers to analyze how organizational climate affects teaching performance. For the data collection, it was applied two instruments with validated questionnaires related to three dimensions for each variable: communication, motivation, participation for organizational climate; pedagogical skills, emotionality, interpersonal relationships for teacher performance. This study used the Chi-square statistic ($\chi^2 = 286.370$, $p < 0.05$) and the SPSS statistical program for the data analysis. The findings indicate a significant correlation between organizational climate and teaching performance, also, most of the teachers show a positive response about the interpersonal relationships and participation, which contribute to a favorable environment in schools, achieving academic success, and promote team work. To conclude, there is a positive relationship between organizational climate and teaching performance at the initial level, which is one of the components to improve the educational quality.

Keywords: organizational climate, teaching performance, initial education, organizational culture, educational quality

INTRODUCTION

The Peruvian educational system faces persistent challenges, including unfavorable organizational climate that hinder teaching performance and educational quality. Factors such as inadequate resources and strained interpersonal relationships exacerbate

these issues, necessitating a focused investigation into how organizational climate shapes teacher effectiveness at the initial education level. Despite growing evidence linking organizational climate to educational outcomes, few studies have empirically examined its impact on teaching performance at the initial education level in Peru, particularly in regional networks like Sonko Sua. Espinoza Poves (2018) affirms a persistent systemic challenge in this regional network due to insufficient resources and infrastructure. Therefore, some teachers of initial education level in the region of Junin lack of interpersonal relationship skills and their formation it is only orientated to develop cognitive and social skills (Huamán Huayta et al., 2014). Additionally, Martos-Huamán (2022) assert that importance of team work for planning and implementing new pedagogical strategies in this region; also, ineffectiveness communication between colleagues decreases the quality of education.

Recent studies such as Kasih et al. (2024) highlight teachers experience and organizational climate significantly influence pedagogical performance, effective communication and support of the principal increase motivation and satisfaction in teachers. These factors improve the quality of the learning process and academic success with constant monitoring and planning programs to produce positive outcomes in the process of learning. This should lead to a better educational quality. Yet, their interplay in Peruvian initial education remains unexplored.

All this has generated interpersonal and institutional conflicts, as well as the deterioration of the image and the role of teachers (UNESCO, 2024). Also, teachers are not just with their students, they develop their work in a specific environment: the educational institutions (Romero Torres & Campana Concha, 2022). Therefore, studying organizational climate in an educational institution could be —in a certain way— an indicator of well-being and peace cultural into a school campus.

As Romero Torres and Campana Concha (2022) said, the factor of inefficiency about work performance and the lack of identification with the educational institution indicate a deterioration in the relationships between people's work and the environment of the institution itself, and the loss of authority. Thus, this problem affects the teaching and learning process, becoming ineffective.

Nevertheless, some Peruvian teachers of Junin region has a low level of performance in their schools; they lack of interpersonal relationships due to a personal demotivation for minimum material resources that use during classes, and demonstrate negative attitudes for the non-existing support of the local governments in the education of children (Huamán Huayta et al., 2014). This situation affirms that organizational climate in the educational institutions is unfavorable, consequently, teacher performance is impaired, creating a work dissatisfaction that directly affects the educational quality of the institutions.

Literature Review

Organizational culture

Over time, the word culture has been a combination of a variety of traits and concepts related to affective and spiritual, which distinguish societies or social groups in a

specific period of human history. It includes ways of life, types of ceremonies, different arts, types of inventions and technology, as well as values directly associated with essential human rights (Romero Torres & Campana Concha, 2022). According to Huaita Acha and Luza Castillo (2018), the term culture is that which is shared by all or almost all people in a social group, such interaction is of a complex type for each social group in the same institution will be determined by the values, beliefs, attitudes and behaviors that they have in common.

This term can be seen as an individual's way of thinking and doing things in an institution, very similar or equivalent to the definition of personality. In synthesis, the word culture is defined as the unique set of values and norms that distinguishes one institution from another. Thus, culture can be transposed over time and adapts according to external factors and internal interactions resulting from the same institutional dynamics (Paredes Floril & Quiroz Díaz, 2021).

While Chiavenato (2020) emphasizes organizational culture's role institutional success, its application to educational settings requires adaptation, as Peruvian schools face unique challenges like resource constraints (UNESCO, 2024). The development of organizational culture facilitates multiple behaviors by people in any organization with some control over them (Rasool Jamali et al., 2022). Therefore, an appropriate work culture motivates the participation of all members of the institution, if individuals are committed and responsible, this allows them to act in this way. It can be said to be a strength that guides institutions towards excellence and organizational success (Romero Torres & Campana Concha, 2022).

Salazar Estrada et al. (2009) argue that there are various structures and factors in a systematic organization that have a direct impact on the organization's environment as perceived by its members. It is the organizational environment that influences the behavior of workers, as well as their activities, the quality of the services provided, their sense of belonging, etc.

Ramos and Tejera (2017) affirmed that there is a dependence between organizational environment and culture. Therefore, there is an interaction between both variables, and there are several cultural dimensions that will have a direct impact on the environment depending on the setting in which the study is conducted. This impact will involve the use of certain tools to measure it and their design will vary according to different cultural contexts.

Hence, organizational culture is related to how the institutions develop their activities and establish them according to their priorities and importance, which conditions the behavior of individuals within the organizations, being the one that determines the human resource, its roots and its permanence, producing in its efficiency, its differentiation, impacting on innovation, motivation and adaptation in the context where it is developed.

For this study, organizational culture is one of the most important strengths of an institution, if it has been adequately developed; if not, it is also one of the main weaknesses, then the institution must conceptualize it through programs and tasks that

transform the cultural elements that do not allow people to identify with the institution and develop a favorable working environment.

Every institution has its own culture, traditions, norms, its own communicative languages, its own styles of leadership, its own well-defined symbols, which are necessary to create its own working climate. It is difficult for different institutions to reflect identical cultures, they are so particular that we can define them as fingerprints, giving them their own identity (Paredes Floril & Quiroz Díaz, 2021).

Organizational culture and organizational environment

Individuals need information related to their work environment, with the purpose of knowing the behaviors that are required in the institution in order to reach a necessary level of equilibrium with the world (Toapanta Pauta et al., 2020; González Álvarez; 2022). Additionally, the organizational environment brings together all the components of an institution in terms of attitudes, values, norms and feelings that teachers have towards their educational institution.

This research expanded into the field of institutional psychology, which focused on the measurement of the perception of institutional characteristics (known as organizational environment; the joint and combined measurement) of the perception of the individual; and the perception of the characteristics of the institution. This is practically based on the application of the Likert instrument —known as the Likert type survey— (Paredes Floril & Quiroz Díaz, 2021), in which is considered three types of variables related to in the visualization of organizational environment (Salto Cubillos & Cendón Sosa, 2019). The first is the causal type, which refers to the structures of the institution and its management of rules, decisions, competencies and attitudes. Concerning the intermediate variables, they reflect the internal state and operating conditions of an educational institution and form the organizational processes, whereby the following variables are mentioned, such as motivation, attitude, communication and decision-making. And finally, the final variables come from the two previous ones and impact the institution on productivity, efficiency, quality and training processes (Salto Cubillos & Cendón Sosa, 2019).

Organizational climate, rooted in early psychological studies, is defined as the collective perceptions of an institution's environment, significantly impacting teacher motivation and performance (León Serrano et al., 2018). In this way, the organizational climate depends on the institutional culture, and this is linked to the thoughts, feelings and behaviors of the people in the institution (Vega Gutiérrez, 2020).

Moreover, organizational climate is temporary and can be intervened by the people in control of the institution; on the other hand, organizational or institutional culture tends to be permanent or to change more slowly (Sancho Paredes & Santos Jiménez, 2021).

According to Leovaridis and Cismaru (2021), the organizational climate included different and essential elements and factors that provide a comprehensive perspective of the entity. These elements have to do various aspects of a structural nature, physical and social environments, personality traits and the modus operandi of the organization. These are assimilated by the organization's members or workers, which has a serious

impact on their individual development and behavior in the workplace. Thus, the components of an organizational climate must be based on a unique dominant culture, which is decisive in the work environment (Mutonyi et al., 2020).

Despite these perspectives, organizational climate and culture are two different ways to look at the same thing. Assuming this viewpoint legitimized the combination of quantitative and qualitative approaches, resulting in the sharing of epistemological arguments and research strategies that connect the two approaches. This is important for managements because makes it possible to redefine organizational climate and culture by connecting them to a new and distinct social science methodologies (Paredes Floril & Quiroz Díaz, 2021).

Teaching performance to enhance quality education

Having stablished organizational culture as the foundation of shared institutional values, the concept or organizational climate emerges as a dynamic manifestation of these values, directly influencing teacher behavior and performance in educational contexts.

As Novitasari et al. (2023) state, teaching performance is a set of activities that teachers must carried out in their daily work, such as preparing learning sessions, advising students, coordinating with others teachers and authorities of the educational institutions as well as participating in training programs.

From a subjective perspective, teacher performance is associated with how each teacher assesses the quality of their work and the satisfactions the experience with it; while, from an objective perspective, it is related to the quantification of the indicators that are evaluated (Montes de Oca Serpa et al., 2023).

According to Sineace (2022), there are commands for improving the training, evaluation and development of Peruvian teachers:

- *Preparations for students learning*. It refers to the planning of pedagogical work that include cultural resources, knowing the cognitive characteristics of their students, educational tools and teaching strategies that can involve the use of technology.

- *Teaching for students learning*. It is related to the pedagogical mediation of teachers in the development of a favorable environment for learning. The constant motivation of their students and the use of significant didactic resources.

- *Participations in school management linked to the community*. It is consisted of the effective communications with the vary of actors in the educational community.

- *Developing professionalism and teacher identity*. It consists in teaching practice development, implement new strategies and discuss it in groups. It is important to emphasized that every meeting with colleagues to elaborated the curriculum of the school year increase their interpersonal relationship.

Knowing what teachers think, feel and do in their professional activities will allow to evaluate more objectively the distinct training programs aimed at improving educational strategies.

For instance, in the Peruvian educational process, the main concern is that teaching performance it is not develop with consistency (Martos-Huaman, 2024; Acuña et al., 2023). Unquestionably, this activity is relevant to teachers, and even more for students; therefore, it is significant to research this topic regarding motivations, learning strategies, self-efficacy and organizational climate (Cenas et al., 2021).

Organizational climate in educational institutions

Those who examine organization climate using questionnaires have attempted to define many situations in terms of conventional dimensions and principles. These were mainly psychometric tests, with the understanding that progress was linked to improvements within the context of this fundamental approach to assessing organizational environment.

The organizational climate in institutions is one of the primary variables and facilitators that influence the organization and management processes, as well as the factors of innovation and change. Starting from the perspective of institutions that act reflectively and determine the context and processes, their work takes on a dimension of great relevance because of its direct impact to the quality of the educational system.

The organizational climate in institutions is a facilitating factor that results in numerous interactions and organizational approaches, of which planning, instruments, human resources, participation, trust and respect between individuals in the organizations stand out. The willingness to work collectively, ready to incorporate educational innovations and to admit internal and external changes in which the human factor and the work context are models of foresight and planning, we notice that these elements should be emphasized above any other factor (Ruiz Cutipa, 2022).

Thus, the balanced organizational climate is seen as a long-term investment. Furthermore, managers of the institutions must observe that the surrounding context is part of the organization's assets, thereby, they should value and pay close attention to it. An institution with very rigid discipline, with many pressures on human resources, will only allow itself to achieve short-term gains.

These factors react to multiple circumstances related to distinct aspects in the work environment: the leadership of the managers, the relationship with the rest of the human resources, the rigidity or perhaps the flexibility, and the different opinions held by others, such as their co-workers. The coincidences or differences of the daily reality — related to the ideas preconstructed by the subjects during the working period— will constitute the institutional or organizational climate (Ruiz Cutipa, 2022). According to Acuña et al. (2023) it is important for Peruvian teachers because promote a favorable environment and maintain respect between teachers, administrative workers of the institutions; moreover, enhance the dynamics between teachers and students during classes.

These studies highlight the importance of organizational climate in educational settings, yet few address its impact on teaching performances in Peru's initial education, particularly in regional networks like Sonko Sua. The following methods section outlines how this gap was addressed.

METHOD

Research Design

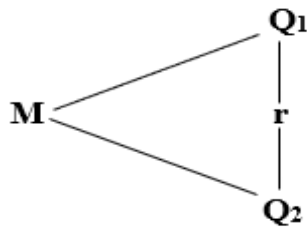The design of this research is correlational because we analyze the relation between two or more variables.

Figure 1
Correlational design

Figure 1 demonstrate the design study applied for this research, where M = sample; O_1 = variable 1; O_2 = variable 2; r = relation between variables.

Participants

Participants were selected using non-probabilistic purposive sampling, including teachers with ate least four years of experience employed at the Sonko Sua Educational Network in La Oroya (Peru) for one or more years, and teaching at the initial educational level (age 3-5), with a total of 28 teachers. These criteria ensured participants had sufficient experience and contextual familiarity to provide reliable responses. Moreover, the participant volunteered with the current study anonymously in order to no expose them to any risk.

Research tools

This study utilized the technique of survey, which included questions to interrogated about the variables of the study. Two 16-questionnaires were developed based on prior studies (León Serrano et al., 2018; Cenas et al., 2021) and adapted to the Peruvian context. The organizational climate questionnaire assessed communication, motivation and participation, while teaching performance evaluated pedagogical skills, emotionality and interpersonal relationships. Cronbach Alpha's values were 0.84 for organizational climate and 0.82 for teaching performance, indicating good reliability.

Each questionnaire used a 3-point Likert scale (1 = never, 2 = sometimes, 3 = always). For example, an item for participation was 'Ï actively contribute to team meetings in Sonko Sua Educational Network', for pedagogical skills 'I use varied teaching strategies to engage students', and for emotionality 'I act with fairness and realism'. Responses were summed to create composite scores for each dimension, with higher scores indicating stronger organizational climate or teaching performance.

Instruments validation

The validity of the two instruments was assessed through a specialist (Doctor in Education), who evaluated each item using a 5-point Likert Scale (1 = never, 2 = rarely, 3 = sometimes, 4 = almost, 5 = always), and for relation between variable, dimension, indicators and items had to mark 'yes' or 'no'. Cronbach Alpha' values were 0.82 for organizational climate and 0.79 for teaching performance, indicating good reliability.

Data analysis

Chi-square tests were selected to evaluated the association between categorical responses for organizational climate and teaching performance, as the 3-point scale yielded ordinal data suitable for contingency table analysis. SPSS version 24 was used to compute Chi-square statistics, with a significance level of $p < 0.05$.

Ethical considerations

Ethical considerations included obtaining informed consent from all participants, ensuring voluntary participation, and maintaining anonymity through coded responses. The study was approved by the Sonko Sua Educational Network's administrative board.

This correlation design and survey approach provided robust data on organizational climate and teaching performance, as detailed in the findings section.

FINDINGS

Correlation of dimensions: participation and interpersonal relationships

It is shown a table and a bar chart for the results about the correlation between participation, dimension of variable organizational climate, and interpersonal relationships, dimension of variable teaching performance.

Table 1
Correlation between participation and interpersonal relationship

Category	Variable 1	Variable 2
Never	2	2
Sometimes	10	9
Always	16	17
Total	28	28

Table 1 illustrates the correlation between teachers' participation and interpersonal relationship. It is demonstrated that 16 respondents are always in favor of participation and 17 respondents are always in favor of their interpersonal relationships. However, 10 respondents indicated that they are sometimes in favor of participation and 9 teachers are sometimes in favor of their interpersonal relationship.
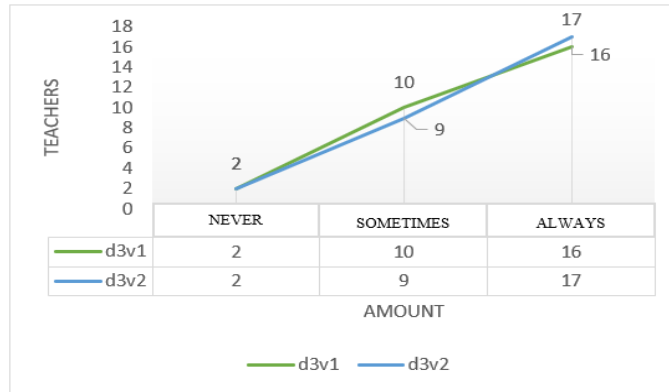
Figure 2
Correlation established between participation and interpersonal relationship

Figure 2, a bar chart, illustrates the relations between participation and interpersonal relationships, showing 57% of teachers (16) consistently engage in both, indicating strong collaborative tendencies. While 7% of teachers responded that they never had integrate a team work or collaborate with other teachers.

Correlation of dimensions: motivation and emotionality

This bar chart illustrates the results about relation between motivation, dimension of variable organizational climate, and interpersonal relationships, dimension of variable teaching performance.
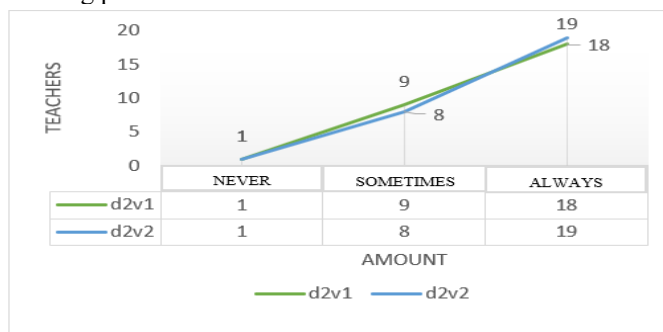

Figure 3
Correlation established between motivation and emotionality

Figure 3, a bar chart, illustrates the relations between participation and interpersonal relationships, demonstrating that 64% of teachers affirmed the importance of both. These teachers are included in a team work to increase the prestige of Sonko Sua Educational Network and they are satisfied with their performance. It is highly probable that teachers whose work has improved in the academic practices and skills should be more motivated to maintain a positive attitude and increase their strategies to create a good environment for the students.

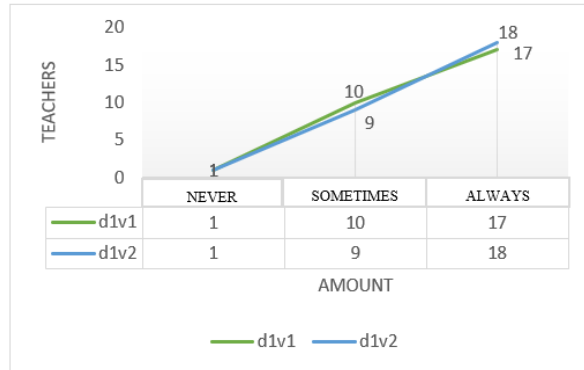**Correlation of dimensions: communication and pedagogical skills**

Figure 4

Correlation established between communication and pedagogical skills

Figure 4, a bar chart, illustrates the relation between communication and pedagogical skills, showing 60% of teachers consistently engage both. Some teacher increases the curricular activity and their academic practices for a better educational quality through the applications of digital tools.

Analysis of organizational climate and teaching performance

These tables show the relation between the variables of the study, organizational climate and teaching performance.

Table 2
Results of organizational climate

Category	Quantity	Percentage
Never	1	4%
Sometimes	4	14%
Always	23	82%
Total	28	100%

Table 2, which is related to the assessment of the organizational climate, shows that 82% of the respondents (23 teachers) answered that they are always in favor of the organizational climate; 14% (4 teachers) indicated that they are sometimes in favor of the organizational climate and just 4% (4 teachers) showed that they are never in favor of the organizational climate.

Table 3
Results of teaching performance

Category	Quantity	Percentage
Never	1	4%
Sometimes	5	18%
Always	22	78%
Total	28	100%

Table 3 illustrates that 78% of the respondents are always in favor of teaching performance, 18% of the respondents are sometimes in favor of this variable and only 4% are never in favor of teaching performance.

Table 4
Correlation between organizational climate and teaching performance

Category	Variable 1	Variable 2
Never	1	1
Sometimes	4	5
Always	23	22
Total	28	28

Table 4 shows that 23 of the respondents are always in favor of the organizational climate and 22 respondents are always in favor of teaching performance; meanwhile, 4 teachers are sometimes in favor of the organizational climate and 5 respondents are sometimes in favor of teaching performance. Finally, just one teacher is never in favor of the first variable and another is never in favor of the second variable. While only 4% of teachers reported never favoring organizational climate, this minority may reflect isolated challenges, such as resource constraints, which warrant further investigation. The small sample size (n = 28) limits generalizability but provides valuable insights into the Sonko Sua context.

Table 5
Determination of relation between variables using Chi-square test

	Value	gl	Asymptotic significance (two-tailed)
Pearson Chi-square	286.370	225	0.004
Likelihood Ratio	110.733	225	1.000
Lineal-by-linear association	21.973	1	0.000
Number of valid cases	28		

Table 5 illustrates the relation between organizational climate and teaching performance with a significance level (α) of 0.05. and using a Chi-square test. Based on the survey data and the results of the correlations between the variables of the study, it demonstrates that exist a favorable relation between the organizational climate and teaching performance in Sonko Sua Educational Network because of the value obtained by the Chi-square statistics ($\chi^2 = 286.370$, $p < 0.05$).

DISCUSSION

The results about the relation between participations and interpersonal relationships are favorable. However, it is essential to assert that competitive standards in Peru provide incentives and rewards for superior performances of teachers. Hence, this could generate competitiveness among colleagues, also affects their personal relationship. Nonetheless, the constant participations in meetings to share strategies and dynamics in the process of students learning can improve interpersonal relationships, as Hendrawijaya et al. (2020) considers in their research.

As Ön and Ari (2024) affirm family are important to maintain the motivation of the students in their learning process, and teachers must orient parents to support their children to achieve academic success. Additionally, teachers must maintain a good environment in the schools and positive attitudes, these characteristics are reflected in their performance, which is demonstrated with the results about the relation between motivation and emotionality.

The results about the relation between communication and pedagogical skills are similar Calderón-Garrido et al. (2024) and Baloghné Nagy and Svranka (2024) affirmed, using digital platforms in education can ensure the potential of the teachers in multiple areas, which is an important resource nowadays. Thus, this pedagogical skill must be included in the program of each school. Korkmaz et al. (2025) declares that this is a huge success for varieties of schools during crisis (distance education).

Moreover, the organizational climate should be considered a conducive atmosphere of collaboration among members of the educational community, which lead the students to a better environment of the learning process (Kadir & Umiarso, 2023).

These results about the relation between organizational climate and organizational climate are similar to the study of Cedeño Cabrera et al. (2023), who declare that the organizational climate in the school analyzed had a good result because of the adequate leadership of the authorities and the teachers were motivated to accomplish their work with new pedagogical strategies.

Several studies, including Kasih et al. (2024), also found a significant relationship between positive organizational climates and improved teaching outcomes, indicating a consistent trend across different educational settings, characteristics that are reflected in the current study.

To summarize, the correlation between organizational climate and teaching performance demonstrated that is important to maintain a positive school environment and the teacher cooperation are the main factors to an educational quality (Khun-inkeeree et al., 2021). These results also suggest that a more supportive environment enhances educational outcomes for both, teachers and students. While the significant correlation between both is robust, the small sample size (n = 28) and reliance on self-reported data may limit generalizability beyond the Sonko Sua network, future studies could incorporate larger samples or observational methods to validate these findings.

CONCLUSION

There is significant positive relationship between organizational climate and teacher performance at the initial level of the Sonko Sua Educational Network. Additionally, 57% of teachers consistently engage participation and interpersonal relationship, 64% of teachers affirms that there is a strong relation between motivation and emotionally, while 60% engage dimensions communication and pedagogical skills.

These results indicate that most of the teachers had improved their strategies with the use of technological tools during their performance and had created a good environment for the students. Also, they collaborated with their colleagues to improve the quality in

the Sonko Sua Educational Network when they organized team meetings to comprehend the problems with teaching dynamics, which lead to short- and long-term solutions. However, there are few teachers that indicated the lack of resources and infrastructure in order to maintain a better quality of schools due to insufficient economic support by the government authorities.

This study demonstrate that a positive organizational climate significantly enhances teaching performance, suggesting the need for targeted interventions in educational institutions. Moreover, this study has demonstrated that we should improve the educational policies in Peru to increase the resources, which should be oriented towards satisfying this relationship.

This study contributes to the field by providing empirical evidence of organizational climate's impact on teaching performance in Peru's initial education, a relatively underexplored area. Its focus on the Sonko Sua Educational Network offers region-specific insights that can inform targeted interventions for improving educational quality.

RECOMMENDATION

This study allows other scholars of the subject to have new or different references on teacher performance in terms of the organization of the climate, which is a fundamental part of the research and daily actions of teachers in the Peruvian educational context. In addition, the information was expanded with immediate application to their reality, also allowing for an increase in pedagogical and administrative theory.

For instance, the purpose of the study is to enable people —who are in constant contact with their colleagues who form networks— to select this research, so that they can have an appropriate professional relationship and promote the development of a good organizational climate. It is important to point out that the instruments applied made it possible to carry out studies *in situ* in any other reality, so that they can solve any difficulties that may arise. Future research should explore the impact on specific organizational climate interventions on teacher motivation and students' outcomes.

LIMITATIONS

This study has several limitations. The small sample size (n =28) and non-probabilistic sampling methods limit generalizability to others Peruvian educational context. Additionally, reliance on self-reported surveys may introduce response bias, and the focus on initial education may not apply to other educational levels. Future research with larger, diverse samples and observational methods could address constraints.

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