

# Organizational climate and teaching performance in a private educational institution

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## ABSTRACT

The aim of the study was to determine whether there is a relationship between organizational climate and teaching performance in an educational institution in Metropolitan Lima. This is a basic, descriptive correlational research, with a quantitative approach and a non-experimental cross-sectional design. The sample consisted of 180 people. The technique used was the survey and the data collection instrument was the questionnaire. It was found that there is a direct and moderate correlation between: (a) organizational climate and teaching performance ( $r_s = 0.639$ ;  $p < 0.05$ ), (b) Structure and teaching performance ( $r_s = 0.556$ ;  $p < 0.05$ ), (c) Responsibility and teaching performance ( $r_s = 0.456$ ;  $p < 0.05$ ), (d) Risks and teaching performance ( $r_s = 0.470$ ;  $p < 0.05$ ), (e) Rewards and teaching performance ( $r_s = 0.467$ ;  $p < 0.05$ ), (f) Warmth and supports, and teaching performance ( $r_s = 0.577$ ;  $p < 0.05$ ), (g) Conflicts and teaching performance ( $r_s = 0.521$ ;  $p < 0.05$ ). It was concluded that a higher level of organizational climate is associated with a higher level of teacher performance.

**KEYWORDS:** organizational climate, teacher performance, leadership, educational management.

*Received on 22 February 2021; Revised and Accepted on 15 March 2021 and Published in March 2021*

## 1. INTRODUCTION

Organizational climate, as well as job satisfaction, are topics related to industrial psychology proceeding from the United States. According to García (2009), the organizational climate consists of the relationships that are manifested between employees and their organizational structures, for example, between the participants of all labor ranks and the infrastructure used by employees in their work development. For Chiavenato (2001), it is directly related to the motivational factor and how this is developed in the adaptation that each individual presents according to his or her needs.

Similarly, Hospinal (2013) mentions that it is important to recognize that the behaviors developed by workers are not the result of the organizational structures presented by the institution, but are related

to the interrelationships that are manifested during the work, these can be cooperative or conflictive relationships that directly influence the performance, motivation and commitment of employees.

According to Quevedo's position (as cited in Sotelo and Arrieta, 2012), there are several productive factors that influence organizational behavior, these are: interpersonal relationships, management style, sense of belonging, retribution, availability of resources, stability, clarity and consistency in management and collective values. Considering Tupiño (2014), in order to know the organizational climate, the following dimensions should be studied: organizational structure, responsibility, risks, rewards, warmth and support and conflicts.

On the other hand, performance is defined as the observable performance of a person that can be

described and evaluated and that expresses his/her competence (Minedu, 2014, p. 2). In this definition it is possible to identify three conditions: observable performance in correspondence to a responsibility and achievement of certain results. It becomes evident then that teacher performance has a direct association with educational quality, so society and the school require professionals with a solid preparation and a clear awareness of the scope of their performance.

In practice, there is not only social consensus on this last conviction, but the empirical evidence is increasingly firm (Martínez et al., 2008). Above all, it is taken into account that performance is associated with the achievement of expected learning and the execution of assigned tasks. Thus, professional performance is also defined as the set of actions, during the development of the pedagogical activity, that concretize their basic functions for the achievement of the purpose and formative objectives of the educational level in which they work (Pérez, 2009). The concept of teaching performance refers to the capabilities presented by the teacher to be able to encourage learning and cognitive competencies of students (Martínez&Lavín, 2017, p.40). According to Palomino (2012), teaching performance reflects the level of educational and work performance that the teacher performs through concrete acts. Likewise, it is understood as the development of educational, social and cultural functions.

In the national territory, there are studies that have addressed the issue with the aim of finding out whether the organizational climate is a factor associated with the work performance of teachers. Thus, Rojas Medina et al. (2019), in their research, concluded that there is a positive relationship between the institutional climate and teaching

performance in secondary level educational institutions. Ruiz (2020) concludes that organizational culture explains 36.48% of the teaching performance of the educational institution, accepting the relationship between both variables. Palomino (2017) concludes that there is a direct, positive and significant relationship of moderate level between organizational climate and teaching performance in educational institutions of the UGEL Huánuco. Also, Paco and Matas (2015) conclude that a favorable climate leads to a predisposition for optimal work in teacher performance, which has a positive impact on student teaching and learning. Finally, Zegarra (2015) states that there is a significance level of 5% between both variables, which shows a direct and significant relationship between organizational climate and work performance in educational institutions.

Similarly, at the international level, Niebles et al. (2019) conclude that there is a correlation of 0.95 between organizational climate and teaching performance in a private university in Barranquilla. Almeida (2020) shows the direct and positive relationship between teaching performance and organizational climate in an institution in Guayaquil. Luevano (2017) applied a tool to evaluate the organizational climate in a high school, which resulted that a pleasant work climate favors the teaching work, causing a reduction in job desertion. Vieira et al. (2014) show that the organization has a high level of leadership among its members, as well as that workers identify with the organization and feel comfortable in their work. Finally, Selamat et al. (2013) concludes that the organizational climate is a significant factor for teacher performance, so the principal's leadership represents an important component that can affect job performance.

The relationship between organizational climate and teacher performance is one of the most studied topics in the area of educational management. It is known that the principal of an educational institution is the key factor for a positive work atmosphere to prevail, but, in some cases, it is not the principal who performs such work in a supportive and optimal manner, despite having support staff such as assistant principals and coordinators (Barriga, 2016; Díaz, 2017; Fernández, 2015; Suárez, 2019).

According to Gutiérrez (2014), the work environment in schools should present favorable conditions for all, since the results are expressed in quality teaching and the relationship developed with students. It is evident that those who occupy these positions must represent the institutional values and it is undoubtedly a decisive factor to perceive coherence among teachers, students and parents (Casas, 2019; Contreras, 2016; Gajardo&Ulloa, 2016). School effectiveness models privilege the study and analysis of organizational climate, together with other variables such as learning level, school dropout or democratic coexistence (Creemers&Reezigt, 2003; Macbeath&Mortimore, 2001). The context in which these models were established was the implementation of second-generation educational reforms (Zorrilla, 2001), together with structural adjustment economic policies. Educational quality cannot be achieved, much less improved, without promoting open and healthy interpersonal relationships among the agents of the educational community, i.e., between managers-teachers, teachers-teachers and teachers-students.

According to García (2018), the teacher presents a great responsibility when it comes to the basic training of students that will be fundamental for the

future academic, social and cultural processes that he/she will develop. Such performance must be performed under the ethical values that characterize it, however, there are internal and external factors that can come to influence educational training positively or negatively, these are the following: individual conditions, educational training, attitude, internal coordination of the institution, bureaucracy and innovation. Similarly, in order to better understand teaching performance, the following dimensions are proposed: planning, execution, evaluation, coexistence and guidance. In view of the above problems, the objective was to determine the degree of association between organizational climate and teaching performance in a private educational institution in Metropolitan Lima.

## 2. METHOD AND MATERIALS

The research was of a basic type, since the purpose is the deepening (description and analysis) of theoretical knowledge about a phenomenon of reality (Fiallo et al., 2016). The design was non-experimental, since the variables will be observed and measured in their daily manifestations, that is, through everyday reality (Bernal, 2010). The level of the research was descriptive correlational, because the characteristics of the variables were exhaustively listed and it will be determined if there is statistical correlation between the variables under study (Monje, 2011), in this case of organizational climate and teaching performance.

For Arias (2012), the population expresses the totality of elements present in the studied scenario. Given that it was possible to work with the entire population, the researcher opted for a census-type sample. The sample consisted of 180 teachers. According to Hernández et al. (2014), this is the "subgroup of the universe or population from which

data are collected and which must be representative of it" (p.173).

The type of sampling was probabilistic. According to Hernández et al. (2014), the probability sample is a "subgroup of the population in which all elements have the same possibility of being chosen" (p. 175). The technique was the survey and the instrument was the questionnaire. A technique is a particular procedure and the instrument serves as a record of data collection (Hernández et al., 2014), and this is the phase of the research where the planning or research plan is contrasted with reality. Data processing was performed through the statistical software IBM Statistic SPSS version 26, while the validation of the questionnaire was performed by the statistical method of Cronbach's Alpha using SPSS statistical software. Both questionnaires had a high

reliability: 0.904 for organizational climate, 0.886 for teaching performance.

### 3. RESULTS

In order to test the hypotheses, the normality characteristics of the population studied had to be known.

#### Normality test

- H0: The distribution of the data is normal
- Ha: The distribution of the data is not normal

**Statistical test: Kolmogorov-Smirnov Test** (n>50)

**Level of significance:**  $\alpha=0.05$  (5%)

**Decision rule:** If "p" (sig.) < 0,05, Ho is rejected

If "p" (sig.) > 0,05, Ho is accepted

**Table 1. Normality test**

Variable and dimensions	Kolmogorov-Smirnov <sup>a</sup>		
	Statistics	gl	Sig.
Organizational structure	,115	180	,000
Responsibility	,154	180	,000
Risks	,131	180	,000
Rewards	,153	180	,000
Warmth and support	,132	180	,000
Conflicts	,161	180	,000
Organizational climate	,175	180	,000
Teacher performance	,118	180	,000

Source: Own elaboration.

For the organizational climate variable ( $p\text{-value}=0.000 < 0.05$ ), the data do not have normal distribution, and for the teaching performance variable ( $p\text{-value}=0.000 < 0.05$ ) the data do not have

normal distribution. The results indicate that the two variables do not have normal distribution. It is concluded that the statistical test to be used to correlate two variables is Spearman's test.

**Table 2. Degrees of correlation between organizational climate and teaching performance in the private educational institution Bertolt Brecht, Lima-2017.**

		Organizational climate	Teacher performance
Organizational climate	Spearman Correlation coefficient	1,000	,639**
	Sig. (bilateral)	.	,000
	N	180	180
Teacher performance	Spearman Correlation coefficient	,639**	1,000
	Sig. (bilateral)	,000	.
	N	180	180

\*\* The correlation is significant at the 0,01 level (bilateral).

Source. Own elaboration.

The relationship was found to be statistically significant ( $p < 0.050$ ) The null hypothesis is rejected, i.e., there is a significant relationship between organizational climate and teaching performance in the private educational institution

Bertolt Brecht - Lima, 2017, the value of Spearman's  $r$  correlation coefficient = 0.639 said correlation is direct and moderate, therefore, the general hypothesis is demonstrated.

**Table 3. Degrees of correlation between the Organizational Structure dimension and Teaching Performance in the private educational institution Bertolt Brecht, Lima-2017.**

		Structure	Teacher performance
Organizational structure	Spearman correlation coefficient	1,000	,556**
	Sig. (bilateral)	.	,000
	N	180	180

Teacher performance	Spearman correlation coefficient	,556**	1,000
	Sig. (bilateral)	,000	.
	N	180	180

\*\* . The correlation is significant at the 0.01 level. (bilateral).

Source. Own elaboration

The relationship was found to be statistically significant ( $p < 0.050$ ). The null hypothesis is rejected, that is, there is a significant relationship between structure and teaching performance in the private educational institution Bertolt Brecht - Lima,

2017. The value of the correlation coefficient Spearman's  $r = 0.556$  such correlation is direct and moderate, therefore, the specific hypothesis 1 is demonstrated.

**Table4. Degrees of correlation between the dimension Responsibility and Teaching Performance in the private educational institution Bertolt Brecht, Lima-2017.**

		Responsibility	Teacher Performance
Responsibility	Spearman correlation coefficient	1,000	,456**
	Sig. (bilateral)	.	,000
	N	180	180
Teacher Performance	Spearman correlation coefficient	,456**	1,000
	Sig. (bilateral)	,000	.
	N	180	180

\*\* . The correlation is significant at the 0.01 level (bilateral).

Source. Own elaboration

The relationship was found to be statistically significant ( $p < 0.050$ ). The null hypothesis is rejected, that is, there is a significant relationship between responsibility and teaching performance in the private educational institution Bertolt Brecht -

Lima, 2017, the value of Spearman's  $r$  correlation coefficient = 0.456 such correlation is direct and moderate. therefore, the specific hypothesis 2 is demonstrated.

**Table5. Degrees of correlation between the dimension Risks and Teaching Performance in the private educational institution Bertolt Brecht, Lima-2017.**

		Risks	Teacher Performance
Risks	Spearman correlation coefficient	1,000	,470**
	Sig. (bilateral)	.	,000
	N	180	180
Teacher Performance	Spearman correlation coefficient	,470**	1,000
	Sig. (bilateral)	,000	.
	N	180	180

\*\* . The correlation is significant at the 0.01 level (bilateral).

Source. Own elaboration

The relationship was found to be statistically significant ( $p < 0.050$ ). The null hypothesis is rejected, that is, there is a significant relationship between risks and teaching performance in the private educational institution Bertolt Brecht - Lima,

2017, the value of Spearman's  $r$  correlation coefficient = 0.470, this correlation is direct and moderate, therefore, the specific hypothesis 3 is demonstrated.

**Table6. Degrees of correlation between the Rewards dimension and teaching performance in the private educational institution Bertolt Brecht, Lima-2017.**

		Rewards	Teacher Performance
Rewards	Spearman correlation coefficient	1,000	,467**
	Sig. (bilateral)	.	,000
	N	180	180
Teacher Performance	Spearman correlation coefficient	,467**	1,000
	Sig. (bilateral)	,000	.
	N	180	180

\*\* The correlation is significant at the 0.01 level (bilateral).

Source. Own elaboration

It was found that the relationship is statistically significant ( $p < 0.050$ ), the null hypothesis is rejected, i.e., there is a significant relationship between risks and teaching performance in the private educational

institution Bertolt Brecht - Lima, 2017, the value of Spearman's  $r$  correlation coefficient = 0.467 such correlation is direct and moderate, therefore, the specific hypothesis 4 is demonstrated.

**Table7. Degrees of correlation between the dimension Warmth and support and Teaching performance in the private educational institution Bertolt Brecht, Lima-2017.**

		Warmth and support	Teacher Performance
Warmth and support	Spearman correlation coefficient	1,000	,577**
	Sig. (bilateral)	.	,000
	N	180	180
Teacher Performance	Spearman correlation coefficient	,577**	1,000
	Sig. (bilateral)	,000	.
	N	180	180

\*\* The correlation is significant at the 0.01 level (bilateral).

Source. Own elaboration

It was found that the relationship is statistically significant ( $p < 0.050$ ), the null hypothesis is rejected, i.e., there is a significant relationship between risks and teaching performance in the private educational

institution Bertolt Brecht - Lima, 2017, the value of Spearman's  $r$  correlation coefficient = 0.577 such correlation is direct and moderate, therefore, the specific hypothesis 5 is demonstrated.

**Table8. Degrees of correlation between the dimension Conflicts and Teaching Performance in the private educational institution Bertolt Brecht, Lima-2017.**

		Conflicts	Teacher Performance
Conflicts	Spearman correlation coefficient	1,000	,521**
	Sig. (bilateral)	.	,000



	N	180	180
Teacher Performance	Spearman correlation coefficient	,521**	1,000
	Sig. (bilateral)	,000	.
	N	180	180

\*\* The correlation is significant at the 0.01 level (bilateral).

Source. Own elaboration

It was found that the relationship is statistically significant ( $p < 0.050$ ), the null hypothesis is rejected, i.e., there is a significant relationship between risks and teaching performance in the private educational institution Bertolt Brecht - Lima, 2017, the value of Spearman's  $r$  correlation coefficient = 0.521 said correlation is direct and moderate, therefore, the specific hypothesis 6 is demonstrated.

#### 4. DISCUSSION

As for the general hypothesis, it received support from statistical evidence and results in previous studies such as those of Rojas et al. (2019) and Ruiz (2020), which in turn is related to what Chiavenato (2001) states that the organizational climate is the internal environment that exists among the members of the organization and is closely related to the degree of motivation of its members and how they interrelate in the work activity. This degree of motivation is generated by the work or organizational climate. Pérez (2009) also states that teaching performance is the set of actions, during the development of the pedagogical activity, that concretize its basic functions for the achievement of the educational goals and objectives of the educational level in which the teacher works. This performance does not occur in ideal circumstances, but in real ones, so there is a relationship between the

working conditions and the performance of the educator in a given educational institution.

With respect to specific hypothesis 1, Palomino (2017) reached a similar result studying regular basic education institutions in Huánuco. For a better understanding, it should be remembered that Litwin and Stringer —as cited in Hernández, Agudelo and Valencia (2019) — stated that the structure consists of the feeling that the worker forms with respect to internal regulations (rules, procedures, regulations, etc.), as expected that feeling is subjective and is formed or modeled from social interactions. What happens with teacher performance is relevant, since according to the Minedu of Peru (2014) it has a direct association with educational quality. The work of teachers in the classroom should be encouraged and strengthened with an organizational structure that embodies ideas of community outreach and service vocation.

Regarding the specific hypothesis 2, Paco and Matas (2015) also obtained a similar result by finding more evidence that a good work climate for teachers is associated with their better performance. Similarly, accountability implies the conviction of feeling oneself the boss, not to impose orders but for the worker him/herself to be the best supervisor of individual work. In turn, this practice is considered positive and a driver of substantial changes in

organizations (Herrera et al., 2017 ,Shirkarami et al , 2020).

Regarding specific hypothesis 3, Zegarra (2015) and Niebles et al. (2019) report findings similar to those of the present study, which coincides with what Roca (2017) maintains, stating that the risk refers to the psychosocial factors inherent to the company or the job. Such factors have a considerable impact on the physical and mental well-being of the worker, to the point that it can condition him/her to leave the organization in which he/she works. Also, the contribution of Martínez et al. (2016) states that teaching performance is the capabilities of the educator to be able to encourage learning and cognitive skills of students.

Regarding the specific hypothesis 4, Almeida (2020) and Luevano (2017) obtained similar results regarding organizational climate rewards. Precisely, Litwin and Stringer (2001) —as cited in Hernández, Agudelo and Valencia (2019) — argued that reward is the feeling of being recognized for a job well done, a reward that is not necessarily material. Although it is true, reward is a legitimate desire, it is arguable that it becomes the main motivation to achieve good performance. Palomino (2012) states that teaching performance reflects the level of educational and work performance performed by the educator through concrete acts, and is understood as the development of educational, social and cultural functions that are related to the individual factors of each educator, the students and the work environment in which they work.

With respect to specific hypothesis 5, the previous studies by Selamat et al. (2013) and Vieira et al. (2014) were some of the antecedents with which similarity was found in terms of subject matter, theoretical bases, methods and results. These results

are supported by the theory of Litwin and Stringer (2001) — as cited in Hernández, Agudelo and Valencia (2019) — who defined warmth-support as the pleasant and positive environment that every company or human group should have. On the other hand, teaching performance is the educational task referred to the practice of the knowledge acquired in their professional training, where the competencies of the teacher are the mastery of theoretical and practical knowledge about learning and human behavior, attitudes that promote learning and human relations, mastery of the subject to develop and Knowledge of teaching methods, procedures and techniques that facilitate learning.

With respect to specific hypothesis 6, Ruiz (2020) and Zegarra (2015) obtained similar results. These results are closely related to what Litwin and Stringer (2001) maintain — as cited in Hernández, Agudelo and Valencia (2019) — stating that conflicts are an inevitable component of social relations, and it is the ability of the members of an organization to solve problems. By the way, teaching performance is not exempt from conflicts either, which is also understood as fulfillment of functions, and determined by factors associated with the teacher himself, the student and the environment, in the fields of socio-cultural context, the institutional environment, the classroom environment and on the teacher himself, through a reflective action.

## 5. CONCLUSIONS

It has been shown that there is a significant relationship between the variables under study. The same result was obtained between the dimensions of organizational climate and teaching performance. This is due to the good work of the principal and the management system he leads. The results show that there are dimensions that could be highlighted. For

example, in Structure, the teaching staff needs to be involved in the elaboration of management documents, as well as in their revision and updating.

In Responsibility, the way in which such leadership is exercised does not lie in the control of order by means of a basically punitive system. On the contrary, if the manager promotes the participation of the teaching staff, then he/she contributes progressively to overcoming the hegemonic culture of a closed, compartmentalized and pyramidal structure.

In Risk, it is the tutor who organizes the Civil Defense committees, energizing the contingency plan of his educational institution, selects the students most committed to the care of their classmates, the most enthusiastic about their classroom and their school being prepared for an adverse event.

In Warmth and Support, pedagogical accompaniment is practically the only in-service training strategy capable of winning the teacher's will to support an educational proposal, acquiring the necessary knowledge and committing him/her to greater demands such as unlearning habits of the past. All this implies the need to learn, unlearn and relearn as an indispensable condition for change.

In Conflict, it is recognized that conflict occurs when there are conflicting interests in two or more groups of individuals when there are discrepant ideas, which is not necessarily negative, but it should be given attention because it externalizes nonconformity or is an alert that something unforeseen is happening. However, conflict is also an opportunity for change that must be seized and turned into a challenge to be overcome. Teachers feel satisfied with their work; several of them perceive that they have improved their level of teacher training and feel supported by their managers. This favorable work climate is

associated with a good level of teaching performance in the educational institution that became the field of study.

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