Journal of Management and Business Education

JMBE

www.journaljmbe.com ISSN: 2605-1044 Published by Academia Europea de Dirección y Economía de la Empresa.
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Organizational climate as a predictor of job satisfaction among the staff of educational institutions

Clima organizacional como predictor de la satisfacción laboral en el personal de instituciones educativas de nivel secundario

Badiuzzaman Irfaan Zulqarnain Ramjauny
https://orcid.org/0000-0002-2382-0402
Universidad Peruana Unión (Perú)

Santos Paz Condori Ramos
https://orcid.org/0000-0003-1446-2436
Universidad Peruana Unión (Perú)

Dina Lisbeth Ramírez Calderón
https://orcid.org/0009-0004-0446-0466
Universidad Peruana Unión (Perú)

Ramjauny, B.I.Z.; Condori Ramos, S.P.; & Ramírez Calderón, D.L. (2025) Organizational climate as a predictor of job satisfaction among the staff of educational institutions. *Journal of Management and Business Education*, 8(2), 237-252. https://doi.org/10.35564/jmbe.2025.0013

*Corresponding author: irfaanramjauny@gmail.com
Language: English
Received: 4 Jan 2025 / Accepted: 24 Apr 2025

Acknowledgments. The authors thank the Lord for the opportunities and wisdom offered to us, the UPeU for the training and values received and all the people, families, friends and colleagues, who contributed to the realization of this research.

Funding. This study was funded entirely by the authors' own resources. There was no external funding.

Ethical Statement. This study does not jeopardize the life and health of its participants. This study does not involve in recollecting personal data nor enters in ethical conflicts. The authors can confirm that all data collected used in this study was conducted anonymously. There is no remote possibility to identify the participants. The discussions and concepts used in the elaboration of the present study are based on existing literature and theoretical framework.

Declaration of conflicting interests. The authors declare that the research was conducted without the presence of commercial or financial relationships that could be construed as a potential conflict of interest.

CRediT author statement. Badiuzzaman Irfaan Zulqarnain Ramjauny: Conceptualization, methodology, writing original draft; Santos Paz Condori Ramos: Field work, research and project management; Dina Lisbeth Ramirez Calderon: Data curation, revision, edition and validation. All authors have read and accepted the present version of the manuscript.

ABSTRACT

The objective of the research is to demonstrate organizational climate as a predictor of satisfaction in four institutional educations. The methodology is based on a quantitative, non-experimental, transversal and descriptive-correlational design. A survey was administered to 128 staff members. Results revealed a significant correlation between organizational climate and job satisfaction, with a Spearman's rho of 0.617, indicating a moderate to strong positive correlation. Notably, the pressure dimension did not significantly correlate with job satisfaction. This research contributes to understanding how specific elements of organizational climate affect staff satisfaction, providing empirical evidence for educational policy and leadership improvements.

Keywords: Organizational climate, satisfaction, labor welfare, staff, educational institution.

RESUMEN

El objetivo de la investigación es demostrar que el clima organizacional es un predictor de la satisfacción en cuatro instituciones educativas. La metodología se basa en un diseño cuantitativo, no experimental, transversal y descriptivo-correlacional. Se aplicó una encuesta a 128 miembros del personal. Los resultados revelaron una correlación significativa entre el clima organizacional y la satisfacción laboral, con un coeficiente rho de Spearman de 0.617, lo que indica una correlación positiva de moderada a fuerte. Cabe destacar que la dimensión de presión no se correlacionó significativamente con la satisfacción laboral. Esta investigación contribuye a comprender cómo elementos específicos del clima organizacional afectan la satisfacción del personal, proporcionando evidencia empírica para la mejora de las políticas educativas y el liderazgo.

Palabras claves: Clima organizacional, satisfacción, bienestar laboral, colaboradores, institución educativa

INTRODUCTION

The administrative field is not just about strategies and numbers; it also involves people. An administrator must know how to handle people. Globally, employees are resigning due to negative organizational climates (Chen, 2021). In Peru, particularly in highland regions like Macusani, there is a pressing need to investigate the organizational dynamics affecting secondary education staff.

According to Crane (2022) the current organizational climate is shaped by technology, generational gaps, and the COVID-19 pandemic. Factors negatively influencing the organizational climate include a lack of company values and burnout. On the other hand, Anthony Klotz (Cohen, 2021) asserts that this mass resignation is primarily due to pandemic effects and will continue until people realize what they truly want (Clark, 2022). This highlights that companies failing to improve their organizational climate will lose more employees over time, harming their operations.

Toropova et al. (2020) state that workload, environment, teacher interactions, and student discipline are key elements of organizational climate for teacher satisfaction. Similarly Ghavifekr and Pillai (2016) and Mayya et al. (2020) agree that organizational climate and satisfaction are related, though no significant gender differences in satisfaction were found.

Organizational climate is understood as a set of environmental features influencing motivation and performance. Job satisfaction refers to staff members' cognitive and emotional responses to their work environment. These variables are examined using the theoretical lens of the Job Demands-Resources (JD-R) theory (Bakker & Demerouti, 2007), which categorizes aspects of work into demands (e.g., pressure) and resources (e.g., recognition, support). Understanding how these dimensions interact can offer insight into staff retention and performance.

Given the lack of pre-pandemic research on this topic in Peru's highlands, this study focuses on Macusani's secondary schools to demonstrate the relationship between organizational climate and job satisfaction, which is crucial for organizational development. The results will help understand the current state of these institutions and identify measures to improve performance, contributing to research and well-being in the region.

The research problem addressed in this study is the limited understanding of how organizational climate influences job satisfaction in rural secondary education institutions in Peru. This study seeks to answer: To what extent does organizational climate predict job satisfaction among secondary school staff in Macusani, Peru? The primary objective is to examine the relationship between organizational climate and job satisfaction, using validated measurement instruments.

LITERATURE REVIEW

Organizational climate

Organizational climate and job satisfaction are crucial variables that administrators must consider for the company's well-being. While there is no single definition of organizational climate, we can refer to Chiavenato (2020) research, which identifies it as a set of global factors influencing employee motivation within a company.

Armenteros et al. (2020) define it as the work environment perceived by everyone in the organization, encompassing structure, management style, communication, motivation, and compensation - all of which have a significant impact. Organizational climate is a key factor in management processes, and studies have demonstrated its importance and effectiveness in organizational governance. Furthermore, research shows that managing organizational climate directly influences user satisfaction.

In Peru, Vásquez et al. (2021) also highlight that organizational climate is perceived as a collection of shared perceptions based on the emotions displayed by staff in both public and private sectors. However, to fully understand this variable, it is essential to examine human behavior, organizational structure, and processes.

Similarly, Flores and Mamani (2018) validated climate and satisfaction instruments in Peru, noting their reliability. Espinoza (2021) observed that organizational climate directly shapes employees' emotional well-being, particularly in regional governments.

Recent studies have explored how local cultural expectations and hierarchies influence staff perceptions of climate. Córdova et al. (2021) highlighted how hierarchical leadership styles can undermine cohesion in rural schools. Torres and Espino (2021) found that in Peruvian institutions, recognition and fairness were pivotal for maintaining morale.

Satisfaction

Satisfaction consists of cognitive elements that, through interaction with work activities, generate positive emotions among staff (Pujol-Cols & Dabos, 2018). Furthermore, Espinoza (2021) describes satisfaction as a staff member's attitude toward their job, shaped by the beliefs and values developed through work experience. These attitudes reflect staff perceptions of their current roles and expectations about how their functions should be performed.

Meléndez and Bardales (2020) further explain that satisfaction in organizational management relates to staff perceptions of their work environment. Their research indicates that both staff and colleagues in these organizations often experience dissatisfaction, primarily due to low salaries, poor working conditions, and ineffective planning and management practices.

Research by Guillen and Kasser (2015) suggests that socioeconomic diversity and intrinsic goals play a key role in how satisfaction is perceived, reinforcing the importance of contextualizing findings in Peru's unique social framework.

METHODOLOGY

Method

The study aimed to examine the correlation between organizational climate and job satisfaction using a quantitative, non-experimental, cross-sectional, and descriptive-correlational design. Participants included 128 administrative and teaching staff from the following secondary educational institutions: I.E.S. "José Macedo Mendoza," I.E.S. "Julio Gabancho Enríquez," I.E.S. "Johannes Kepler," and I.E.S. "Politécnico Industrial".

A quantitative methodology was employed to measure the variables, while a non-experimental approach allowed for observation and analysis without direct intervention (Sousa & Pimenta, 2023). The cross-sectional design facilitated data collection at a single point in time, and the descriptive-correlational method enabled examination of how characteristics of one variable related to another (Leedy & Ormrod, 2010).

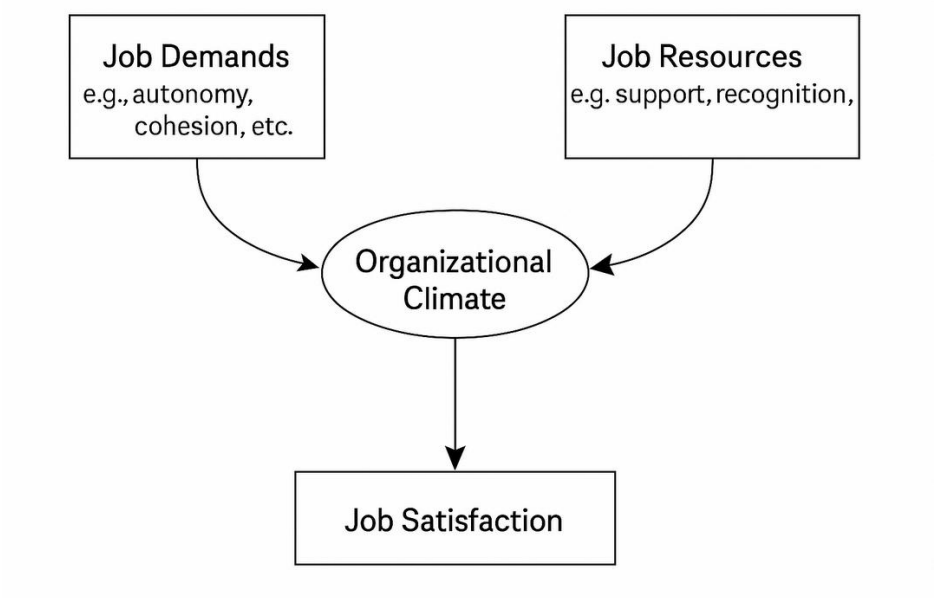
Key features of the methodology:

- Quantitative measurement of variables
- Non-interventional observational approach
- Single time-point data collection (cross-sectional)
- Analysis of variable relationships (descriptive-correlational)
- Participation of 128 staff members across four institutions

The study design permitted systematic examination of the relationship between organizational climate perceptions and job satisfaction levels among educational staff without manipulating the study environment.

This study adopts the Job Demands-Resources (JD-R) model, which posits that job characteristics can be split into demands and resources. Job resources (e.g., autonomy, support) foster motivation, while excessive demands (e.g., recognition) may lead to burnout. This framework provides a robust lens through which the varied dimensions of organizational climate are evaluated in relation to job satisfaction.

Figure 1 JD-R Model



Participants

The study population included 128 participants from four secondary education institutions: I.E.S. "José Macedo Mendoza," I.E.S. "Julio Gabancho Enríquez," I.E.S. "Johannes Kepler," and I.E.S. "Politécnico Industrial." The population consisted of 100 teachers (76.6%) and 28 administrative staff members (23.4%).

In terms of work experience, 39.8% of participants had been employed at their institutions for less than one year, while 30.5% had 1–5 years of service, 18.0% had 6–10 years, 7.8% had 11–15 years, and 3.9% had over 16 years. The gender distribution showed a higher proportion of male participants (61.7%) compared to female participants (38.3%). The average age of respondents was 38.4 years (SD = 10), with ages ranging from 24 to 62 years.

This composition reflects a diverse mix of early-career and experienced educators and administrative personnel.

Table 1. Characteristics of the population

	Categories	**Quantity**	**% Total**
Position in the institution	Administrative Level (Directors, managers, coordinators)	30	23.4 %
	Operational Level (Teachers, support staff)	98	76.6 %
Years working at institution	Less than 1 year	51	39.8 %
	1 to 5 years	39	30.5 %
	6 to 10 years	23	18.0 %
	11 to 15 years	10	7.8 %
	More than 16 years	5	3.9 %
Gender	Female	49	38.3 %
	Male	79	61.7 %

Note: The table presents the distribution of participants by position, years of service, and gender in the study sample (N=128). Administrative staff represented 23.4% of respondents, while teaching and support staff comprised 76.6%. Nearly 40% had worked at their institutions for less than one year, and the sample had a higher proportion of male (61.7%) than female (38.3%) participants.

Instruments

For this study, two instruments were used. To measure organizational climate, Koys and DeCotiis (1991) questionnaire was employed, demonstrating a Cronbach's alpha of 0.929. For satisfaction, Meliá et al. (1990) questionnaire was used, showing a reliability coefficient (Cronbach's alpha) of 0.947. Both instruments were adapted and validated by Chiang et al. (2008) in Chile.

Flores and Mamani (2018) subsequently validated these instruments in Peru. Their study confirmed the reliability of Koys and DeCotiis (1991) organizational climate questionnaire at 0.968. This instrument comprises eight dimensions: autonomy, cohesion, trust, pressure, support, recognition, fairness, and innovation - with five items per dimension. Meliá et al. (1990) satisfaction instrument achieved a reliability level of 0.970 when analyzed using Cronbach's alpha

The satisfaction instrument used in this study assesses five key dimensions of job satisfaction: overall job satisfaction (10 items), satisfaction with the physical work environment (7 items), satisfaction with work performance (6 items), satisfaction with professional development opportunities (7 items), satisfaction with the subordinate-supervisor relationship (4 items), and satisfaction with remuneration (3 items).

The questionnaires are based on a Likert scale ranging from 1 to 5, with responses tailored to each variable. For organizational climate, the scale ranges from 1 ("never") to 5 ("always"), while for job satisfaction, it ranges from 1 ("very dissatisfied") to 5 ("very satisfied").

To ensure reliability, Cronbach's alpha was calculated, yielding a value of 0.853 for organizational climate and 0.872 for job satisfaction, indicating high internal consistency. Additionally, McDonald's ω coefficient was found to be 0.938 for both organizational climate and job satisfaction, further supporting the robustness of the measurement instrument.

Statistical techniques and procedures

Before administering the instruments, authorization requests were submitted to the institutions with the endorsement of UPeU. The institutions provided written responses within approximately three days, while verbal approvals were granted immediately.

Data collection was conducted via Microsoft Forms, with school directors sharing the survey links in their institutional WhatsApp groups. Once collected, the data were coded, filtered, and analyzed using SPSS 27. To ensure data quality, filtering and transformation were performed, and only data with values greater than 0.7 were selected for distribution analysis in the Cartesian plane.

Additionally, the Kaiser-Meyer-Olkin (KMO) test was conducted, yielding a value of 0.845, which is considered acceptable according to (Catena et al., 2003).

Limitations of the design

This study presents several limitations that should be considered when interpreting the results. First, due to its cross-sectional design, data were collected at a single point in time, preventing the analysis of changes or trends over time. This limits the ability to infer causal relationships between organizational climate and job satisfaction, as only correlations at a specific moment can be observed.

The study sample consisted exclusively of 128 employees from four educational institutions, which reduces the generalizability of the findings to other sectors or other types of institutions. Additionally, the predominance of teachers (76.6%) in the sample may introduce bias, as their perceptions may not fully represent those of administrative staff.

Another important limitation is the use of self-report instruments to measure organizational climate and job satisfaction. These types of questionnaires are susceptible to biases, such as social desirability bias, where participants may respond in a way they perceive as more favorable rather than reflecting their true perceptions.

Since this is a non-experimental study, no interventions or manipulations of independent variables were conducted, restricting the ability to establish direct causal relationships between organizational climate and job satisfaction. Only associations could be observed without influencing the factors that might modify them.

Finally, external variables that could have affected participants' perceptions such as socioeconomic context, the specific organizational culture of each institution, or external events were not controlled. This means the results may be influenced by factors not accounted for in the study, potentially limiting the external validity of the findings.

RESULTS

Table 2 presents the descriptive statistics, standard deviation tests, and confirmatory variables from the Shapiro-Wilk test for organizational climate and job satisfaction. In general, these variables tend to be distributed in a way that results in a p-value greater than 0.05. However, both variables do not follow a normal distribution. Therefore, Pearson's correlation was used for variables with a normal distribution, while Spearman's correlation was applied to those that did not follow a normal distribution.

Tabla 2. Descriptive and normality test

Variables	Minimum	Maximum	Shapiro-Wilk W	Shapiro-Wilk p	30th percentile	70th percentile
Autonomy	9	25	0.976	0.021	18	20
Cohesion	7	25	0.956	< .001	16.1	19.9
Trust	9	25	0.971	0.008	17	20
Pressure	9	25	0.966	0.003	14	16
Support	5	25	0.952	< .001	17	20.9
Recognition	7	25	0.978	0.038	15	18
Equity	8	24	0.984	0.153	15	18
Innovation	6	25	0.971	0.008	15	19.9
Org. Climate	85	193	0.984	0.125	130	147
Overall job satisfaction	10	50	0.934	< .001	35	40
Satisfaction with the physical work environment	7	35	0.962	0.001	21	27
Satisfaction with work performance	8	30	0.939	< .001	21	24
Satisfaction with development opportunities	7	35	0.954	< .001	24	27
Satisfaction with Subordinate – Director relationship	4	20	0.927	< .001	13	16
Satisfaction with Remuneration	5	15	0.938	< .001	9	11.9
Satisfaction	56	185	0.969	0.005	125	144

Table 3 presents the correlation analysis between the dimensions of organizational climate and job satisfaction. The dimensions of autonomy, cohesion, trust, support, recognition, equity, and innovation exhibit a positive and direct correlation with overall job satisfaction. This suggests that these factors are strongly associated with a positive work environment and a favorable perception of professional opportunities and workplace relationships.

On the other hand, the pressure dimension does not show a significant correlation with most of the evaluated dimensions. This indicates that perceived work pressure does not have a consistent or relevant impact on organizational climate or job satisfaction perceptions.

Tabla 3. Correlation Analysis of the dimensions

Dimensions of Organisational Climate	Overall job satisfaction		Satisfaction with the physical work environment		Satisfaction with Work performance		Satisfaction with development opportunities		Satisfaction with subordinate – director relationship		Satisfaction with remuneration		Decision
	Spearman's rho	p-value	Spearman's rho	p-value	Spearman's rho	p-value	Spearman's rho	p-value	Spearman's rho	p-value	Spearman's rho	p-value	
Autonomy	0.381	< .001	0.333	< .001	0.429	< .001	0.449	< .001	0.433	< .001	0.327	< .001	Accepted
Cohesion	0.524	< .001	0.352	< .001	0.511	< .001	0.403	< .001	0.523	< .001	0.403	< .001	Accepted
Trust	0.434	< .001	0.296	< .001	0.428	< .001	0.476	< .001	0.387	< .001	0.351	< .001	Accepted
Pressure	0.174	0.049	0.1	0.261	0.093	0.299	0.011	0.898	0.091	0.305	0.009	0.923	Rejected
Support	0.559	< .001	0.367	< .001	0.502	< .001	0.546	< .001	0.54	< .001	0.416	< .001	Accepted
Recognition	0.541	< .001	0.382	< .001	0.462	< .001	0.468	< .001	0.492	< .001	0.345	< .001	Accepted
Equity	0.458	< .001	0.303	< .001	0.356	< .001	0.278	0.001	0.318	< .001	0.226	0.01	Accepted
Innovation	0.572	< .001	0.442	< .001	0.532	< .001	0.539	< .001	0.52	< .001	0.375	< .001	Accepted

Note. * p < .05, ** p < .01, *** p < .001

Table 4 presents a correlation matrix between organizational climate and job satisfaction. The Spearman's correlation coefficient (rho) between these two variables is 0.617, indicating a moderate to strong positive correlation.

With a p-value of less than 0.001, this correlation is highly significant, suggesting that as the organizational climate improves, job satisfaction also increases. These findings confirm a significant and positive relationship between organizational climate and job satisfaction, emphasizing the importance of a supportive work environment in enhancing overall employee satisfaction.

Tabla 4. Correlation analysis

Correlation matrix			
		Org. Climate	**Satisfaction**
Org. Climate	Spearman's rho	—	
	df	—	
	p-value	—	
Satisfaction	Spearman's rho	0.617	—
	df	126	—
	p-value	<.001	—

Figure 1 illustrates the organizational climate levels as perceived by administrative and operational staff in the secondary educational institutions I.E.S. "José Macedo Mendoza," I.E.S. "Julio Gabancho Enríquez," I.E.S. "Johannes Kepler," and I.E.S. "Politécnico Industrial."

The results indicate that 39.1% of staff perceive a moderate organizational climate, while 32% report a low level, and 28.9% experience a high level of organizational climate. These findings

suggest that perceptions of the work environment vary across institutions, with a significant proportion of staff experiencing challenges related to organizational climate.

Figure 2 Organizacional Climate Level

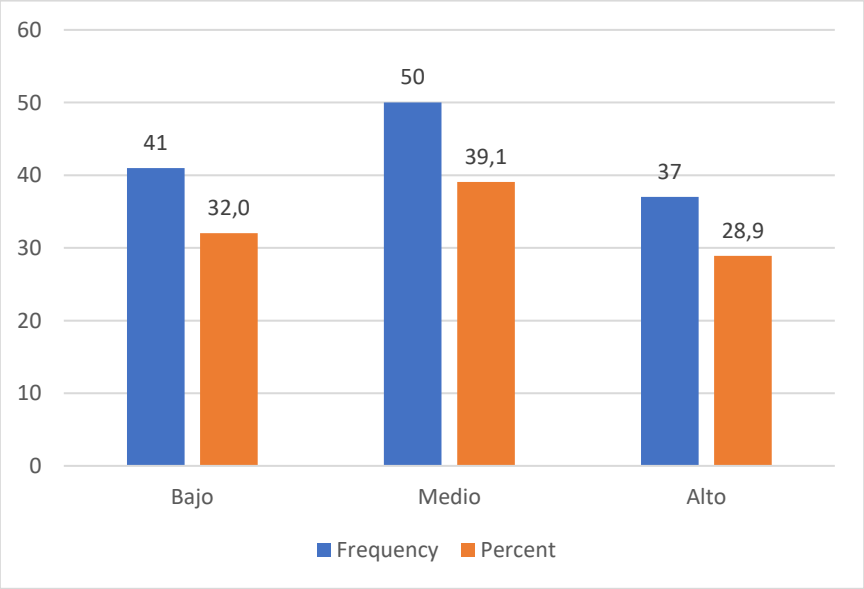


Figure 2 represents the satisfaction levels as perceived by administrative and operational staff in the secondary educational institutions I.E.S. “José Macedo Mendoza,” I.E.S. “Julio Gabancho Enríquez,” I.E.S. “Johannes Kepler,” and I.E.S. “Politécnico Industrial.”

The results show that 42.2% of staff perceive a moderate level of satisfaction, followed by 31.3% who report a low level, and 26.6% who experience a high level of satisfaction. These findings highlight the varied perceptions of job satisfaction among staff across these institutions.

Figure 3 Satisfaction Level

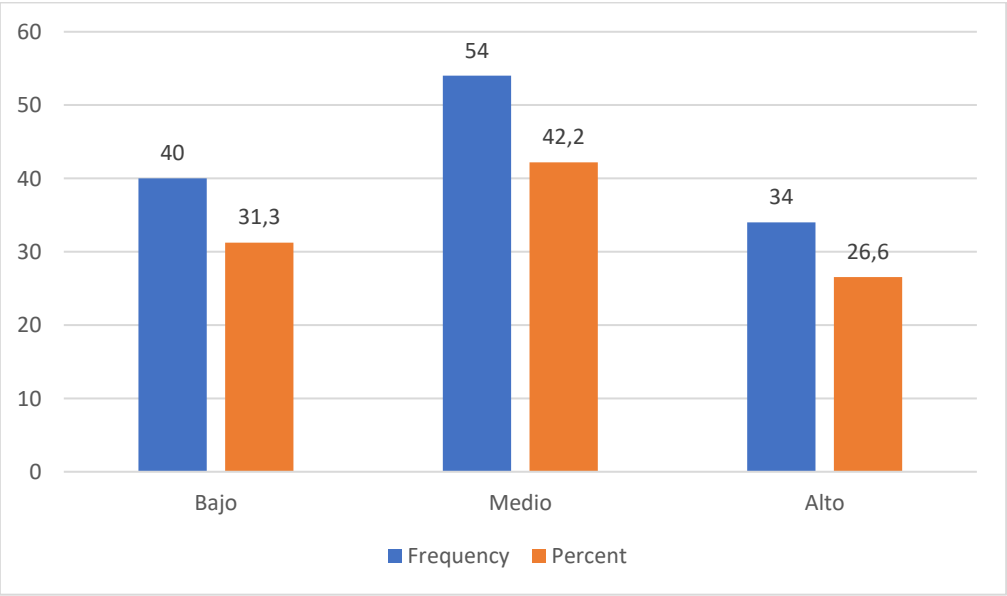


Figure 3 presents a linear regression coefficient (R) value of 0.672, indicating a moderate to strong positive correlation, meaning that as the organizational climate improves, satisfaction also increases. The R^2 coefficient shows that organizational climate explains 45.2% of the variability in satisfaction, emphasizing its significant role as an influencing factor.

The coefficient of 0.794, with a p-value less than 0.001, indicates that for every additional unit of improvement in the organizational climate, satisfaction is expected to increase by 0.794 units. This coefficient is statistically significant.

These findings highlight that organizational climate is a strong and significant predictor of job satisfaction. While the model focuses on organizational climate, the results also suggest opportunities to explore other factors that might further complement the explanation of job satisfaction.

Figure 4 Linear regression

Measures of model fit		
Model	**R**	**R^2**
1	0.672	0.452
Note. Models estimated using sample size of N=128		

Model coefficients - Satisfaction				
Predictor	**Estimate**	**SE**	**t**	**p**
Intercept	22.327	10.8975	2.05	0.043
Org. Climate	0.794	0.0779	10.19	< .001

DISCUSSION

The results of this study demonstrate that organizational climate is a significant predictor of job satisfaction among staff in secondary educational institutions in the Macusani district. Specifically, organizational climate explained 45.2% of the variability in job satisfaction, highlighting its importance as a key factor in shaping staff satisfaction perceptions. This finding is consistent with previous research that has identified a positive relationship between these variables (Zhao & Jeon, 2024).

The Spearman's correlation coefficient (rho) of 0.617 indicates a moderate to strong positive relationship between organizational climate and job satisfaction. This suggests that a favorable organizational environment, characterized by elements such as autonomy, support, and recognition, significantly contributes to improving staff satisfaction. Prior literature supports this conclusion, emphasizing that a positive organizational climate fosters not only satisfaction but also commitment and staff retention.

Regression analysis shows that for every increase in organizational climate, job satisfaction increases by 0.794 units. This finding aligns with studies by Judeh (2023), who also found that improvements in organizational factors such as cohesion and trust are closely related to higher levels of job satisfaction.

These findings underscore the importance of organizational climate as an essential component for enhancing job satisfaction in the educational context, with important practical implications for human resources management. Institutions that invest in improving their organizational climate are likely to see improvements in staff satisfaction, which, in turn, can lead to better performance and reduced staff turnover (Mohammad & Borkoski, 2024).

The correlation analysis results showed that most of the dimensions of organizational climate, such as autonomy, cohesion, trust, support, recognition, equity, and innovation, exhibited statistically significant correlations with various aspects of job satisfaction, leading to the acceptance of these relationships. On the other hand, a particularly interesting and theoretically rich finding of this study is the non-significance of the "pressure" dimension in predicting job satisfaction. From a statistical standpoint, the lack of significant correlation suggests that perceived pressure does not necessarily deteriorate job satisfaction among the surveyed staff. However, this observation deserves deeper exploration.

From the perspective of the JD-R theory (Bakker & Demerouti, 2007), job demands like pressure are typically associated with burnout and dissatisfaction, particularly when demands exceed available resources. However, the theory also makes a key distinction between challenge demands and hindrance demands. While hindrance demands are obstructive and demotivating, challenge demands; such as tight deadlines or high-performance expectations; can, under certain conditions, foster growth and a sense of achievement. Therefore, the non-significant impact of pressure observed in this study may suggest that staff in Macusani interpret pressure more as a challenge than as a hindrance.

This interpretation gains further credibility when viewed through the cultural lens of rural Andean Peru. In such settings, workload intensity and institutional pressure are often perceived as part of the professional norm rather than as exceptional or stressful conditions. Córdova et al. (2021) documented similar phenomena, noting that teachers in the Peruvian highlands often equate occupational pressure with commitment and responsibility. Consequently, the perceived impact of pressure may be minimized by cultural adaptation and internalization of these conditions as professional expectations.

Additionally, staff in rural areas frequently face a scarcity of institutional support and professional development opportunities. In this context, pressure may be seen not only as a norm but also as a motivator to maintain professional standards in the face of systemic limitations. This context-sensitive interpretation also aligns with the idea of resilience, where individuals adapt positively to demanding environments by redefining stressors as manageable or meaningful.

It is also plausible that the lack of significance is related to measurement sensitivity. The scale used may not have fully captured the nuanced expressions of pressure experienced in these schools. For example, administrative burdens and multi-role expectations may not be perceived as "pressure" per se but as embedded aspects of working in a rural environment. This opens up opportunities for future qualitative studies to explore how pressure is defined and internalized by staff in similar socio-educational contexts.

Despite the strong observed relationship, it is important to consider that other factors may also influence job satisfaction but were not addressed in this study. For example, variables such as socioeconomic conditions of the staff or leadership within the organization could complement the understanding of satisfaction (Revathy & Suganth, 2024). Future research could integrate these factors to provide a more comprehensive understanding of the dynamics that influence job satisfaction.

CONCLUSIONS

This study set out to examine whether organizational climate serves as a significant predictor of job satisfaction among secondary school staff in the highland district of Macusani, Peru. The

results have not only confirmed the strength of this relationship but have also illuminated the nuanced and culturally embedded nature of certain organizational climate dimensions, particularly the role of perceived pressure. Through rigorous quantitative analysis grounded in the Job Demands-Resources (JD-R) model and contextualized by a rich understanding of local realities, this research contributes to a deeper comprehension of educational labor dynamics in underserved and geographically isolated communities.

The highlands of Peru, characterized by their majestic terrain, cultural resilience, and socioeconomic challenges, serve as a compelling backdrop to this investigation. In these settings, education is not merely a professional pursuit, it is a vocation marked by service, sacrifice, and social responsibility. Teachers and administrators in Macusani often operate under conditions that would be considered strenuous by urban standards: limited material resources, infrastructural inadequacies, multigrade teaching, and social isolation. Yet, within this environment, staff demonstrate a profound commitment to their institutions and communities. It is within this context that the findings of this study acquire their true depth.

This investigation set out to answer a question both empirical and existential: To what extent does the environment in which people work; the invisible yet omnipresent atmosphere known as organizational climate; influence their satisfaction, their motivation, and ultimately their calling to serve? Through careful application of quantitative methods and rigorous analytical procedures, the answer became clear. Organizational climate is not merely a backdrop to job satisfaction; it is one of its principal architects.

The results speak decisively. Organizational climate was found to be a moderately strong predictor of job satisfaction, explaining 45.2% of its variability. Dimensions such as support, recognition, cohesion, and innovation emerged as powerful catalysts for enhancing staff well-being. These are not just abstract constructs; they are experienced through small yet meaningful acts of leadership, collegiality, and community engagement. In rural schools, where formal resources may be scarce, the psychological and emotional climate created by human interactions becomes the most vital asset an institution can possess.

Autonomy and trust were also key contributors to satisfaction. In the highlands, where staff often work independently and make on-the-spot decisions due to the absence of supervisory presence, autonomy is not just desired; it is a necessity. Trust, in turn, becomes the glue that binds fragmented systems together. These elements reinforce the idea that a well-nurtured internal climate can compensate for many external shortcomings, fostering resilience, motivation, and continuity in educational service delivery.

Yet, within this constellation of variables, the pressure dimension stood apart, like a solitary peak rising in quiet resistance to the prevailing wind. Unlike the other factors, pressure did not correlate significantly with job satisfaction, a finding that at first may seem paradoxical. But to the practiced observer of rural life, to the teacher who has endured a thousand sunrises walking to school, or the administrator navigating bureaucratic hurdles by flashlight, this result is revelatory.

At first glance, this may appear counterintuitive. However, when considered through both theoretical and anthropological lenses, it becomes a testament to the adaptive mechanisms developed by staff in this environment. In Macusani, pressure is a lived reality, pervasive and enduring, but it is often interpreted as part of the professional landscape rather than an aberration. The absence of a negative correlation does not signify a lack of burden but rather reflects a profound cultural normalization of hardship and a stoic ethos of duty.

This suggests that in the highlands of Peru, job satisfaction is not diminished by pressure in the conventional sense because pressure is inextricably woven into the social fabric of educational work. It is mitigated not by institutional structures, but by cultural expectations, peer solidarity, and personal vocation. This finding urges policymakers and researchers to rethink one-size-fits-all models of organizational stress and to invest in context-sensitive frameworks that account for local meanings, coping strategies, and institutional identities.

This revelation encourages us to reconsider universal assumptions embedded in global theories of workplace satisfaction. It calls for a colorized, context-sensitive approach to organizational studies; one that recognizes the layered meanings of work, pressure, and well-being in diverse cultural landscapes. The JD-R model, while robust, must be interpreted through the lens of local lived experiences, especially in regions where occupational resilience has been normalized and even valorized.

Moreover, this study underscores the importance of promoting internal school climates that elevate human interaction, shared values, and mutual respect. While infrastructure and policy reform are essential, they must be accompanied by a deeper investment in the emotional and relational architectures of schools. Initiatives that support leadership training, teacher recognition, and participatory governance can yield transformative outcomes in contexts where material change is slow.

More broadly, this study's findings contribute to a growing body of literature advocating for the humanization of institutional policy. Numbers, charts, and coefficients tell part of the story, but they must be interwoven with the narratives of those who inhabit the spaces under study. In Macusani, the schools are more than places of instruction; they are beacons of continuity in communities that have weathered economic scarcity, infrastructural neglect, and historical marginalization. The organizational climate in these institutions is not built solely through policy; it is sustained by values, rituals, shared hardships, and the quiet heroism of teachers who continue to show up, day after day, with undiminished resolve.

Moreover, the study advocates for a broader philosophical shift. Educational systems must be seen not as cold structures but as living organisms, responsive to the emotional currents of their members. In Macusani, as in countless rural corners of the world, education thrives not because of abundant resources, but because of the courage, creativity, and camaraderie of those within it.

In conclusion, the Peruvian highlands, often marginalized in both development discourse and research agendas, provide a powerful case study of how human resilience and institutional culture intersect to sustain education. This research not only affirms the predictive power of organizational climate on job satisfaction but also calls for a paradigmatic shift in how we understand and support staff in rural settings. It is a reminder that behind every data point lies a narrative of perseverance, behind every coefficient a community of professionals who, despite all odds, continue to educate, inspire, and uplift the next generation.

Future research should explore the qualitative dimensions of these experiences, giving voice to the staff whose stories animate the statistical patterns observed here. Only through such holistic inquiry can we hope to design truly equitable and empowering educational systems for all regions of Peru and beyond.

RECOMMENDATIONS

Educational institutions should place deliberate emphasis on cultivating an internal climate marked by support, recognition, cohesion, and trust. These intangible assets are often more powerful than material resources, particularly in rural contexts. Initiatives such as peer mentoring, shared governance, and emotional support networks can transform the daily experiences of staff.

Recognizing that "pressure" in rural settings is often internalized as a form of commitment rather than stress, school leadership should focus not on eliminating demands, but on providing mechanisms for navigating them constructively. Training in stress management, time prioritization, and psychological resilience should be culturally adapted and embedded in professional development programs.

Recognition, both formal and informal, plays a vital role in reinforcing professional identity. Institutions should implement systems that acknowledge effort and creativity in everyday tasks.

Furthermore, access to professional development tailored to the specific needs of highland educators and administrative personnel should be expanded to promote continuous growth.

School administrators should be equipped not only with management skills but with the cultural intelligence and emotional literacy necessary to lead in diverse and rural settings. Programs that integrate local worldviews, Andean values, and collective leadership principles can bridge the gap between policy expectations and community realities.

Policies aimed at improving the organizational climate should not be externally imposed. Instead, they should be co-designed with educators and administrative personnel who understand the unique dynamics of their schools. Facilitated dialogues and open consultations can ensure that reforms are relevant, respectful, and sustainable.

Regular assessments of organizational climate and job satisfaction should be embedded in institutional practice. These evaluations must move beyond compliance to become reflective exercises that guide institutional change, allowing school communities to measure progress, identify challenges, and adapt strategically.

Given the geographic isolation of many schools in the Andes, the establishment of regional centers for resource-sharing, inter-school collaboration, and psychological support can alleviate burdens and foster a sense of regional solidarity. These hubs could serve as platforms for innovation and mutual empowerment.

The insights derived from this study should inform national discussions on education policy. Advocacy should focus on ensuring that rural realities are not marginalized in centralized decision-making. Educational excellence in the highlands must be recognized not as an exception but as a model of resilience, adaptation, and community-driven success.

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