Educational Management Strategies to Improve the Institutional Climate in an Educational Unit

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ABSTRACT

The main purpose of the research was to establish the effect of the application of educational management strategies on the strengthening of the educational climate in an educational unit in Ecuador during the year 2024, in coherence with SDG 4 of the 2030 Agenda, aimed at guaranteeing inclusive and quality education. The study was developed from a quantitative approach, of an applied nature, with a quasi-experimental design of pre-test and post-test with a single group. The sample consisted of 20 teachers selected through non-probabilistic census sampling. A Likert-type questionnaire validated by expert judgment was used for data collection, which achieved a Cronbach's alpha reliability index of 0.857. The statistical analysis was performed with the SPSS software. The findings showed significant changes: the "Good" level of the institutional climate increased from 20% to 50%, while the "Poor" level decreased from 35% to 15%. Likewise, substantial improvements were evidenced in dimensions such as communication, leadership and participation. In concalusion, the implementation of educational management strategies contributes significantly to the strengthening of the institutional teaching climate and the improvement of school organizational dynamics.

KEYWORDS: Educational management strategies to improve the institutional climate in an Educational Unit.

1. INTRODUCTION

The institutional climate was recognized worldwide as a determining factor for educational quality and professional teacher performance. UNESCO reported that 54% of educational institutions in middle-income countries presented difficulties related to work coexistence, poor communication and limited organizational leadership (UNESCO, 2025).

Similarly, the OECD pointed out that 75% of teachers would opt for this profession again if they had the possibility of choosing a career again, although there is a lack of motivation that affected pedagogical effectiveness. These findings showed that the absence of management strategies had a negative impact on teacher well-being and educational outcomes (OCDE, 2025).

BID (2023), in Latin America and the Caribbean, the problem manifested itself with greater intensity. The IDB indicated that 72% of public schools had weaknesses in institutional management, particularly

in leadership, planning and internal organization. UNESCO also reported that 67% of teachers perceived unfavorable institutional climates associated with labor conflicts, lack of coordination, and limited collaborative culture, factors that reduced organizational efficiency and affected regional educational quality (UNESCO, 2025).

In Ecuador, the Ministry of Education showed that 61% of public institutions presented problems related to organizational management and institutional coexistence. In the study unit, difficulties were observed related to ineffective internal communication, traditional managerial leadership and low teacher participation in institutional processes, which deteriorated the work environment and limited professional performance (Ministerio de Educación, Deporte y Cultura, 2023).

The research was theoretically justified by the need to generate national scientific evidence on the relationship between educational management and institutional climate. Practically, it allowed the design of strategies aimed at improving coexistence, strengthening leadership and promoting teacher participation. Socially, it contributed to the professional well-being and organizational strengthening of the educational institution, in coherence with SDG 4 (Aranda & Luque, 2024).

At the international level, Becerra et al. (2022) demonstrated that organizational leadership significantly influenced the construction of positive school climates and teacher satisfaction.

In Latin America, Martínez-Iñiguez et al. showed that participatory management strengthened institutional coexistence and improved the professional commitment of educational personnel. In Peru, Diaz (2025) identified that institutional strategic planning increased the positive perception of the organizational climate in public schools. In Brazil, Becerra et al. determined that the limited application of educational management strategies negatively affected the institutional teaching climate in public educational units (Martínez-Iñiguez y otros, 2020).

Conceptually, educational management was defined as a systematic process of planning, organization, direction and evaluation aimed at optimizing institutional resources. The institutional climate was understood as the shared perception of educational actors about their work and relational environment (Alcantara Guevara, 2022; Mucha, 2021).

Faced with this situation, the following research question was formulated: What was the impact of the implementation of educational management strategies on the improvement of the educational institutional climate in an educational unit in Ecuador during the year 2024?

The general objective was to determine the impact of the implementation of educational management strategies on the strengthening of the educational institutional climate. The general hypothesis was raised: The implementation of educational management strategies generated positive and significant effects in the improvement of the educational climate in an Ecuadorian educational unit during 2024, thus consolidating the importance of strategic educational management for the achievement of inclusive, equitable and quality education.

2. METHODS

The study adopted a methodology aimed at systematically and rigorously analyzing the effect of educational management strategies on strengthening the institutional teaching climate in an educational institution in Ecuador during the 2024 school year.

The research was developed under an applied approach, since it sought to provide a solution to a specific problem of the educational context through the implementation of management actions aimed at improving the institutional environment. Likewise, a quantitative approach was used, since the data collected were expressed in numerical values and analyzed through statistical procedures, which allowed obtaining objective and measurable results (Bernal Torres, 2014).

The methodological design was quasi-experimental, pre-test-post-test type with a single group. This design made it possible to evaluate the initial state of the institutional climate before the intervention, to apply the educational management strategies and, subsequently, to measure the changes produced after its implementation. The design structure contemplated an initial measurement (O1), the execution of the intervention (X) and a final measurement (O2), which is pertinent in educational contexts where random assignment of participants is not feasible.

The study variables were the institutional climate and educational management strategies. The institutional climate was conceptualized as the set of perceptions that teachers have about the physical, emotional, and organizational environment of the institution, which influence motivation, interpersonal relationships, and job satisfaction (González, 2024).

From the operational point of view, this variable was manifested through the processes of social interaction and the attitudes of the educational actors. On the other hand, educational management strategies were defined as a set of systematic actions promoted by institutional leaders to optimize the organization, coordination, and use of human, material, and pedagogical resources, structured in the dimensions of planning, implementation, monitoring and evaluation, and innovation.

The population and sample were made up of teachers from an educational institution in Ecuador. We worked with a census sample of 20 teachers, selected through an intentional non-probabilistic sampling, considered as an inclusion criterion having at least one year of experience in the institution. Teachers with less than one year of tenure were excluded from the study. Given the small and manageable sample size, no sample calculation was performed (Hernández Sampieri y otros, 2014).

For data collection, the survey technique was used, applying as an instrument a structured questionnaire with a five-level Likert scale.

The instrument made it possible to measure the institutional climate and its dimensions. Prior to its final application, the questionnaire was subjected to a validation process by expert judgment and a pilot test applied to teachers from another institution, in order to guarantee the validity of content and the clarity of the items (Kornblit, 2021).

The reliability of the instrument was determined by Cronbach's alpha coefficient, obtaining a value of 0.857, which evidences a high internal consistency. The data processing and analysis was carried out using descriptive statistics, relying on the SPSS statistical software. The results were organized in tables to facilitate their interpretation and contrast between the pre-test and post-test measurements (Manterola y otros, 2016).

The study complied with the ethical principles of scientific research, guaranteeing the confidentiality of information, voluntary participation through informed consent, respect for the rights of the participants, and the appropriate use of citation and academic writing rules. These criteria ensured the integrity, transparency and validity of the results obtained. The research confirmed the general hypothesis by showing that the systematic implementation of educational management strategies

produced positive and statistically significant effects in the improvement of the educational institutional climate during the year 2024. The quasi-experimental design allowed us to verify favorable changes between the pre-test and the post-test, demonstrating that planned management, with organization, monitoring, evaluation and innovation actions, directly affects the perception of the work environment, interpersonal relationships and teacher motivation. These findings consolidate the relevance of strategic educational management as a fundamental axis to strengthen the organizational culture and move towards inclusive, equitable and quality education.
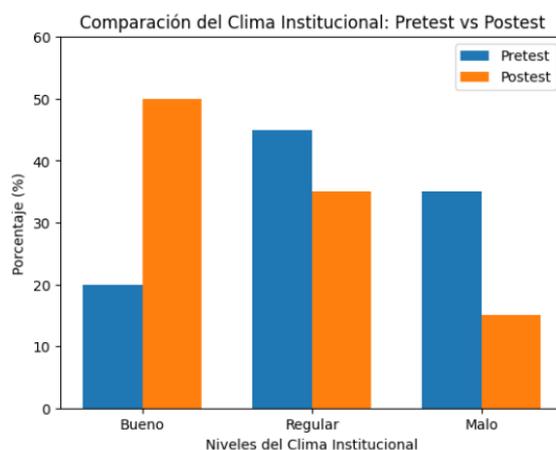
3. RESULTS

This section analyzes the results that correspond to the evaluation of the institutional climate; both at the beginning of the intervention and at the end of it; We must consider that this evaluation has been carried out with twenty teachers as indicated by the sample considered.

Table 1.

The comparison of the institutional climate

Levels of the institutional climate	Pretest f	Pretest %	Postest f	Postest %
Good	4	20 %	10	50 %
Regular	9	45 %	7	35 %
Bad	7	35 %	3	15 %
Total	**20**	**100 %**	**20**	**100 %**

Note: Prepared based on the results of the SPSS

Figure 2.

The comparison of the institutional climate

Note: Prepared based on the results of the SPSS

The results of Table 1 show the comparison of the institutional climate before and after the application of educational management strategies in a sample of twenty teachers, as indicated by the sample considered. In the pre-test, 20% of the teachers perceived the institutional climate as good, while 45% rated it as Fair and 35% as Bad. These results show that, before the intervention, a significant proportion of teachers had moderate perceptions of the institutional environment.

Subsequently, in the post-test, a substantial improvement in the perception of the institutional climate is observed, since the good level increased to 50%, which represents an increase of 30% compared to the pre-test. At the same time, the bad level decreased from 35% to 15%, evidencing a significant reduction in unfavorable perceptions. The regular level showed a slight decrease, which is explained by the positive displacement of teachers towards the good level.

Overall, these results indicate that the implementation of educational management strategies had a positive impact on strengthening the institutional climate, improving teachers' perceptions of the organizational environment, coexistence, and working conditions. These findings support the effectiveness of the intervention and agree with what Alvear and Espinoza de los Monteros (2020) have argued, who point out that adequate educational management has a direct influence on the improvement of the institutional climate and teacher job satisfaction.
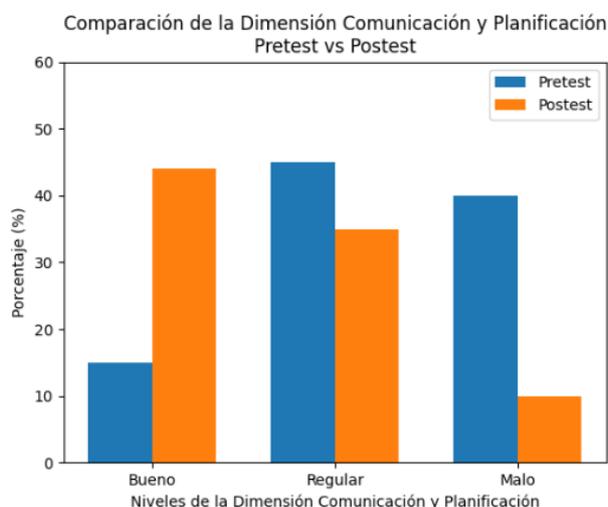
Table 3.

The comparison of the dimensions of communication and planning before and after.

Dimension Levels	Pretest f	Pretest %	Postest f	Postest %
Good	3	15 %	11	44 %
Regular	9	45 %	7	35 %
Bad	8	40 %	2	10 %
Total	**20**	**100 %**	**20**	**100 %**

Note: Prepared based on the results of the SPSS

Figure 2. *The comparison of the dimensions of communication and planning before and after.*

Note: Prepared based on the results of the SPSS

The results presented in Table 2 and Graph 2 present the comparison of the communication and planning dimension before and after the application of educational management strategies, considering a sample of twenty teachers. In the pre-test, it is evident that only 15% of the teachers perceived this dimension at a good level, while 45% placed it at a Regular level and 40% at a Bad level. These results reflect initial weaknesses in communication and institutional planning processes, key elements for organizational functioning. After the intervention, the results of the post-test show a significant improvement, since the good level increased to 44%, representing an increase of 29 percentage points compared to the pre-test. At the same time, the Bad level was significantly reduced from 40% to 10%, indicating a decrease in unfavorable perceptions. The regular level showed a slight reduction, attributable to the positive displacement of teachers towards the good level.

Overall, these findings show that the educational management strategies implemented effectively strengthened the processes of internal communication and institutional planning, favoring greater organizational clarity, coordination, and teacher participation. These results are in line with the approaches of Meza et al. (2024), who emphasize that strategic management based on communication and planning has a direct impact on the improvement of the institutional climate and the performance of educational actors.

In conclusion, the findings from Table 2 and Figure 2 confirm that the implementation of educational management strategies had a meaningful and positive impact on the communication and planning dimension within the institution. The substantial increase in the "Good" level and the marked reduction in the "Bad" level demonstrate that structured planning, clear communication channels, and participatory management practices contribute significantly to improving organizational processes. These improvements not only enhance institutional coordination and teacher involvement but also strengthen the overall institutional climate, reinforcing the importance of strategic educational management as a key factor in achieving sustainable educational quality and organizational effectiveness.
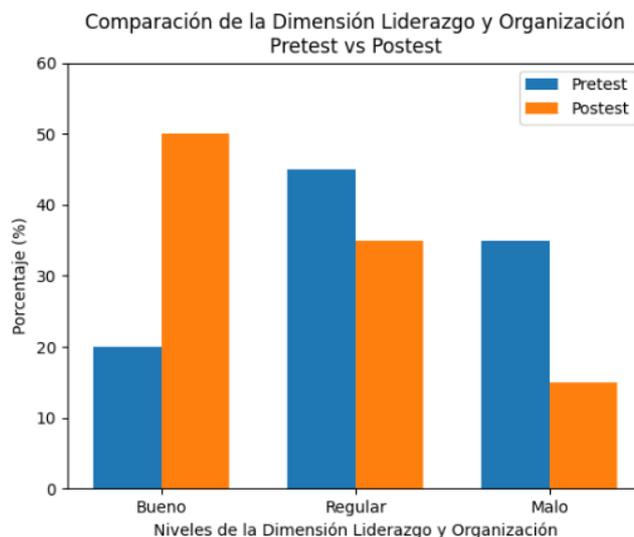
Table 4.

Results of the leadership and organization dimension: pre-test and post-test comparison

Dimension Levels	Pretest f	Pretest %	Postest f	Postest %
Good	4	20 %	10	50 %
Regular	9	45 %	7	35 %
Bad	7	35 %	3	15 %
Total	**20**	**100 %**	**20**	**100 %**

Note: Prepared based on the results of the SPSS

Figure 3.

Results of the leadership and organization dimension: pre-test and post-test comparison.

Note: Prepared based on the results of the SPSS

The results presented in Table 3 and Graph 3 show the comparison of the leadership *and* organization dimension before and after the application of educational management strategies, considering a sample of twenty teachers.

In the pre-test, 20% of the teachers rated this dimension at a good level, while 45% placed it at a Regular level and 35% at a bad level. These results reflect that, prior to the intervention, there were limitations in the leadership styles and organizational processes of the educational institution.

In the post-test, there is evidence of a substantial improvement, as the good level increased to 50%, which represents an increase of 30 percentage points compared to the pre-test. At the same time, the bad level decreased from 35% to 15%, indicating a significant reduction in unfavorable perceptions. The regular level showed a slight decrease, attributable to the positive shift of teachers towards the good level.

In general terms, these results show that the educational management strategies implemented effectively strengthened institutional leadership and internal organization, promoting a more participatory, structured and goal-oriented management. These findings are consistent with what has been stated by , who argue that effective leadership directly influences the improvement of the institutional climate and organizational performance (Cajamarca & Coloma, 2025; Alcantara Guevara, 2022).

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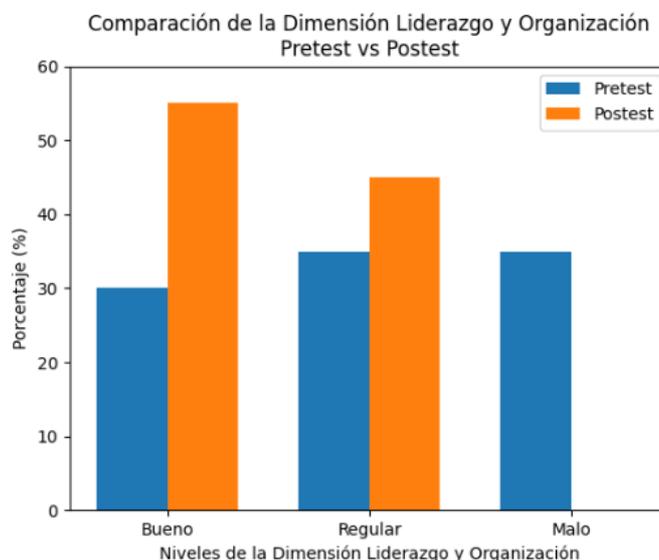
Table 4.

Results of the leadership and organization dimension: pre-test and post-test comparison

Dimension Levels	Pretest f	Pretest %	Postest f	Postest %
Good	6	30 %	11	55 %
Regular	7	35 %	9	45 %
Bad	7	35 %	0	0 %
Total	**20**	**100 %**	**20**	**100 %**

Note: Prepared based on the results of the SPSS

Figure 4.

Results of the leadership and organization dimension: pre-test and post-test comparison

Note: Prepared based on the results of the SPSS

The results presented show significant changes in the participation dimension after the application of educational management strategies in the analyzed institution.

In the pre-test, 30% of the teachers perceived institutional participation at a good level, while 35% rated it as good and another 35% placed it at a Bad level. This data reflects that, before the intervention, there were difficulties related to the active involvement of teaching staff in institutional processes and decision-making. After the intervention (post-test), a substantial improvement is observed, since the good level increased to 55%, which represents an increase of 25 percentage points.

Likewise, the regular level was increased to 45%, while the bad level was completely reduced, reaching 0%. This positive shift indicates that all teachers perceived institutional participation at favorable levels after the implementation of educational management strategies.

In general terms, the results show that the actions implemented favored greater inclusion, commitment and co-responsibility of teachers in the institutional dynamics, strengthening the participatory culture.

These findings coincide with the approaches of participatory educational management, which maintains that the active involvement of teaching staff contributes directly to the strengthening of the institutional climate and the improvement of organizational processes.

5. DISCUSSION

The results obtained show that the implementation of educational management strategies generated substantial improvements in the educational institutional climate, confirming the hypothesis raised and answering the research question.

The increase in the "Good" level from 20% to 50% and the decrease in the "Bad" level from 35% to 15% demonstrate that a planned intervention has a positive impact on the perception of the work and organizational environment.

These findings are in line with the approaches of Cajamarca y Coloma (2025), who argue that leadership and strategic management are determining factors in the construction of healthy and motivating school climates.

In the communication and planning dimension, a significant increase in the "Good" level (from 15% to 44%) and a notable reduction in the "Poor" level (from 40% to 10%) was observed, which shows that the strengthening of communication channels and institutional organization favors internal coordination and clarity in processes.

This result coincides with what was pointed out by Martínez-Iñiguez et al. (2020), who highlight that participatory management and strategic planning improve institutional coexistence and teacher commitment.

Similarly, in the leadership and organization dimension, there was an increase of 30 percentage points in the "Good" level, confirming that the adoption of more participative and results-oriented leadership styles strengthens the organizational culture.

These results are consistent with what Gonzalez (2024) states, who states that efficient educational management has a direct impact on institutional performance and professional satisfaction.

Regarding the participation dimension, the total elimination of the "Bad" level in the post-test (0%) is one of the most relevant findings of the study, as it shows a positive transformation in teacher involvement within the institution.

This result supports contemporary approaches to educational management that promote co-responsibility and shared decision-making as fundamental axes for strengthening the institutional climate.

However, it is important to recognize that the quasi-experimental design with a single group and the small sample size limit the generalizability of the results.

However, the changes observed allow us to affirm that the strategies implemented constitute a valid and pertinent alternative to improve organizational dynamics in similar educational contexts.

Overall, the discussion confirms that strategic educational management, based on planning, participatory leadership, effective communication and continuous monitoring, represents a key factor in moving towards inclusive, equitable and quality education, in coherence with SDG 4 (UNESCO, 2025).

6. CONCLUSIONS

The implementation of educational management strategies produced positive and significant effects in the strengthening of the institutional teaching climate, evidenced in the increase of the "Good" level and the reduction of unfavorable perceptions.

The communication and planning dimensions showed substantial improvements, demonstrating that organizational clarity and internal coordination are essential elements to consolidate a favorable work environment.

The strengthening of leadership and institutional organization promoted more participatory, structured and goal-oriented management, directly impacting the perception of teachers.

The participation dimension evidenced the most significant transformation, when the "Bad" level was eliminated in the post-test, which reflects greater commitment, inclusion and co-responsibility of the teaching staff.

It is concluded that strategic educational management constitutes a fundamental pillar for the improvement of the institutional climate and for the consolidation of educational institutions oriented towards quality, equity and inclusion.

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