Research Article

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Construction and Psychometric Properties of a Vertical Organizational Climate Scale for Teachers (VOCS-T)

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Abstract

The objective of the present study was to develop a vertical organizational climate scale for public school teachers (VOCS-T) in a district in northern Peru. To achieve this, a sample of 378 participants was assessed. As evidence of the internal structure validity of the instrument, an exploratory factor analysis (EFA) and a confirmatory factor analysis (CFA) were conducted, revealing a three-factor structure (Self-Realization, Work Engagement, and Communication) related to the 15 items of the scale, which explained 56.8% of the total variance and achieved adequate fit indices ($\chi^2/df = 1.859$; CFI = .95; RMSEA = .066). As an external validity source, moderate and excellent correlations (ranging from .63 to 1.0) were obtained with the organizational climate variable. Cronbach's alpha coefficients for the three factors ranged from .739 to .904. It is concluded that the VOCS-T and its derived scores are a valid and reliable measure for assessing organizational climate in the evaluated labor sector.

Keywords: *organizational climate, teachers, scale, assessment, psychometrics*

1. Introduction

Over the last decade, the business landscape has undergone significant changes that have deeply impacted not only the internal structure of companies but also the production of goods and services (Carbó & Rodríguez, 2021). These changes are not limited to the business sector but have also extended to the educational sector, notably affecting the organizational climate in educational institutions, particularly in school teaching (Gil, 2019).

One of the main challenges facing teachers today is dissatisfaction with their teaching, a lack of camaraderie, low commitment to the institution, and a lack of teamwork (Gil, 2019). These factors, collectively, have led to an alarming increase in the number of teachers expressing their intention to resign from their positions. This issue has a profound impact on the quality of education offered to students and, ultimately, on the future of society (Ribeiro et al., 2020).

School teaching has experienced a series of disruptive changes, from generational processes to health emergencies, resulting in new issues in teacher-employer relationships (Ribeiro et al., 2020). The lack of communication, limited camaraderie, inadequate compensation, and rigidity in standards are just some of the difficulties affecting the organizational climate in schools. These challenges have led to a hostile environment among teachers, with conflicts that even extend to the regional and macro-regional levels, resulting in strikes and labor stoppages that negatively affect students' education (Sovero, 2019).

It is important to note that the situation has become even more complicated with the implementation of emergency health regulations that have limited in-person interaction among teachers, further weakening communication in the workplace and the relationship with educational institutions (Castro et al., 2020). This has had a devastating impact on the organizational climate of teachers, leading to increased frustration and discontent.

To address this issue, specific instruments have been developed to analyze organizational climate in various professions, such as the Workplace Social Climate Scale (WES) and the Organizational Climate Scale (EDCO) (Chacón, 2018; Mamani, 2019). These instruments have demonstrated their validity and reliability in workplace contexts, but it is important to note that limited research has been conducted on the development of scales specifically designed to assess organizational climate in teachers (Chávez, 2021; Diaz, 2019; Lara, 2022). This highlights the need to develop assessment tools that capture the specific characteristics of the educational environment and the specific job characteristics of teachers in order to effectively address the challenges they face in their organizational climate and promote a healthier and more productive environment in schools.

The theoretical framework guiding this research focuses on understanding the perception of organizational climate from the perspective of teachers and how different dimensions of this climate influence their work experience in national schools. This approach is essential to provide a more comprehensive and enriching view of teachers' work dynamics and, in turn, to provide valuable insights that can contribute to improving the work environment and, consequently, the educational performance of these professionals. The definition of teacher organizational climate used in the study is based on teachers' perception of their work environment, considering factors such as personal success, task involvement, leadership, and access to information. These elements are essential for understanding how the environment in which they work influences teachers' motivation and behavior (Chiavenato, 2007; Palma, 2004; Williams, 2013).

One of the theories supporting the creation of the teacher organizational climate measurement instrument is based on the indicators proposed by Palma (Castillo, 2014). These indicators include: *Self-Realization*: Refers to teachers' perception of the opportunities that the work environment provides for their personal and professional development. This includes aspects such as education, support for personal progress within the organization, and effective training. This indicator is supported by previous research suggesting that employees' personal and professional development is achieved through organizational support (Casana, 2015; Montoya, 2015). *Worker Engagement*: This indicator is related to teachers' identification with the organization's values and their commitment to achieving and contributing to the institution's educational goals. It has been shown that more committed employees are more willing to accept the organization's goals and values (Nelson and Quick, 2013; Ferreira, 2006). *Supervision*: This aspect refers to how teachers perceive the role of authorities in supervising and guiding their daily work. Effective supervision can lead to higher production and satisfaction in established roles. This aligns with the idea that a focus on employee development can improve job performance (Martínez, 2003). *Communication*: The quality of internal communication within the organization is essential for organizational growth and development. Smooth, clear, and consistent communication contributes to a better work environment and employee satisfaction (Atalaya, 2001). *Work Aspects*: This indicator is related to the recognition that the organization provides to its teachers through the provision of material, economic, and psychosocial resources necessary for the effective fulfillment of their responsibilities. A suitable work environment is essential for organizational climate (Delgado, 2012).

In addition to this theory, the possibility of a differentiated organizational climate, such as the consultative climate proposed by Fischman (2006), is mentioned. This type of climate is characterized by the trust of superiors in their employees, allowing for specific decision-making and promoting employee participation in organization management. This approach emphasizes upward-downward and lateral communication, as well as trust in employees to make decisions, which may be relevant in the educational context and the relationship between teachers and authorities.

In terms of dimensions, self-realization aligns with the opportunities that the work environment provides for personal and professional development, where institutional support through incentives, fair policies, and effective training promotes this development (Casana, 2015; Montoya, 2015). Teacher engagement is associated with their identification with the institution's values and their commitment to the organization's goals, with committed teachers more likely to adopt the organization's values and objectives (Ferreira, 2006; Nelson & Quick, 2013). In this context, communication emerges as a fundamental element in organizational growth and development, as well as in teachers' perception of the fluency, speed, clarity, coherence, and accuracy of information (Atalaya, 2001).

With this background in mind, the present study has the general objective of designing, constructing, and validating a specific organizational climate scale for teachers in national schools in a Peruvian district. Furthermore, the motivations for conducting this research are justified on multiple dimensions, including theoretical, practical, social, and methodological aspects.

From a theoretical perspective, the aim is to provide up-to-date information on theories and concepts related to work climate without conflicting with existing theory but rather complementing and adapting it to current needs. Contemporary definitions and approaches will be addressed to contribute to a more precise and comprehensive understanding of the work climate.

Additionally, instruments designed to measure work climate will be analyzed in depth, highlighting those that have achieved validation and reliability, and identifying those that require review due to problems in their internal consistency. This will enable the selection or development of a suitable and reliable tool for evaluating the work climate of teachers in national educational institutions in the district of Guadalupe.

From a practical standpoint, the research is justified by providing a tool that reflects the necessary internal consistency to assess teachers' work climate. This will help identify the problems that teachers face in national schools, especially in the dimensions of the instrument that require intervention. Furthermore, this strategic tool will be the first of its kind in the district of Guadalupe and can be used in state intervention programs to counteract teacher attrition.

From a social perspective, the research will benefit educational institutions by providing a comprehensive view of the dimensions that are compromised in teachers' work climate. This will facilitate the implementation of changes in the relational and environmental context of teachers, reducing the signs of teacher attrition. It will also benefit the municipality by promoting intervention programs in educational institutions to improve relationships between teachers and, ultimately, contribute to the quality of education.

Regarding methodological justification, a descriptive research design will be used to observe the problematic reality of teachers in its entirety. Furthermore, a technological methodology will be employed, using instrumental analysis, specifically exploratory and confirmatory factor analysis, to validate and adjust the teacher work climate assessment tool.

2. Method

2.1 Research Design

The research methodology is based on a quantitative approach to measure and construct the instrument through statistical analysis. It is technological research aiming to build an instrument about organizational climate in line with the reality of teachers in national educational institutions

(Rincón, 2012). A cross-sectional research design will be employed, applying the instrument once to the target sample (Arias et al., 2022).

2.2 *Participants*

In the context of the research, a convenience sampling method was used to select participants. This choice is based on considerations that go beyond the nature of the study population, which includes 378 teachers from national schools in a Peruvian district.

2.3 *Instruments*

A survey was used as the data collection technique, and the "Vertical Organizational Climate Scale for Teachers (ECOVP-CT)," specifically created for the research, was administered. The instrument consists of 15 items divided into 3 dimensions, with 7 items for the first factor, 5 items for the second factor, and 3 items for the third factor, which correspond to self-realization, work engagement, and communication, respectively.

2.4 *Procedure*

Content validity evidence was obtained through the expert judgment method (Ato et al., 2013). Initially, 18 items were available, which were reduced to 15 due to the insights and contributions revealed in the factor analysis. Data were analyzed using IBM SPSS V.29 for exploratory factor analysis and AMOS V26 for confirmatory factor analysis. As part of this, the Kaiser-Meyer-Olkin test of sampling adequacy and Bartlett's Sphericity Test were considered in the factor analysis to determine the proportion of variance in the variables as predictors of the studied factor and the correlation matrix with the sample.

After obtaining determinative results for reliability, an orthogonal rotation of components was applied using the unweighted least squares method with direct oblimin rotation, aiming to simplify the factors by distributing factor loadings in a way that some variables have loadings close to zero in certain factors. This helps highlight stronger relationships between variables and factors, facilitating their interpretation.

To conclude the exploratory factor analysis, the total explained variance of the instrument was used to determine how much of the data's variability could be explained by the variables or the model under consideration. As for the confirmatory factor analysis, goodness-of-fit measures of the scale's confirmatory factor analysis were used to determine if the values were optimized based on the adjustments specified by expert authors (Pazmay, 2020).

2.5 *Ethical Considerations*

Finally, ethical considerations were taken into account, such as the principles of autonomy, justice, beneficence, and non-maleficence, while respecting the confidentiality of participants (Carcausto-Calla & Morales-Quispe, 2017; Estigarribia, 2015; Santi, 2016).

3. Results

The results of the data analysis, including evidence of validity (internal structure and relationships with other variables) and reliability (internal consistency), are presented below.

First, a descriptive analysis of the Vertical Organizational Climate Scale for Teachers (ECOVP-CT) was conducted, as well as the skewness and kurtosis obtained (see Table 1), which showed univariate values within an acceptable range, as they were less than ±2 (Salessi, 2021).

Table 1 : Analysis of Descriptive Data of the Vertical Organizational Climate Scale for Teachers (VOCS-T)

IT	M	SD	S	Ku
1	2.44	1.18	0.1328	-1.481
2	2.49	1.09	0.1084	-1.284
3	2.29	1.09	0.2312	-1.251
4	2.58	1.04	-0.0809	-1.168
5	2.71	1.02	-0.1484	-1.129
6	2.45	1.06	0.0940	-1.204
7	2.63	1.10	-0.0580	-1.331
8	2.68	1.01	-0.2191	-1.027
9	1.85	1.01	0.9761	-0.193
10	1.84	1.01	0.9898	-0.187
11	1.79	1.00	1.0408	-0.113
12	1.96	1.03	0.6635	-0.826
13	2.17	1.06	0.3648	-1.128
14	2.25	1.09	0.3432	-1.188
15	2.14	1.03	0.4354	-0.993
16	2.45	1.07	0.1439	-1.219
17	2.42	1.05	0.1872	-1.161
18	2.40	1.07	0.1887	-1.203

Note. M = Mean, *SD* = Standard Deviation, *S* = Skewness, *Ku* = Kurtosis

Similarly, the normalized multivariate kurtosis coefficient presented typical cases within the instrument ($x < \pm 3$), so the use of simple estimators is recommended (Perez et al., 2013). Next, the Kaiser-Meyer-Olkin (KMO) measure was calculated (see Table 2), which obtained a score of .926. Theoretically, the KMO measure evaluates the strength of relationships between two variables or items based on partial correlations, removing the effects between items. Among the measures used to determine the level, guidelines such as: values less than .5 are considered unacceptable; .5 to .59, poor; .6 to .79, fair, and .8 to 1, meritorious (Mendez & Rondon, 2012) are considered. In this particular case, the obtained score is considered meritorious. For this result, Moliner et al (2017) state that for a proper factorization of an instrument, a score equal to or higher than .80 is suggested, making it acceptable for factorization. Additionally, significance was demonstrated through Bartlett's sphericity test (see Table 2), which obtained a score of .001, indicating that the dependent variables are correlated with each other, as the value is less than .05 (Ferrando & Anguiano, 2010).

Table 2: Kaiser-Meyer-Olkin Sampling Adequacy Test and Bartlett's Sphericity Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.926
Bartlett's Test of Sphericity	Approx. Chi-Square	2082.153
	df (degrees of freedom)	230
	Sig. (significance level)	.001

Note: *df* = denotes degrees of freedom, *Sig*.= indicates statistical significance.

With these results, the rotated factor matrix was calculated using the unweighted least squares method with oblimin rotation of the items of the Vertical Organizational Climate Scale for Teachers (VOCS-T) (see Table 3), where factor loadings varied between .4 and .8. However, the items were reorganized into different factors due to their factor loadings. Therefore, the obtained factor loadings are considered acceptable.

Table 3: Rotated Component Matrix Using Unweighted Least Squares Method

Items	Factor			Uni.
	1	2	3	
1. The educational institution respects your performance as an educator.	**0,899**	-0,057	-0,031	0.271
2. The educational institution acknowledges your efforts as an educator and rewards them.	**0,845**	-0,122	0,033	0.360
3. You feel that you have grown as an educator within the educational institution.	**0,827**	0,031	-0,042	0.320
4. You participate in the activities of the educational institution.	**0,709**	0,055	0,057	0.405
5. You are flexible with your work plans within the educational institution.	**0,695**	0,123	0,016	0.392
6. You believe you can continue to grow within the educational institution to which you belong.	**0,693**	0,121	0,024	0.391
7. You participate in any extracurricular activities proposed by the educational institution.	**0,586**	0,084	0,111	0.507
8. You provide only what is fair and necessary in your work.	**0,411**	0,210	0,134	0.587
9. You only perform the activities scheduled for that semester/bimester.	-0,051	**0,838**	-0,025	0.363
10. You prefer not to express your opinion in teacher meetings unless it is absolutely necessary.	0,007	**0,833**	-0,003	0.303
11. You have a unique teaching method and prefer not to modify it.	0,207	**0,656**	-0,133	0.481
12. You use dynamics to improve outcomes in your classes.	-0,051	**0,602**	0,120	0.582
13. Supervision is given in an impartial manner in your work performance.	0,091	**0,548**	0,132	0.528
14. Supervision is strict.	0,177	**0,504**	0,183	0.448
15. Before being supervised, the purpose of the supervision is explained to you.	0,069	**0,500**	0,376	0.334
16. The administration is understanding when you or any staff member within the educational institution makes a mistake.	0,035	-0,023	**0,794**	0.362
17. Communication with the administration is always respectful, and vice versa.	0,085	-0,010	**0,692**	0.463
18. It is difficult to have a friendly conversation with the executives.	-0,095	0,168	**0,518**	0.665

Note: Based on direct oblimin rotation. *Uni* = Uniqueness.

As a result, the factorial structure explained a cumulative percentage value of 56.8% of the total variance of the scale, which, for authors Marin-Garcia and Caneiro (2010), would be acceptable as it exceeds the expected minimum of 40% (see Table 4).

Table 4: Total Explained Variance of the Vertical Organizational Climate Scale for Teachers (VOCS-T)

Factor	SC Loadings	% of Variance	% Cumulative
1. Self-Realization	4.66	25.9	25.9
2. Job Engagement	3.55	19.7	45.6
3. Communication	2.01	11.2	56.8

Note. The table displays the factorial structure where the cumulative percentage value was 56.8% of the total variance of the scale, which, according to Marin-Garcia and Caneiro (2010), is considered acceptable as it exceeds the expected minimum of 40%.

Regarding the initial confirmatory factor analysis process, the proposed model containing 18 items did not achieve the optimal indices to be considered a valid instrument. Following the literature's guidelines to improve the model fit, an examination of the standardized residuals matrix was conducted, following the approach proposed by Hair et al. (1999). In this analysis, discrepancies between the observed covariance or correlation matrix and the predicted covariance or correlation matrix were evaluated. As a result of this inspection, three items (numbers 5, 11, and 12) showed high standardized residuals, indicating that they contributed significantly to the discrepancy between the matrices. Therefore, measures were taken to improve the model fit, and these three items were removed from the instrument (see Table 5). In the analysis of the current proposal, it can be observed that the x^2/gl has an acceptable value of 1.859, while GFI, CFI, and TLI have acceptable values within the range of 0.90, and RMR has an optimal index of .058. Additionally, RMSEA reached an acceptable value of .058 (Levy & Valera, 2006). Thus, it can be concluded that the instrument has the necessary internal consistency to be used for its scientific purpose. The factor loadings for the three dimensions of the Vertical Organizational Climate Scale for Teachers (VOCS-T), characterized by factor loadings between .6 and 1.0 in the item-factor relationship, were definitive. The dimensions of the instrument are self-realization as the first dimension, work engagement as the second dimension, and communication as the third dimension (see Figure 1).

Table 5: Goodness of Fit Measures for Confirmatory Factor Analysis of the Vertical Organizational Climate Scale for Teachers (VOCS.T)

Índices de ajuste	Modelo teórico	Índices óptimos	Autor
Absolute Fit			Escobedo et al. (2016)
x^2 /*df*	1.859 (Acceptable)	≤ 3.00	
GFI	.904 (Acceptable)	>0.90	
RMSEA	.066 (Acceptable)	<0.08	
RMR	.058 (Acceptable)	Cerca de 0	
Comparative Fit			Levy & Valera, (2006)
CFI (Comparative Fit Index)	.953 (Acceptable)	>0.90	
TLI (Tucker-Lewis Index)	.943 (Acceptable)	>0.90	

Note: x^2 /*df* = Chi-Square/Degrees of Freedom, *GFI* = Goodness of Fit Index, *RMSEA* = Root Mean Square Error of Approximation, *RMR* = Root Mean Square Residual, *CFI* = Comparative Fit Index, *TLI* = Tucker-Lewis Index.

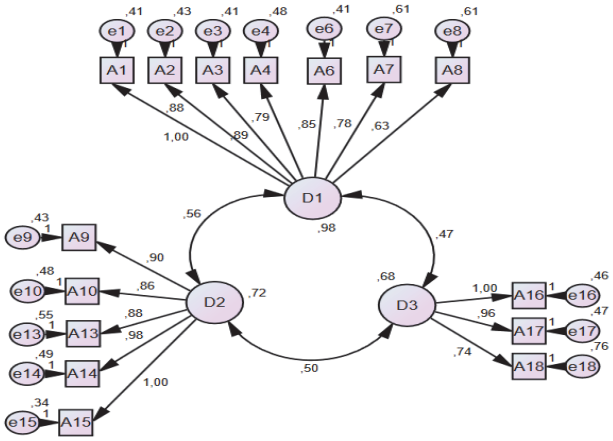

Figure 1: Confirmatory Factor Analysis of the Vertical Organizational Climate Scale for Teachers (VOCS-T)

Regarding reliability, the values for the Cronbach's alpha of the Vertical Organizational Climate Scale for Teachers (ECOVP-CT) obtained a total value of .919, which would be considered adequate reliability (Ruiz, 2015). As for the McDonald's coefficient of the Vertical Organizational Climate Scale for Teachers (VOCS-T), it scored .920, which falls within an acceptable range (see Table 6).

Table 6: Reliability Analysis Using Cronbach's Alpha and Omega Coefficient for the Vertical Organizational Climate Scale for Teachers (VOCS-T)

Dimension	Number of Items	α	Ω
Self-Realization	7	.904	.905

Dimension	Number of Items	α	Ω
Job Engagement	5	.872	.873
Communication	3	.739	.747
Total Scale	15	.919	.920

Note: α = Cronbach's Alpha; Ω = Omega Coefficient.

Finally, benchmarks have been established for the Vertical Organizational Climate Scale for Teachers (ECOVP-CT) assessment instrument. These benchmarks were developed taking into consideration the results obtained through statistical analysis and the theoretical foundations outlined in the research. The ECOVP-CT instrument consists of 3 dimensions and a total of 15 items, which have been carefully designed to comprehensively evaluate the organizational climate in the context of teachers (see Table 7).

Table 7: Table of Norms for the Vertical Organizational Climate Scale for Teachers

Percentile	Scale	Self-Realization	Job Engagement	Communication
10	15	7	5	3
20	21	10	7	5
30	30	14	10	6
40	31	15	11	7
50	37	17	13	8
60	42	19	14	-
70	45	21	15	9
80	46	22	16	10
99	60	28	20	12

4. Discussion

The main objective of the present research was the design, construction, and validation of an organizational climate scale specifically targeted at teachers in national schools in a Peruvian district during the year 2023. The results obtained provide strong evidence for the validity and reliability of the internal structure of the scale, supported by both exploratory and confirmatory factor analysis.

Regarding the exploratory factor analysis, the results indicated that the instrument had adequate factorization, as supported by satisfactory scores on the KMO test and Bartlett's sphericity test (Moliner et al., 2017). Item rotation using the unweighted least squares method revealed that the factorial loadings aligned with the initially proposed theoretical dimensions. However, some items were identified that grouped into different but theoretically related dimensions, leading to the elimination of two dimensions from the instrument. Ultimately, the final instrument included 15 items distributed across three dimensions and accounted for 56.8% of the total variance in organizational climate in the studied population (Marin-Garcia and Caneiro, 2010).

The process of confirmatory factor analysis is essential for assessing the validity and reliability of a measurement instrument, as in the case of the Vertical Organizational Climate Scale for Teachers (VOCS-T) in this research. Initially, the proposed model with 18 items did not achieve optimal fit indices, which prompted a detailed analysis of the standardized residual matrix.

Following the approach proposed by Hair et al. (1999), three specific items (numbers 5, 11, and 12) were identified that significantly contributed to the discrepancy between observed and predicted covariance matrices. The decision to remove these three items from the instrument was based on the improved model fit. As a result of this review and adjustment, the final model showed acceptable fit indices, such as the χ2/df, GFI, CFI, TLI, and RMR, supporting the validity of the revised instrument.

Regarding the structure of the VOCS-T scale, three dimensions were confirmed: self-realization,

work engagement, and communication. These dimensions represent essential aspects of organizational climate in the context of teachers and are supported by factorial loadings ranging from .6 to 1.0, indicating a strong relationship between items and dimensions.

In terms of reliability, the Cronbach's alpha values (.919) and McDonald's coefficient (.920) for the VOCS-T scale indicate a high internal consistency of the dimensions and the instrument as a whole. These results suggest that the instrument is reliable for measuring the organizational climate of teachers in the context of this research.

Finally, the establishment of benchmarks for the VOCS-T instrument is an important step as it provides reference points for interpreting scores obtained by teachers. These benchmarks have been developed considering both statistical results and the theoretical foundations of the research, ensuring a comprehensive and accurate assessment of organizational climate in the studied context.

The results of this research are consistent with previous studies that have also demonstrated the reliability and validity of similar instruments used to measure organizational climate in various contexts, reinforcing the robustness of the findings obtained in this study.

For example, in the study conducted by Mamani (2019), the psychometric characteristics of the Organizational Climate Scale (EDCO) were investigated in teachers from educational institutions in Juliaca. The results of this study revealed that the scale had adequate factorization, supported by well-fitting factorial loadings and high reliability, with a Cronbach's alpha of 0.90. These findings align with the results obtained in the present research, indicating that the scale designed and validated in this study has a solid foundation in terms of its reliability and validity.

Additionally, the study conducted by Ortega (2018), aimed at evaluating the validity of Sonia Palma's workplace climate scale in employees with worker profiles in Trujillo, also supported the validity of the instrument used. Confirmatory factor analysis in that study demonstrated that the theoretical model adequately fit the sample, with satisfactory goodness-of-fit indices. Furthermore, the instrument's reliability, measured through the omega coefficient, was high (0.90), indicating that the instrument is consistent and reliable.

The theoretical framework guiding this research focuses on understanding the perception of organizational climate from the perspective of teachers and how different dimensions of this climate influence their work experience in national schools. This theoretical perspective is based on the contributions of authors such as Chiavenato, Palma, and Williams, who have emphasized the importance of considering factors like self-realization, employee engagement, supervision, communication, and work-related aspects in evaluating organizational climate.

Furthermore, the possibility of a differentiated organizational climate, such as the consultative climate proposed by Fischman (2006), has been mentioned. This approach emphasizes the trust of superiors in their employees and the active participation of workers in organizational management, which may be relevant in the educational context and in the relationship between teachers and authorities.

5. Limitations

While the research findings are robust, some limitations could benefit future investigations and enhance the applicability of the Vertical Organizational Climate Scale for Teachers (VOCS-T). For instance, the focus on a single Peruvian district provides a solid yet limited foundation for understanding organizational climate in culturally diverse educational contexts. By acknowledging this limitation, it opens up the opportunity to broaden the research scope to include a more diverse sample of educational contexts, thereby enriching the understanding of the impact of organizational climate across different cultures and settings. Furthermore, the lack of consideration for external variables such as local educational policies or specific dynamics of interpersonal relationships between teachers and authorities presents an opportunity for future research to delve into these aspects and their influence on organizational climate. Addressing these limitations will not only strengthen the scale's applicability in diverse educational settings but also enrich the overall

understanding of organizational climate and its impact on educational performance.

6. Implications

The implications of this research are significant both theoretically and practically. Theoretically, the study has provided a solid foundation for future research in the same field, offering a reliable and validated tool for assessing teachers' organizational climate. This paves the way for a deeper understanding of how organizational climate impacts educators' work experience. From a practical and social perspective, the availability of this validated tool has the potential to facilitate effective interventions to improve the work environment in public schools, which could contribute to better educational performance and overall well-being of the school community. Furthermore, by acknowledging the study's limitations, it opens up the opportunity to broaden its scope to include a more diverse sample of educational contexts and explore external variables that could influence organizational climate. This would not only strengthen the scale's applicability in various settings but also enrich the overall understanding of organizational climate and its impact on educational performance.

In conclusion, the study has successfully developed and validated an organizational climate scale for teachers, providing a valuable tool for analyzing and improving the working environment in public schools.

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