

International Journal of Learning, Teaching and Educational Research
Vol. 23, No. 11, pp. 365-383, November 2024
<https://doi.org/10.26803/ijlter.23.11.19>
Received Aug 11, 2024; Revised Nov 12, 2024; Accepted Nov 18, 2024

Interaction between Leadership, Interpersonal Relationships and Organisational Climate: Case Study in the Peruvian Aymara region

Edwin Juan Laura Laura 

Universidad Nacional del Altiplano, Puno, Perú

Danitza Luisa Sardón-Ari* 

Escuela Profesional de Educación Primaria,
Universidad Nacional del Altiplano, Puno, Perú

Teofilo Condori Tipula 

Universidad Andina Néstor Cáceres Velásquez, Puno, Perú

Zezy Yadeyda Sardon-Ari 

Escuela Profesional de Trabajo Social,
Universidad Nacional del Altiplano, Puno, Perú

José Antonio Mamani Gomez 

Escuela Profesional de Ingeniería Agrícola
Universidad Nacional del Altiplano, Puno, Perú

Luz María Meneses Cariapaza 

Escuela Profesional de Trabajo Social,
Universidad Nacional del Altiplano, Puno, Perú

Lizbeth Patricia Cayro Jilapa 

Escuela Profesional de Educación Inicial,
Universidad Nacional del Altiplano, Puno, Perú

Abstract. In the dynamic outlook of current educational management, pedagogical leadership, interpersonal relationships and organisational climate emerge as fundamental pillars for institutional success. This research explores the intricate interconnection between these three crucial elements in the context of public elementary schools in the Aymara region of Perú. The methodology used corresponds to the quantitative approach

* Corresponding author: *Danitza Luisa Sardón-Ari*, danitzasardon@unap.edu.pe

and a descriptive-correlational design. The study analysed the perceptions of 125 teachers from six primary educational institutions by applying validated questionnaires. The findings reveal significant correlations between the variables; a high positive relationship between pedagogical leadership and interpersonal relationships ($r=0.99$), between pedagogical leadership and organisational climate ($r=0.99$), and between interpersonal relationships and organisational climate ($r=0.96$). It is concluded that there is a high degree of positive relationships between the three variables. These results validate the hypotheses put forward and underscore the critical importance of leadership in creating a harmonious and productive educational environment. The implications of this study are profound, highlighting how effective leadership can catalyse positive interpersonal relationships and, consequently, foster a healthy organisational climate, resulting in a cordial atmosphere for the educational community. Based on social and emotional skills, this synergy emerges as the key to achieving institutional goals in today's challenging educational environment. The analysis provided offers a solid foundation for future research and implementing more effective and holistic educational management strategies.

Keywords: organisational climate; management team; pedagogical leadership; interpersonal relationships; teamwork

1. Introduction

Educational management in the 21st century faces complex challenges that require pedagogical leadership that adapts to rapid social and technological changes. These leadership practices in various organisations have undergone a significant transformation in the wake of the COVID-19 pandemic, marking a turning point in institutional management. This global event has catalysed profound changes in multiple aspects, including communication, logistics, socialisation, teamwork, learning and self-management of technological resources.

The pandemic created unique challenges for schools and their leaders, challenges that were neither anticipated nor addressed by the accumulated knowledge base of educational leadership research (Karakose et al., 2024). These unprecedented challenges tested the adaptability and resilience of educational leaders, forcing them to rethink and reinvent their management strategies in a context of uncertainty and constant change. This situation not only revealed the limitations of traditional leadership models but also opened new avenues for innovation and the development of more flexible and adaptive leadership competencies, essential in navigating the complex post-pandemic educational landscape. In this context, the interrelation between pedagogical leadership, interpersonal relationships and the organisational climate emerges as a crucial factor for achieving institutional goals, the wellbeing of educational actors, the effectiveness of teaching-learning processes, teacher professional development and student achievement (Bush, 2020).

At the global level, United Nations Educational, Scientific and Cultural Organization (UNESCO) (2016) has emphasised the need to strengthen

educational leadership to achieve the Sustainable Development Goals through SDG 4 on quality education. Countries like Finland and Singapore stand out for their effective educational leadership practices. In Finland, teachers' distributive leadership and professional autonomy have contributed to high academic performance and job satisfaction (Sahlberg, 2015) while Singapore implemented a leadership development system that identifies and cultivates talent from the early stages of the teaching career (Ng, 2017). In Ontario (Canada) the implementation of a systemic leadership approach has significantly improved student achievement and school climate, one of its four components being the focused direction to build a collective purpose (Fullan & Quinn, 2015). Furthermore, in Australia, the School Leadership Framework has provided a solid foundation for the development of influential educational leaders (Mulford, 2008).

However, many educational institutions still face challenges in implementing effective leadership practices and creating organisational climates conducive to learning (Organisation for Economic Co-operation and Development [OECD], 2019). As in some African countries, the lack of resources and adequate training for school leaders has resulted in inefficient management practices and unfavourable organisational climates as a result of leadership focused on administration rather than teaching and learning (Bush & Glover, 2016). In Perú, a similar situation occurs, whereby many managers only focus on the administrative aspects, prioritising functions of executing rules and directives while abandoning compliance with the other three dimensions of school management – strategic, pedagogical and community – due to lack of time for training or simple disinterest (Jihuallanca, 2023).

At the international level, pedagogical leadership has become a priority in educational policies (Pont et al., 2008). The global problem lies in the need to transform traditional leadership practices into models more adapted to contemporary challenges. Studies in various countries have shown that effective pedagogical leadership has a significant impact on student achievement and overall educational quality (Leithwood et al., 2019).

In the Peruvian context, according to RM N° 0262-2013-ED meritocratic principles for access to management positions have been strengthened and promoted since 2013 (MINEDU, 2013) and made concrete since 2014 (MINEDU, 2014), through the application of the Single National Test. In 2024 a law was passed that requires directors to undergo a performance evaluation to extend their mandate in said position (Ley N° 31987, 2024) in order to guarantee that the most competent and efficient directors remain in their positions. These types of measures are essential for the advancement and constant improvement of education.

Although policies and frameworks have been established to promote the pedagogical leadership of managers in Perú, studies show that there are still significant deficiencies in their practical implementation at the level of educational institutions (Rodríguez, 2019; Vela-Quico et al., 2020). Initially, there were significant gaps in the effective implementation of leadership practices, especially in rural areas (Freire & Miranda, 2014). However, the strengthening of pedagogical leadership is being carried out through the training of managers promoted by the Ministry of Education (MINEDU) (MINEDU, 2021). An example

of this is specialised mentoring in school management covering topics in institutional planning and monitoring along with pedagogical practice and collaborative work. In addition, there is free access to a platform (<https://directivos.minedu.gob.pe/>) intended to support and self-manage management knowledge, with more than 5,416 web visits per month (MINEDU, 2019).

As stated, the objective of this research is to determine the degree of relationship that exists between pedagogical leadership and interpersonal relationships, between pedagogical leadership and organisational climate, and between interpersonal relationships and organisational climate, based on the perception of teachers from six educational institutions at the primary educational level in the city of Ilave in the Aymara region of Perú.

2. Literature Review

Pedagogical Leadership and Situation in Perú

The literature on pedagogical leadership has evolved from concepts such as instructional leadership (Leithwood, 2009) to more comprehensive models such as transformational and distributive leadership (Maureira et al., 2014). However, the leadership model that prevails is influenced and conditioned by the immediate context of the educational institution. The philosophy of pedagogical leaders must have a universal character, considering the higher-order principles that emanate from the Declaration of Human Rights and the Sustainable Development Goals and the 2030 Agenda of the United Nations, whose ultimate goal is to realise the right to quality education for all schoolchildren (Organization of Ibero-American States for Education, Science and Culture [OEI], 2019).

In Perú, the General Education Law No. 28044 considers the director the legal representative of a school educational institution – their job is to guarantee that processes work effectively and promote teamwork in a climate characterised by harmonious human relations (Tafur & Díaz, 2011). The Ministry of Education recognises the importance of pedagogical leadership in the Manager's Good Performance Framework (MINEDU, 2014a) and considers it a priority for school transformation. In the Institutional Strategic Plan for 2026 according to R.M. N° 344-2022-MINEDU (MINEDU, 2022), directors and vice-principals are considered critical actors in the development of the school since, through their pedagogical leadership, they make decisions and coordinate the educational community's efforts in favour of student learning achievement. Recently, a Guide for School Management has been structured and systematised (MINEDU, 2023) to help carry out the management practices linked to the school management commitments.

Pedagogical Leadership Styles

The leadership styles addressed in this review are autocratic, benevolent-authoritarian, consultative and participatory. These align with Likert's management systems theory which has been adapted to the educational context. These leadership styles represent an evolving change that starts from the most authoritarian to the most participative.

Autocratic Leadership

This leadership in the educational context is characterised by centralised decision-making and one-way communication, focusing on the leader's total control over the group and expecting members to follow their instructions without question (Goleman, 2000). This style can be effective in crises or when quick decisions are required (Avolio et al., 2009). This leadership style's advantages allow for quick decision-making and clarity in directives. However, its disadvantages are low staff motivation, limited innovation and possible resistance.

Benevolent Leadership - Authoritarian

This style combines elements of authority with a more careful and considerate approach to followers. The leader makes decisions centrally but takes into account the wellbeing of their team (Bass, 1990). The possible advantages are oriented towards greater flexibility than the autocratic approach and a certain degree of consideration towards staff. However, its disadvantages are that it could limit participation and generate possible dependency.

Advisory Leadership

Consultative leadership involves greater team participation in decision-making, although the final decision rests with the leader. This style can be particularly effective in educational settings where a balance between clear direction and staff involvement is sought (Leithwood et al., 2019). Among the advantages could be greater participation, better flow of information and increased job satisfaction. However, there are disadvantages such as a possible slowness in decision-making and potential frustration if the suggestions are not implemented.

Participatory Leadership

Also known as democratic leadership, this style involves actively including group members in the decision-making process; the leader facilitates dialogue and consensus (Northouse, 2018). Participatory leadership is ideal for fostering innovation and engagement in educational environments (Bush & Glover, 2014). However, it is noted that its effective implementation requires a mature organisational culture and highly trained personnel (Weinstein et al., 2018). The advantages that can be considered range from high staff commitment and promotion of innovation to developing leadership capabilities throughout the organisation. However, some disadvantages point to the potentially slow decision-making process and possible lack of clear direction in situations requiring quick action. The important thing is that this style fully involves the team in the decision-making process.

The trend has been towards greater adoption of consultative and participatory leadership styles in the Latin American and Peruvian context. In their study on the principal's role in Peruvian schools, Freire and Miranda (2014) found that participatory leadership was associated with better academic results. However, they also noted that effectively implementing this style faced challenges in contexts with limited resources or communities with traditional leadership expectations. It is important to note that, in practice, influential educational leaders often adapt their style depending on the situation. Bolívar (2019) argues that effective pedagogical leadership in Latin America requires the ability to

transition between different styles depending on the needs of the context and educational goals.

Interpersonal Relationships

Interpersonal relationships are determined aspects of organisational life that help people achieve personal and collective goals as expressed in good work relationships and interaction with colleagues, subordinates and superiors (Hellriegel & Slocum, 2009). When a leader looks out for others, he emphasises interpersonal relationships, takes a personal interest in the needs of employees and accepts individual differences among members (Robbins & Judge, 2009); Therefore, for administrative effectiveness to exist, satisfactory interpersonal relationships must prevail (Chiavenato, 2011).

Positive interpersonal relationships among teachers lead to greater job satisfaction, improve collective efficacy and contribute to the successful implementation of educational reforms. The quality of these relationships directly impacts school culture, educational outcomes, and ongoing professional development (Vangrieken et al., 2015). They even influence their professional learning, facilitating knowledge sharing, critical reflection on practice and the adoption of new pedagogical strategies (Johnson et al., 2014). Therefore, "collaborative professionalism" among teachers is fundamental for school improvement and educational innovation (Hargreaves & O'Connor, 2018). In addition, social capital among teachers, based on strong interpersonal relationships, affects teacher retention and school improvement, which implies that schools with denser social networks among teachers experience lower turnover rates and better academic results (Kraft et al., 2016).

Organisational Climate

The organisational climate is linked to the internal environment among the members of an organisation and includes a broad and flexible set of environmental influences on the motivation of its members (Chiavenato, 2011). The organisational climate must be open and have a high level of trust, so that it promotes favourable conditions for obtaining collective benefits (Hellriegel & Slocum, 2009). In educational institutions, it is a crucial factor that significantly influences teachers' wellbeing, job satisfaction and professional performance. The quality of the work environment as perceived by teachers influences their professional behaviour and attitudes (Aldridge & Fraser, 2016; Meristo & Eisenschmidt, 2014). Moreover, teachers' wellbeing is associated with higher levels of work commitment and teaching effectiveness (Collie et al., 2012).

Interrelation of Pedagogical Leadership, Interpersonal Relationships and Organisational Climate

Addressing the interrelationship between these elements (pedagogical leadership, interpersonal relationships and organisational climate), is crucial to improving educational quality in Perú and globally. This comprehensive approach provides an understanding of how effective leadership can foster positive relationships and a supportive organisational climate, which, in turn, contributes to the achievement of educational objectives. The lack of an effective leadership style leads managers to develop an autocratic, top-down and

dictatorial management approach (Rosas, 2016). Consequently, educational institutions must be managed using a pedagogical leadership style based on proactive practices, empathy, conflict management capacity, problem-solving with morality and ethical solvency to have an effective and efficient organisation and administration (Paipay, 2024).

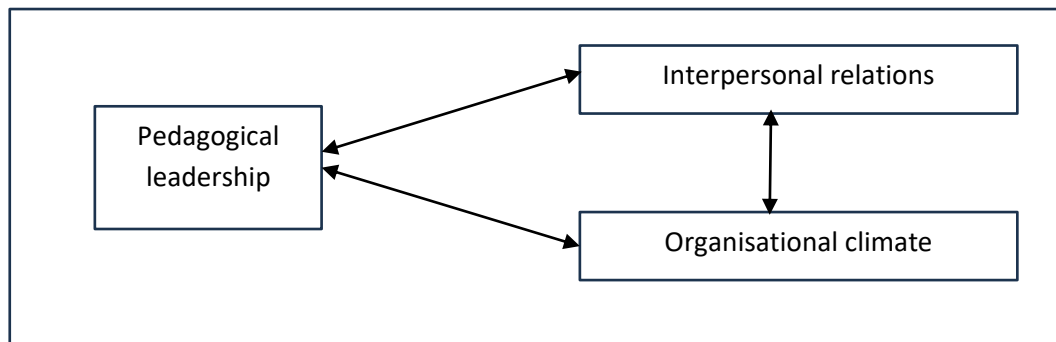


Figure 1: Represents the relationships between the variables evaluated in this study

Figure 1 shows the interconnectedness of pedagogical leadership, interpersonal relations and organisational climate, and how they could influence each other. Effective school leaders are those who foster relationships of trust and mutual respect between members of the teaching staff and educational community. These relationships, in turn, contribute to a positive organisational climate that facilitates the implementation and creation of the necessary conditions for effective and innovative teaching and learning (Hallinger, 2018; Harris et al., 2017; Leithwood et al., 2019; Tschannen-Moran, 2014). When they positively influence the organisational climate, they foster trust, promote professional collaboration, and provide individualised support to teachers (Dou et al., 2016; Leithwood et al., 2019). However, environments with an adequate organisational climate cannot always be provided and, in consequence, interpersonal relationships can become a source of stress and not a social support that helps members cope with stress generators. Therefore, pedagogical leaders need to know which behaviours are considered acceptable in the workplace and which are not through the implementation of organisational policies (Hellriegel & Slocum, 2009). In the case of educational institutions, it must be reflected in the management documents.

3. Methodology

The research was conducted in the primary public educational institutions of a state nature located in the city Ilave. This city is in the Peruvian highlands of the province of El Collao, department of Puno, at an approximate altitude of 3,847 metres above sea level, southeast of Perú 16°04'50.2" South 69°38'15.0" West. The citizens of Aymara's origin characterise the key city; culturally, they maintain a series of traditions within the framework of their Andean worldview. This is characterised by a strong tradition of community-based leadership where important decisions are usually made collectively. They maintain a marked defence of cultural identity since the leaders of this Aymara region frequently assume an active role in preserving and promoting the Aymara culture and language. In addition, the population of this region has historically demonstrated

active political participation, with leaders advocating community interests at the regional and national levels.

The research approach was quantitative, using a correlational and cross-sectional transactional design. The population consisted of 185 teachers with a stratified sample of 125 teachers who work in six state educational institutions in the city Ilave. Schools operate in double shifts, morning and afternoon. The teachers were previously informed about this study and gave their endorsement through informed consent. In this sector, 70% of the teachers came from the Aymara region, were bilingual, spoke Spanish with their mother tongue being the Aymara language; 60% of the teachers lived in the same city, so they were more willing to collaborate in executing institutional tasks. The other 40% of teachers travelled daily, mostly from Puno to Ilave (50 kilometres) and Juliaca to Ilave (99 kilometres).

Regarding the research technique and instruments, the survey technique was used with the instrument being a questionnaire based on the three research variables: pedagogical leadership, interpersonal relations and organisational climate, with five items in each component. This instrument was validated through the judgement of experts with extensive and recognised professional experience (Arroyo, 2013). Cronbach's α reliability coefficient for leadership was =0.0835, interpersonal relations =0.916, and organisational climate =0.892. The Pearson correlation coefficient was used to test the hypothesis.

The statistical analysis was carried out at a descriptive and inferential level. At a descriptive level, it employed frequency tables and percentages, while a parametric design, such as Pearson's r coefficient, was applied for the inferential analysis. The results were obtained through the SPSS V.24 software, thereby enabling the verification of the truth or falsity of the hypotheses raised in the study. The correlations between pedagogical leadership and interpersonal relations, pedagogical leadership and organisational climate and, finally, interpersonal relations and organisational climate were verified.

Regarding ethical considerations, the study proceeded with the endorsement and informed consent of the 125 participants, the institutions and the relevant stakeholders engaged in the study. In addition, personal interviews were previously held with the directors of the educational institutions and the teachers to inform them of the purpose and nature of the research after which they agreed to participate in the study.

4. Results

Table 1 summarises the level of pedagogical leadership perceived in primary educational institutions with 125 teachers in the study. Data show that 33% of teachers considered that their managers have good pedagogical leadership, 26% considered it excellent, 28% perceived that it is very good, 11% considered that it is average and 2% said it is deficient. According to Table 1, the pedagogical leadership that stands out the most in the six educational institutions is the consultative leadership type, with 40% indicating that it is at a good level. However, autocratic leadership is very close behind with 39%, followed by

benevolent-authoritarian leadership with 38% and participative leadership with 36%. It is inferred that the presence of these types of leadership is used according to the circumstances and the necessary context.

Table 1: Summary of the level of pedagogical leadership (x) (n=125=100%)

Level and type of pedagogical leadership	Valid					Total
	Excellent	Very good	Good	Regular	Deficient	
Autocratic	39	21	31	6	3	100.0
Benevolent-Authoritarian	16	30	38	14	2	100.0
Consultative	17	26	40	14	3	100.0
Participative	32	36	22	9	1	100.0
Average (x%)	26	28	33	11	2	100.0
Per cent	26.0	28.0	33.0	11.0	2.0	100.0
Per cent valid	26.0	28.0	33.0	11.0	2.0	100.0

Table 2 presents a summary of the level of interpersonal relationships perceived by the 125 teachers in primary educational institutions in the Aymara region of Perú. As shown in the table, 34% of teachers perceived that they have good interpersonal relationships, 33% of teachers perceived very good interpersonal relationships, with 24% excellent, 9% average and 1% poor. The study observed that the most outstanding characteristics of perceived interpersonal relationships are the skills of active listening (51%) and conflict resolution (42%), demonstrating adequate levels in institutional environments.

Table 2: Summary of the level of interpersonal relationships (y) (n=125=100%)

Level of interpersonal relationships	Valid					Total
	Excellent	Very good	Good	Regular	Deficient	
Communication skills	34	26	34	5	1	100.0
Active listening	16	51	26	5	2	100.0
Conflict resolution	22	30	42	6	1	100.0
Authentic and honest expression	23	26	33	18	0	100.0
Average (x%)	24	33	34	9	1	100.0
Per cent	24.0	33.0	34.0	8.0	1.0	100.0
Per cent valid	24.0	33.0	34.0	8.0	1.0	100.0

Table 3 summarises the perceived organisational climate in primary educational institutions. From the 125 teacher respondents, 32% perceived that they have a good organisational climate during the administrative management of their pedagogical leaders. Furthermore, it was observed that the most outstanding characteristics of the teachers are communication skills (30%), planning (31%), and control (31%), which shows that the managers demonstrate good mastery of

management skills to be managers in accordance with school management commitments.

Table 3: Summary of the level of organisational climate (z) (n=125=100%)

Level of organisational climate	Valid					Total
	Excellent	Very good	Good	Regular	Deficient	
Methods of leadership	18	20	39	18	5	100
Motivation	26	26	28	18	3	100
Communication	30	25	32	14	0	100
Influence	26	28	26	18	2	100
Decision-making	27	22	38	13	0	100
Planning	31	30	29	10	0	100
Control	33	30	28	8	1	100
Average (x%)	27	26	31	14	2	100.0
Per cent	27.0	26.0	31.0	14.0	2.0	100.0
Per cent valid	27.0	26.0	31.0	14.0	2.0	100.0

Table 4 presents the relationship between leadership and interpersonal relationships as perceived by teachers. The result of Pearson's simple linear correlation coefficient r , between the variables X and Y, has a degree of correlation $r = 0.99$, meaning that there is a very high positive relationship between leadership and interpersonal relationships, with a tendency towards a perfect positive relationship.

Table 4: Degree of relationship between pedagogical leadership and interpersonal relationships (correlation between x-y)

		Pedagogical leadership	Interpersonal relationships
Pedagogical leadership	Pearson correlation	1	.990**
	Sig. (bilateral)		.000
	N	125	125
Interpersonal relationships	Pearson correlation	.990**	1
	Sig. (bilateral)	.000	
	N	125	125

** The correlation is significant at the 0.01 level (2-tailed).

Table 5 presents the relationship between pedagogical leadership and organisational climate as perceived by teachers. The result of Pearson's simple linear correlation coefficient r , between the variables X and Z, has a degree of correlation $r = 0.99$, which means that there is a very high positive relationship, with a tendency towards a perfect positive relationship.

Table 5: Degree of relationship between pedagogical leadership and organisational climate (correlation between x-z)

		Pedagogical leadership	Organisational climate
Pedagogical leadership	Pearson correlation	1	.990**
	Sig. (bilateral)		.000
	N	125	125
Organisational climate	Pearson correlation	.990**	1
	Sig. (bilateral)	.000	
	N	125	125

** The correlation is significant at the 0.01 level (2-tailed).

Table 6 presents the relationship between interpersonal relationships and organisational climate as perceived by the teachers. The result of Pearson's simple linear correlation coefficient r , between the variables Y and Z, has a degree of correlation $r = 0.96$, which means that there is a very high positive relationship, with a tendency towards a perfect positive relationship.

Table 6: Degree of relationship between interpersonal relationships and organisational climate (correlation between y-z)

		Interpersonal relationships	Organisational climate
Interpersonal relationships	Pearson correlation	1	.960**
	Sig. (bilateral)		.000
	N	125	125
Organisational climate	Pearson correlation	.960**	1
	Sig. (bilateral)	.000	
	N	125	125

** The correlation is significant at the 0.01 level (2-tailed).

5. Discussion

This study observed a relationship between pedagogical leadership, interpersonal relationships and the organisational climate perceived by teachers in public primary educational institutions in a city in the Aymara region of Perú. According to the findings, the research hypotheses could be corroborated, finding very high positive correlations between pedagogical leadership and interpersonal relations ($r = 0.99$), between pedagogical leadership and organisational climate ($r = 0.99$) and between interpersonal relations and organisational climate ($r = 0.96$). In addition, teachers in this sector of the country perceive a good level of consultative leadership (40%); however, they also perceive autocratic leadership (39%), benevolent-authoritarian (38%) and participative (36%) leadership. This indicates that these types of leadership are used according to the circumstances and the necessary context. Regarding interpersonal relationships, teachers perceive a good level (34%) and a very good level (33%). Regarding the organisational climate, they also perceive a good level (31%).

Similarly, Arteaga (2006) stated that teachers perceived a good level (47%) of leadership in a city near the present study; however, he highlighted the presence of autocratic leadership (49%), and that teachers perceived a regular level (50%) in interpersonal relationships and in the organisational climate (72%). In turn, in this study, considerable positive correlations were found between leadership and interpersonal relationships (0.70); between interpersonal relationships and organisational climate (0.64); and between leadership and organisational climate (0.76). Likewise, Arroyo (2013) showed very similar levels, highlighting the perception of autocratic leadership (74%) with respect to consultative leadership (7%), and in turn, showing a regular level of interpersonal relations (36%) and the ability to communicate effectively (44%). Likewise, a regular level (47%) of organisational climate was perceived. Regarding the degree of correlation, a high positive correlation was found between directive leadership and interpersonal relations (0.76), a moderate correlation between directive leadership and organisational climate (0.57) and a high correlation between interpersonal relations and organisational climate (0.90).

In recent studies, the results show a favourable level of perception regarding leadership, interpersonal relations and organisational climate. In previous years, levels of autocratic leadership predominated while, in turn, interpersonal relations and organisational climate were perceived at a regular or inadequate level. Thus, the existence of high positive correlations found between pedagogical leadership, interpersonal relationships and organisational climate is confirmed, which underlines the interconnection of these factors in the creation of an effective educational environment. This is aligned with the Ministry of Education of Perú's (MINEDU, 2014a) vision of a leadership that promotes and sustains the democratic participation of the various actors of the educational institution and the community in favour of learning.

In turn, Sánchez (2019) explored the relationship between managerial leadership and organisational climate in Peruvian schools with their results indicating that effective pedagogical leadership contributes to a favourable organisational climate, characterised by fluid communication, collaborative work and a sense of belonging among teachers. The relationship between effective pedagogical leadership and an organisational climate centred on teachers shows a significant connection. Barrientos and Alania (2021) also analysed managerial leadership and institutional climate, with the results reflecting a direct relationship between both variables (Spearman's Rho = 0.573). Similarly, Peláez and Merino (2020) found a direct correlation ($r_s = 0.700$) and Aliaga (2020) showed a high positive correlation between managerial leadership and the organisational climate (0.899), corresponding to Sánchez's study (2019) ($r = 0.754$). Santos (2019) indicated a favourable relationship and Leithwood et al. (2019) pointed out that effective school leaders positively influence the organisational climate by fostering trust, promoting professional collaboration and providing individualised support to teachers.

The organisational climate is closely related to the degree of motivation of its members. When it is high, then the organisational climate increases and translates into relationships of satisfaction, encouragement, interest, collaboration, etc.

(Chiavenato, 2011). Therefore, a longitudinal study found a positive correlation between a favourable school climate and job satisfaction. This underlines the importance of creating positive school environments that promote the wellbeing and effectiveness of teachers (Malinen & Savolainen, 2016) and those in charge. The managers or pedagogical leaders are responsible for promoting this type of environment, and if they effectively comply with school management commitments, it will have an impact on the educational community (Sardon, 2017). A leadership focused on pedagogy favours the creation of a collaborative work environment committed to continuous improvement (García-Garnica & Caballero, 2019).

Very important connections have also been reviewed regarding the relationship between pedagogical leadership and interpersonal relationships – Jaramillo et al. (2021) concluded that transformational leadership significantly affects interpersonal relationships. Indeed, the leadership of the principal influences the school climate and the job satisfaction of teachers since principals who practice transformational leadership tend to create more positive organisational climates, which, in turn, translates into greater teacher satisfaction and commitment (Dou et al., 2016). In the Latin American context, Leithwood et al. (2019) highlighted the importance of interpersonal skills in effective pedagogical leadership. Their research revealed that leaders who foster relationships of trust and mutual respect are more effective in implementing pedagogical changes and in learning achievements.

The results of this study reveal a significant evolution in the perception of pedagogical leadership, interpersonal relationships and organisational climate in Peruvian educational institutions. This transformation is aligned with the initiatives of the Ministry of Education of Perú and the global objectives established in the 2030 Agenda for Sustainable Development. The MINEDU (2014a), through its Framework for Good Performance of the Principal, has emphasised the importance of pedagogical leadership as a key factor for improving educational quality. This document highlights that "school reform requires configuring the leadership role from a pedagogical leadership approach, a leader who influences, inspires, and mobilizes the actions of the educational community based on pedagogy" (MINEDU, 2014a, p. 14). This vision is reflected in our findings, where an increase in the positive perception of consultative and participatory leadership is observed.

Furthermore, our results align with Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda, which seeks to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all (United Nations [ONU], 2015). In particular, target 4.c emphasises the need to increase the supply of qualified teachers (ONU, 2015), which is directly related to improving pedagogical leadership and the organisational climate in educational institutions. The UNESCO considers school leadership as a priority for educational policy programmes at the international level (UNESCO, 2015), which is reflected in the improvement of perceptions observed in our study. A high positive correlation between interpersonal relationships and organisational climate will allow the levels of job satisfaction and the achievement of student learning to rise through

good teaching performance, driven by the pedagogical leader's good educational management.

Like any study, this one is not exempt from having limitations. It is important to recognise that the results are contextualised to a specific culture and a particular educational level which limits their generalisation. To expand the scope and depth of the study, it is recommended to extend the research to other regions of Perú and educational levels, incorporating mixed methods that include qualitative approaches. In addition, it would be valuable to design intervention programmes adapted to the local context, including the perspectives of other educational actors. These actions would contribute to a deeper and more holistic understanding of educational leadership in culturally diverse contexts, thus improving educational leadership practices in Perú.

6. Conclusion

There is a highly positive interrelationship between pedagogical leadership, interpersonal relationships and the organisational climate. Currently, the perception of teachers in educational institutions in the Peruvian educational context has improved substantially regarding the levels of pedagogical leadership, highlighting the presence of consultative, benevolent-authoritarian and participative leadership approaches. This is probably due to the circumstances and needs required by the context in which they develop daily. Teachers perceive a good level of personal interrelations and organisational climate in schools, which would explain the forms of leadership currently established by pedagogical leaders. These leaders have in recent years received follow-up monitoring and support through the training of directors promoted by national programmes and the system of evaluation and selection of personnel to assume management positions. However, it is a process of ongoing improvement that must continue to be promoted for comprehensive results.

A key aspect is the development of strong pedagogical leaders, characterised by managerial skills such as active listening and effective communication, to foster an environment of trust, honesty and mutual respect among members of the educational community. These competencies not only improve interpersonal relationships but also contribute significantly to the creation of a positive and productive organisational climate. Therefore, this favourable environment facilitates constructive conflict resolution and promotes the personal and professional development of educators. As a result, there is an increase in the authentic expression of ideas and the achievement of both individual and institutional objectives. This synergy between leadership, relationships and organisational climate translates into a substantial improvement in educational quality, benefiting students, teachers and the community in general. The evidence suggests that investing in the development of pedagogical leadership is essential to optimise the integral functioning of Peruvian educational institutions.

7. References

- Aldridge, J. M., & Fraser, B. J. (2016). Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research, 19*(2), 291-307. <https://doi.org/10.1007/s10984-015-9198-x>

- Aliaga, H. (2020). *Relación del liderazgo directivo con el clima organizacional en la Unidad de Gestión Educativa Local de Huallaga, distrito de Saposoa*, 2019. <https://repositorio.ucv.edu.pe/handle/20.500.12692/40021>
- Arroyo, G. (2013). *Relación entre liderazgo directivo, relaciones interpersonales y clima organizacional percibido por los Docentes de los Institutos Pedagógicos de la Región Puno*, 2010 [Relationship between managerial leadership, interpersonal relationships and organizational climate perceived by teachers of the Pedagogical Institutes of the Puno Region, 2010] [Unpublished doctoral thesis]. Universidad Católica Santa María. <https://repositorio.ucsm.edu.pe/items/aa57761f-9b0b-4d39-aebe-3895e245cfd5>
- Arteaga, V. (2006). *Grado de relación entre el liderazgo, relaciones interpersonales y clima organizacional percibido por los trabajadores de la institución educativa "VAB" del Perú-2005*. [The degree of relationship between leadership, interpersonal relations and the perceived organisational climate among the workforce of the educational institution VAB in Peru in 2005] [Unpublished master's thesis]. University National of Altiplano.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current Theories, Research, and Future Directions. *Annual Review of Psychology*, 60(1), 421-449. <https://doi.org/10.1146/annurev.psych.60.110707.163621>
- Barrientos, D., & Alania, R. (2021). Liderazgo directivo y clima institucional: radiografía de instituciones educativas privadas del sur oriental del Perú [Leadership and institutional climate: an x-ray of private educational institutions in southeastern Peru]. *Paidagogo*, 3(1), 128-149. <https://doi.org/10.52936/p.v3i1.50>
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31. [https://doi.org/10.1016/0090-2616\(90\)90061-S](https://doi.org/10.1016/0090-2616(90)90061-S)
- Bolívar, A. (2019). *Una dirección escolar con capacidad de liderazgo pedagógico*. [A school management with the capacity for pedagogical leadership]. La Muralla.
- Bush, T. (2020). *Theories of Educational Leadership and Management* (5th ed.). Sabio.
- Bush, T., & Glover, D. (2014). School leadership models: what do we know? *School Leadership & Management*, 34(5), 553-571. <https://doi.org/10.1080/13632434.2014.928680>
- Bush, T., & Glover, D. (2016). School leadership and management in South Africa. *International Journal of Educational Management*, 30(2), 211-231. <https://doi.org/10.1108/IJEM-07-2014-0101>
- Chiavenato, I. (2011). *Administración de recursos humanos: el capital humano de las organizaciones* [Human resource management: the human capital of organizations]. (9.ª ed.). McGraw-Hill. [http://repositorio.uasb.edu.bo:8080/bitstream/54000/1145/1/Chiavenato-Recursos humanos 9na ed.pdf](http://repositorio.uasb.edu.bo:8080/bitstream/54000/1145/1/Chiavenato-Recursos%20humanos%209na%20ed.pdf)
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, 104(4), 1189-1204. <https://doi.org/10.1037/a0029356>
- Dou, D., Devos, G., & Valcke, M. (2016). The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. *Educational Management Administration & Leadership*, 45(6), 959-977. <https://doi.org/10.1177/1741143216653975>
- Freire, S., & Miranda, A. (2014). *El rol del director en la escuela: el liderazgo pedagógico y su incidencia sobre el rendimiento académico* [The role of the principal in the school: pedagogical leadership and its impact on academic performance]. GRADE. <https://www.grade.org.pe/wp-content/uploads/AI17.pdf>
- Fullan, M., & Quinn, J. (2015). *Coherencia: los impulsores adecuados en acción para escuelas, distritos y sistemas* [Coherence: The right drivers in action for schools, districts, and

- systems]. Corwin - Plan Ceibal. <https://michaelfullan.ca/books/coherence-right-drivers-action-schools-districts-systems/>
- García-Garnica, M., & Caballero, K. (2019). ¿La formación de los equipos directivos es suficiente para desempeñar prácticas eficaces de liderazgo pedagógico? [Is Training For Management Teams Sufficient To Carry Out Effective Pedagogical Leadership Practices?]. *Profesorado, Revista de Currículum y Formación del Profesorado*, 23(2), 83-106. <https://doi.org/10.30827/profesorado.v23i2.9576>
- Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review*, Mar-Apr.
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, 46(1), 5-24. <https://doi.org/10.1177/1741143216670652>
- Hargreaves, A., & O'Connor, M. (2018). *Collaborative Professionalism*. Arnis Burvikovs. https://www.dreim.gob.pe/dreim/wp-content/uploads/2022/10/Hargreaves-Collaborative-Professionalism-ESP_compressed.pdf
- Harris, A., Jones, M., & Huffman, J. B. (2017). Teachers Leading Educational Reform. En A. Harris, M. Jones, & J. B. Huffman (Eds.), *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. Routledge. <https://doi.org/10.4324/9781315630724>
- Hellriegel, D., & Slocum, J. (2009). *Comportamiento organizacional [Organizational behavior in companies]* (12th ed.). Cengage Learning. <https://gc.scalahed.com/recursos/files/r161r/w24927w/CO-Hellriegel.pdf>
- Jaramillo, D. F., Rojas, W. J., Acero, L. M., & Menacho, A. S. (2021). Liderazgo transformacional en las relaciones interpersonales y trabajo colaborativo de los directivos [School management of managers in educational institutions: Systematic review]. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 5(20), 1249-1257. <https://doi.org/10.33996/revistahorizontes.v5i20.277>
- Jihuallanca, I. (2023). Gestión escolar de los directivos en instituciones educativas: Revisión sistemática [School management of managers in educational institutions: Systematic review]. *Horizontes. Revista de Investigación en Ciencias de la Educación*, 7(30), 2160-2174. <https://doi.org/10.33996/revistahorizontes.v7i30.655>
- Johnson, S. M., Reinhorn, S., Charner-Laird, M., Kraft, M. A., Ng, M., & Papay, J. P. (2014). Ready to Lead, But How? Teachers' Experiences in High-poverty Urban Schools. *Teachers College Record*, 116(10), 1-50.
- Karakose, T., Leithwood, K., & Tülübaş, T. (2024). The Intellectual Evolution of Educational Leadership Research: A Combined Bibliometric and Thematic Analysis Using SciMAT. *Education Sciences*, 14(4), 429. <https://doi.org/10.3390/educsci14040429>
- Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). School Organizational Contexts, Teacher Turnover, and Student Achievement. *American Educational Research Journal*, 53(5), 1411-1449. <https://doi.org/10.3102/0002831216667478>
- Leithwood, K. (2009). *Cómo liderar nuestras escuelas Aportes desde la investigación [How to lead our schools? Contributions from research]*. Salesianos. <https://directivos.minedu.gob.pe/wp-content/uploads/2021/01/Cómo-liderar-nuestras-escuelas.pdf>
- Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5-22. <https://doi.org/10.1080/13632434.2019.1596077>
- Ley N° 31987, (2024). <https://busquedas.elperuano.pe/dispositivo/NL/2272076-1>
- Malinen, O.-P., & Savolainen, H. (2016). The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal study. *Teaching and Teacher Education*, 60, 144-152. <https://doi.org/10.1016/j.tate.2016.08.012>
- Maureira, O., Moforte, C., & González, G. (2014). Más liderazgo distribuido y menos

- liderazgo directivo [More distributed leadership and less directive leadership. New perspectives to characterize influence processes in schools]. *Perfiles Educativos*, 36(146), 134-153. [https://doi.org/10.1016/S0185-2698\(14\)70132-1](https://doi.org/10.1016/S0185-2698(14)70132-1)
- Meristo, M., & Eisenschmidt, E. (2014). Novice teachers' perceptions of school climate and self-efficacy. *International Journal of Educational Research*, 67, 1-10. <https://doi.org/10.1016/j.ijer.2014.04.003>
- MINEDU. (2013). RM N° 0262-2013-ED. <https://www.gob.pe/institucion/minedu/normas-legales/167445-0262-2013-ed>
- MINEDU. (2014a). *Marco de Buen Desempeño del Directivo: Directivos construyendo escuela* [Good Management Performance Framework: managers building school]. MINEDU. [https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5182/Marco de Buen Desempeño del Directivo directivos construyendo escuela 2014.pdf?sequence=1&isAllowed=y](https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5182/Marco%20de%20Buen%20Desempe%C3%B1o%20del%20Directivo%20directivos%20construyendo%20escuela%202014.pdf?sequence=1&isAllowed=y)
- MINEDU. (2014b). RM N° 204-2014-MINEDU. <https://www.gob.pe/institucion/minedu/normas-legales/168033-204-2014-minedu>
- MINEDU. (2019). *Memoria anual* [Annual report]. <https://www.gob.pe/institucion/sunedu/informes-publicaciones/1093293-memoria-anual-2019>
- MINEDU. (2021). *Formación de Directivos* [Training for Managers]. https://directivos.minedu.gob.pe/wp-content/uploads/2021/05/Infografía_Formación_FINAL.pdf
- MINEDU. (2022). R.M. N° 344-2022-MINEDU. https://www.minedu.gob.pe/normatividad/plan_institucional/RM_344-2022-minedu.pdf
- MINEDU. (2023). *Guía para la Gestión Escolar en instituciones y programas educativos de la educación básica* [Guide for School Management in institutions and educational programs of basic education]. MINEDU. <https://observatorio.minedu.gob.pe/almacenamiento/2023/03/guia-gestion-escolar.pdf>
- Mulford, B. (2008). The Leadership Challenge: Improving learning in schools. En *Educational Research*. Australian Council for Educational Research (ACER). <https://research.acer.edu.au/aer/2/>
- Ng, P. T. (2017). Learning from Singapore. En *Learning from Singapore: The Power of Paradoxes*. Routledge. <https://doi.org/10.4324/9781315682914>
- Northouse, P. G. (2018). *Leadership: theory and practice* (8.ª ed.). SAGE.
- Organisation for Economic Co-operation and Development. (2019). *TALIS 2018 Results (Volume I)*. OECD. <https://doi.org/10.1787/1d0bc92a-en>
- Organization of Ibero-American States for Education, Science and Culture. (2019). *Liderazgo Directivo: Dimensiones para el análisis de la normativa sobre los directores y directoras escolares en Iberoamérica* [Leadership: for the analysis of regulations on main school in Latin America]. Creapress. <https://oei.int/oficinas/secretaria-general/publicaciones/liderazgo-directivo-dimensiones-para-el-analisis-de-la-normativa-sobre-los-directores-y-directoras-escolares-en-iberoamerica>
- Paipay, E. (2024). *Liderazgo pedagógico directivo y práctica pedagógica docente en una red educativa de Cañete, 2023*. [Pedagogical leadership and teaching pedagogical practice in an educational network in Cañete, 2023] [Master's tesis]. University Cesar Vallejo. <https://repositorio.ucv.edu.pe/handle/20.500.12692/132861>
- Peláez, Y., & Merino, T. (2020). Liderazgo pedagógico del director y clima institucional en las instituciones educativas de la Ugel N° 03 –Trujillo –2017 [Pedagogical leadership of the director and institutional climate in educational institutions of Ugel No. 03 – Trujillo – 2017]. *Perfiles de las Ciencias Sociales*, 8(15), 292-318.

- Pont, B., Nusche, D., & Moorman, H. (2008). *Improving School Leadership*. OECD Publishing. <https://doi.org/10.1787/9789264044715-en>
- Robbins, S. P., & Judge, T. A. (2009). *Comportamiento organizacional [Organizational behavior in companies]* (13th ed.). Pearson. https://www.ingebook.com/ib/NPcd/IB_BooksVis?cod_primaria=1000187&codigo_libro=6193
- Rodríguez, M. (2019). *Liderazgo pedagógico y desempeño docente en la institución Educativa Básica Regular Andahuasi*. [Pedagogical leadership and teaching performance in the Andahuasi regular basic educational institution] [Unpublished master's thesis]. University National Jose Faustino Sanchez Carrion. [https://repositorio.unjpsc.edu.pe/bitstream/handle/20.500.14067/2902/Milagros Consuelo Rodríguez Díaz.pdf?sequence=1](https://repositorio.unjpsc.edu.pe/bitstream/handle/20.500.14067/2902/Milagros%20Consuelo%20Rodr%C3%ADguez%20D%C3%ADaz.pdf?sequence=1)
- Rosas, E. (2016). Liderazgo pedagógico directivo y desempeño docente en una Institución Educativa de Lima Metropolitana [Pedagogical leadership and teaching performance in an educational institution in Metropolitan Lima]. *ConCiencia EPG*, 1(1), 56-63.
- Sahlberg, P. (2015). *Finnish lessons 2.0: what can the world learn from educational change in Finland?* Prensa de la Escuela de Profesores.
- Sánchez, M. (2019). *Liderazgo directivo y clima organizacional en una Institución Educativa Pública del Callao*. [Management leadership and organizational climate in a public educational institution in Callao] [Unpublished master's thesis]. University San Ignacio of Loyola. <https://hdl.handle.net/20.500.14005/8800>
- Santos, Y. (2019). *Liderazgo pedagógico y clima organizacional en la Unidad Educativa "Enrique Ibáñez Mora" Pascuales 2, Ecuador 2018*. [Pedagogical leadership and organizational climate in the "Enrique Ibáñez Mora" Educational Unit Pascuales 2, Ecuador 2018] [Unpublished master's thesis]. University Cesar Vallejo. <https://repositorio.ucv.edu.pe/handle/20.500.12692/42848>
- Sardon, D. L. (2017). Liderazgo transformacional y la gestión Escolar en instituciones educativas primarias. [Transformational leadership and school management in primary educational institutions]. *Revista de Investigaciones Altoandinas - Journal of High Andean Research*, 19(3), 295-304. <https://doi.org/10.18271/ria.2017.294>
- Tafur, M., & Díaz, C. (2011). Realidad y perspectiva de las competencias para el ejercicio directivo en Perú [Reality and perspective of competencies for management in Peru]. En FIDECAP (Ed.), *Competencias para el ejercicio de la Dirección de Instituciones Educativas* (pp. 164-185). <https://textos.pucp.edu.pe/pdf/3417.pdf>
- Tschannen-Moran, M. (2014). *Trust Matters: Leadership for Successful Schools, 2nd Edition*. (2.^a ed.). John Wiley & Sons. <https://eric.ed.gov/?q=by-product&pg=6&id=ED565696>
- United Nations. (2015). *Transformar nuestro mundo: la Agenda 2030 para el Desarrollo Sostenible* [Transforming our world: the 2030 Agenda for Sustainable Development]. https://unctad.org/system/files/official-document/ares70d1_es.pdf
- United Nations Educational, Scientific and Cultural Organisation. (2015). *Liderazgo escolar en América Latina y el Caribe: experiencias innovadoras de formación de directivos escolares en la región* [School leadership in Latin America and the Caribbean. Innovative experiences in training school leaders in the region]. OREALC/UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000244075>
- United Nations Educational, Scientific and Cultural Organisation. (2016). *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. <https://unesdoc.unesco.org/ark:/48223/pf0000245656>
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17-40. <https://doi.org/10.1016/j.edurev.2015.04.002>

- Vela-Quico, G. A., Cáceres-Coaquira, T. J., Vela-Quico, A. F., & Gamero-Torres, H. E. (2020). Liderazgo pedagógico en Arequipa-Perú: Competencias directivas [Pedagogical leadership in Arequipa-Peru: Management skill]. *Revista de ciencias sociales*, 26(2), 376-400. <https://www.redalyc.org/journal/280/28064146025/html/>
- Weinstein, J., Azar, A., & Flessa, J. (2018). An ineffective preparation? The scarce effect in primary school principals' practices of school leadership preparation and training in seven countries in Latin America. *Educational Management Administration & Leadership*, 46(2), 226-257. <https://doi.org/10.1177/1741143217728083>