

Perceptions on Institutional Climate, School Coexistence and Teaching Strategies in Educational Institutions of Regular Basic Education in Nuevo Chimbote, 2024

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Abstract

The objective of the research was to determine the relationship between perceptions, institutional climate, school coexistence and teaching strategies in educational institutions of regular basic education Nuevo Chimbote, 2024, the methodology was basic, the approach was quantitative, the design was non-experimental and correlational level of study, presenting a transversal scope, the population was made up of 3,586 teachers at the primary and secondary level of all new Chimbote; The sample was 200 subjects whose selection was made through non-probabilistic, intentional sampling; The technique applied was the survey and three questionnaires were used as an instrument, thus determining a significant relationship ($\text{sig.}=0.000<0.05$) of the institutional climate with school coexistence ($\text{Rho}=0.661$) and teaching strategies ($\text{Rho}=0.555$). From these results, the conclusion was reached that there is a high and significant relationship between perceptions, institutional climate, school coexistence and teaching strategies, in addition, that the institutional climate stands as a pillar Fundamental in school coexistence and in the effective implementation of teaching strategies, a positive environment not only improves interpersonal relationships, but also enhances active learning and student participation

Keywords: institutional climate, school coexistence, teaching strategies

Introduction

In these times in a globalized world, it was vital to address the problem of the institutional climate in educational institutions (I.I.EE.); because, over the years, school coexistence has become increasingly unsafe, with evidence of bullying. It is also opportune to innovate teaching strategies, since traditional teaching mechanisms do not promote significant achievements in the learning of children and adolescents.

Worldwide, as a result of the scourge of COVID-19, educational management has undergone a resounding change in the institutional climate, school coexistence and teaching strategies. According to UNESCO, kind and respectful treatment between students and teachers is being lost; on the contrary, intolerance is gaining ground. School violence is on the rise as a result of intolerance to differences, more and more educational centers are becoming hostile spaces where physical and psychological aggressions due to skin color, thinking, dressing and speaking differently are synonymous with contempt. In addition, school violence not only impacts students, but also teachers themselves, who face harassment and violence from both students and parents (Asociación Nacional de Profesores de España, 2020).

Also, in the global context, the situation of the institutional climate and school coexistence, after the post-pandemic worsened, due to the fact that psychological and physical aggressions have increased in educational centers. The NGO Bullying Without Borders reported that between 2022 and 2023 the situations of this evil occurred in Spain 69 thousand, India 49 thousand, Germany 48 thousand, United Kingdom 46 thousand; in the Netherlands 40 thousand, Turkey 39 thousand, France 38 thousand, South Korea 37 thousand, Belgium 36

thousand, Sweden 35 thousand, Norway 34 thousand, Denmark 33 thousand, Italy 32 thousand, Finland 31 thousand, Austria 30 thousand, South Africa 29 thousand, Senegal 27 thousand.

On the other hand, in Latin America and the Caribbean, the institutional climate and school coexistence has worsened after the pandemic. According to the UNICEF report (2022), between 50% and 70% of schoolchildren suffered some type of bullying. Aggressions are usually based on blows, injuries with objects, insults and sexual abuse. In Colombia, Peru, Paraguay and Mexico, school violence increased by the end of 2022. Similarly Sin Fronteras reported that in the continent, between 2021 and 2022 six out of ten children suffered bullying or cyberbullying every day. The same organization is very concerned about Mexico, where 180,000 cases were reported, and the United States with 160,000 cases. Although there are high rates of school violence cases in Colombia, Paraguay and Peru, minor offenders cannot be tried as adults. Because acts of school violence committed by a minor are not considered a crime, it is difficult to stop this situation.

The authorities have a great responsibility to work to reduce the high rates of school violence in their countries. Hostile situations of school coexistence in the classroom have a great influence on the ways and means of teaching teachers, who continue with traditional and obsolete strategies, trying to teach children and adolescents of a digital generation. In this sense, it is propitious to innovate teaching strategies and pedagogical resources for the generation of learning.

At the Peruvian level, the problems of institutional climate and school violence have increased. School violence in Peruvian educational institutions has increased in number of cases and in intensity, students inside their schools attack each other with bladed weapons and other blunt objects. Physical, psychological and sexual violence was also evidenced, according to the report of SiSeVe, a platform of the Ministry of Education to report cases of violence in schools, in 2022 four thousand cases of aggression were registered in secondary level; 2,163 in primary level and 210 cases in initial level. Between January and August 2023, 6,982 reports of aggressions in preschool, primary and secondary schools were registered in this platform; a total of 3,583 cases of physical violence, 2,559 psychological aggressions and 840 cases of sexual violence. In situations of hostile institutional climate, where rivalry and indifference among teachers is evident, violence is a daily occurrence, and the traditional way of teaching is very complicated. Students in the 21st century tend to learn in a practical and creative way, using digital media; in this sense, the traditional teaching strategy has no functionality.

In the local context, hostile situations of institutional climate and school coexistence are also evident in educational institutions in Nuevo Chimbote. The institutional climate becomes hostile when the dealings between managers and teachers are vertical, where the one who exercises authority and power, commands and tramples on the rights of others. In addition, it is evident that teachers form rival groups for confrontational purposes, instead of seeking unity and solidarity. These unfavorable climate conditions do not allow for cooperative or collaborative work among teachers, nor do they allow for the socialization of teaching strategies. On the other hand, school coexistence also presents situations of school violence, which causes frustrations among students.

The situations described in the previous paragraphs, motivated the elaboration of the present study with the purpose of studying the relationship between these three variables 1) Institutional climate, 2) School coexistence and 3) Teaching strategies. The study will build suggestions and recommendations, which allowed the management staff and the UGEL Santa to take timely and relevant measures to solve the problem. The research was conducted with the aim of providing knowledge to increase the local, regional and national educational quality; since these situations are observed in different educational institutions; if no action is taken through educational management to recover the good institutional climate, acceptable school coexistence and teaching strategies according to the requirements and ways of learning of schoolchildren, but human talent is managed for these purposes, the problem will persist causing school violence and low levels of learning, due to the obsolete use of teaching strategies.

These problems persist in the educational institutions of Nuevo Chimbote, hindering a harmonious school coexistence. It is the result of the lack of interest of the institutions in charge of managing local, regional and national education to generate pertinent conditions that propitiate an institutional climate of respect and tolerance within the framework of a democratic coexistence. Based on the above, the research problem was posed: What is

the relationship between perceptions of institutional climate, school coexistence and teaching strategies in educational institutions of regular basic education in Nuevo Chimbote, 2024?

The study was epistemologically justified, because the research built new knowledge on institutional climate, school coexistence and teaching strategies, it was conducted in order to provide solutions to the problems related to climate, school coexistence arising in educational institutions and suggestions for the innovation of teaching strategies in response to the educational demand of schoolchildren in the XXI century.

In the same way the research was theoretically justified, with respect to the institutional climate variable, it was mainly based on Lewin (1946), who was a social psychologist, who said that when he refers to the organizational climate he describes the work context that the collaborator experiences in his work center, evaluating the perception of the culture, values, policies and practices that are executed in the institution, who focused on the institutional climate as the coexistence of subjects in a certain space establishing reciprocal relationships; It is also based on Schein (1988) who stated that the organizational climate “is evaluated as a conception of the organizational culture, focused and supported by the experience presented in their daily personal and work life (...)”.

The research regarding the school coexistence variable is based on a study of the social group index by Mora (1995) suggests that humans have remained in groups since the Paleolithic era in order to survive because there is a need that indicates the person; on the other hand, Carretero (2008) expresses that when school coexistence is mentioned, the process through which the members of an institution develop habits of coexistence with others is detailed.

The research regarding the teaching strategies variable was based on Alonso and Gallego (1994) authors who stated that the teaching strategies lie in “The unique way of each teacher to prepare the program, use methods, organize teaching sessions and work with students, i.e., the way of directing the classroom, the way of directing the classroom, as well as Ausubel (1978) who formulates a theory of evaluated learning and described it as one of the relevant contributions in the educational system, focusing on meaningful learning, to develop a distinction to what is mentioned as repetitive learning or memorized retention.

Likewise, it was legally justified because Article 14 of the Political Constitution of Peru stipulates that the construction of knowledge is the humanistic practice that contributes to the life of man, and Article 40 establishes that the integral formation of subjects must be guaranteed. Law 29944: Teacher Reform Law establishes that the teacher's function is to carry out pedagogical actions to promote learning in students.

They also have a practical justification, the research sought to promote problem solving, transforming the reality of the institutional climate, school coexistence and suggesting teaching strategies according to the present time. Finally, its methodological justification was based on studying the relationship between institutional climate, school coexistence and teaching strategies. Following the methodology and the research design, three surveys will be applied to the sample to measure the three variables, then descriptive and inferential analysis will be carried out, knowing the results, suggestions and recommendations will be constructed for the director of the educational institution, for the teachers and for the managers of the local education of Chimbote.

In accordance with the above, the general objective was to determine the relationship between perceptions, institutional climate, school coexistence and teaching strategies in educational institutions of regular basic education in Nuevo Chimbote, 2024. Likewise, the specific objectives are presented: to describe the perceptions of the institutional climate in educational institutions, to describe the perceptions of school coexistence in educational institutions, to describe the perceptions of teaching strategies.

For the development of this phase of the research work, international antecedents related to the topic of study were considered. In Ecuador, Rodríguez (2023) conducted a study on a way of leading the I.E. and how this is related to the institutional climate (IC), where he analyzed the link between the ways of leading with transforming actions and the institutional climate that is experienced within the educational center Las Guaguas. The work was carried out under a quantitative and qualitative approach, based on descriptive research and correlational design.

It reached a conclusion, where it affirmed that there is a direct relationship between the ways of leading with transforming actions and IQ.

Likewise, Calvopiña and Martínez (2023) who in Ecuador, elaborated a scientific article on burnt mentor syndrome and its link with IQ, with the objective of relating burnt teacher syndrome and institutional climate, quantitative research, cross-sectional design, non-experimental, was considered; developed with 88 teachers, to collect the information applied a survey, with which they determined that 58% of teachers, a medium level represented the teacher with burned out role syndrome; 76.1% represented regular burned out teacher; 12.5% represented regular in relation to burned out teacher syndrome. They came to the following final conclusion that there is no unfavorable institutional climate, the burned-out teacher syndrome does not have repercussions on the apostolate and lesson.

Clark (2023) conducted a study based on managerial leadership actions and IQ, with the purpose of exploring different research provided in scientific articles based on managerial leadership and institutional climate, where they related managerial actions and institutional climate. Quantitative, non-experimental, systematic review study. They concluded that there is the closest link with the actions performed by the manager in his leadership.

On the other hand, in relation to previous studies on school coexistence, as international studies we have Lamprea and Aravena (2023) who in Panama conducted a study entitled, parenting patterns and their relationship with school coexistence, as a result of their study they reached a final conclusion, explaining that school coexistence is due to the behavior of students, which can serve as a barrier to transar the interaction between peers. The action is constituted from the moment that children and adolescents begin to interact in society (an organization).

Vera (2022) investigated in Ecuador on the association between teacher coexistence and institutional climate in a school in Guayaquil. The study, considered a non-experimental design, concluded: It reflected an $Rho=0.280$ evaluated as positive and low, explaining that the relationships and links between teachers have an impact on the institutional climate that is reflected, mentioning that when teachers show support to their colleagues and teamwork, it favors the strengthening of the institutional climate.

Coz (2020) study on school climate and classroom coexistence from the students' perception in an I.E. of Lima, the methodology was non-experimental, with transversal scope, concluding: an $r=-0.169$ was registered, analyzed as inverse and negative, mentioning that in the institution the school climate is not directly affected by classroom coexistence, being necessary that teachers pay attention to the students' behavior to prevent negative actions from affecting the school climate.

Maricruz (2020) studied the social climate and school coexistence in an I.E. Huaral. of Huaral, as methodology was estimated as transversal and quantitative approach, concluding: Regarding the statistical evidence it was shown that the social climate is linked to school coexistence, expressing that the behavior expressed by students is a reflection of the contact they have with other people and that is transmitted in the classroom, so it is important that the teacher pays attention to the behavior of students, detecting when they are negative and establishing action plans.

Regarding the literature review to theoretically base the variables in the theoretical framework: institutional climate, school coexistence and teaching strategies, institutional climate is based on Kurt Lewin's (1951) field theory, which postulates that human behavior is influenced by the dynamic interaction of environmental forces, such as thoughts and emotions, which originate within the individual, and external forces, such as the environment and interactions, coming from the outside world, interact to influence human behavior. Lewin (1951) also stated that behavior is a function of the person and his or her environment, suggesting that the analysis of behavior should consider both aspects.

Studies such as Schneider et al. (1998, 2011) and Wallace et al. (2006) have empirically demonstrated the importance of foundational climates for the success of strategic climates. This strategic approach has led to a deeper understanding of organizational climate and has opened up new possibilities for performance-enhancing interventions in organizations. On the other hand, in the perception of Perales, Arias and Bazdresch (2014) the positive school climate is the cohesion that exists among the school population within an educational institution;

furthermore, the negative part results when coexistence is plagued by friction, behavioral problems and the violation of rights.

Aguirre (2022) also argues that the institutional climate is the result of the cooperative actions carried out by a group of people, i.e., teachers and administrators; where personal and emotional interaction is developed, in order to achieve the strategic objective of complying with the mission to achieve the vision of the educational institution. According to Sánchez and Quinteros (2023), schools are scenarios of socialization, spaces for the inclusion of marginalized people, in this sense, the educational center is a place of integration. In them, the practice of citizen rights and duties is learned. It implies collective coexistence, i.e., in a school space, adolescent children and teachers from different traditions and cultures are concentrated.

In reference to the interpersonal relations dimension, Tafur et al. (2020) argued that interpersonal relations develop according to the hierarchical structure. In the educational institution, interaction is top-down, i.e., the principal as leader imparts information to the coordinating teachers, such as the coordinator of the initial level, primary and secondary level, as well as area coordinators, who in turn will do so with their team and their classroom students and parents. Likewise, Peplau (1990), quoted by Ramírez and Gómez (2022) points out that the relationship is characterized by linguistic communication and therapeutic communication, and that the human process has three overlapping stages: orientation, action and closure.

Regarding the social skills dimension, corresponding to school coexistence Mondragón, Moscol and Uriarte (2023) say a set of behavioral strategies and the ability to use that behavior to help us solve a social situation correctly, that is, that it is good for the purpose itself and the social context in which it is found.

The second dimension Democratic access democratic access to school considers all members subject to Toner's Law (2012). This shows that each subject has a responsibility according to their actions and circumstances (2019). The actors of the school are students and residents. For San Fabian Marotto, (2008), school buildings should be considered as places that function on a daily basis, where members of the school community can exercise their rights and duties. According to the PNCE, these stages are formal, with the participation of various actors such as the local board of general education, the parents and guardians center, the teaching council and the school council.

As for teaching strategies, they are based on Ausubel (1978), who developed learning theories that have contributed significantly to the improvement of educational processes. Ausubel used the term "significant learning" to distinguish between prolonged learning and continuous learning. The main difference between the two is that meaningful learning occurs when new information is significant or connected to the learner's existing knowledge. Since in the indirect learning the student does not think of connecting the new knowledge with the structures of the new concept that he has in his mental structure, that is to say, let's say the sound learning occurs in common connection.

According to Gardner and Hatch (1989), some learning strategies are acquired with much training, while others are easy to learn, although they seem to develop naturally within each individual. Finally, Barriga and Hernández (2001) state that teaching strategies are methods or resources used by the knowledge agent (i.e., the teacher) to promote effective learning in the student.

In the theories underpinning the social strategy approach, Bandura (1977) explains that it is very dangerous if people only learn from their own experiences, instead of observing others and learning from their actions, as in the past. For example, if a student cheats on a test and is punished by the teacher, peers will see the results of their friend's actions and know that those actions are wrong. Fortunately, in most people, behavior is learned through observational modeling: by observing others, an idea of how to perform a new behavior is formed and, in subsequent cases, this information is encoded as a guide for action.

Affective-motivational dimension Kumari (2023) argues to the emotional and motivational part of an individual. This dimension is linked to feelings, emotions and motivations that influence a person's behavior and performance. In the educational context, the affective-motivational dimension is especially relevant, as it can have a significant impact on students' learning and academic performance. Students who are emotionally engaged and motivated tend to perform better and enjoy the learning process more. It is important to consider the affective-motivational

dimension when designing teaching and assessment strategies, as it can help foster a positive and motivating learning environment, by considering students' emotions, motivation, self-efficacy, and goals, educators can help promote greater academic engagement and success (Lloyd, 2022).

The metacognition dimension according to Akamatsu (2019) understood as the ability to reflect on one's own thought processes, is a key tool to improve learning in educational institutions this approach promotes in students greater autonomy, awareness and control over their way of learning, essential elements to face the challenges of a constantly changing society. Incorporating metacognition into educational practices transforms the learning process by allowing students to identify their strengths and weaknesses, set clear goals and develop effective strategies to achieve them. For example, a student who understands how to plan, monitor and evaluate his or her own academic progress can approach tasks with greater confidence and effectiveness, significantly improving his or her results.

To understand the metacognition of Cabello, Badillo and Velázquez (2020) we must ask ourselves what strategy is, so we can find some definitions, not all. In general, we can agree that strategy in the metacognitive literature refers to mental processes to improve learning. Or, in other words, we can define it as “a set of mental processes that are used together in the work program to succeed in a learning process”. Explaining these differences is possible.

Continuing with the research work, the hypothesis of the research were raised, such as Research hypothesis: There is a relationship between perceptions, institutional climate, school coexistence and teaching strategies in educational institutions of regular basic education Nuevo Chimbote, 2024. And as null hypothesis: There is no relationship between perceptions, institutional climate, school coexistence and teaching strategies in educational institutions of regular basic education Nuevo Chimbote, 2024.

Methodology

The research work was of a basic type, according to Sánchez et al. (2018) it consists of the search for new theoretical knowledge without the need to manipulate one of the variables. Hernández et al. (2010) argued that the study of this nature serves as a basis for researchers who wish to find solutions to social problems. Indeed, the study focused on describing relationships between institutional climate, school coexistence and teaching strategies and their dimensions in Nuevo Chimbote regular basic education educational institutions.

The research work was quantitative, according to Hernández et al. (2018) in this approach, objectives and questions are posed; on the other hand, the theoretical bases of the theoretical framework are elaborated starting from literature reviews; to provide arguments to the questions, hypotheses are posed; variables are also measured in a certain time and context. The research was developed through the multiple correlational design, according to Hernández et al. (2018) this research design allowed describing the relationships between variables. Indeed, the study will describe the existing relationships between institutional climate, school coexistence and teaching strategies.

On the other hand, the population according to Sánchez et al. (2018) was a set constituted by subjects with similar characteristics. In the research, 200 teachers from educational institutions in Nuevo Chimbote will be considered. For the choice of the population, inclusion criteria will be applied, in this context all teachers attending on the day of the application of the surveys will be included. Exclusion criteria will also be taken into account, in this sense, teachers with irregular attendance will be excluded.

On the other hand, the sample according to Hernández et al. (2004) was a group that represents the entire population, which is 3,586 teachers at the primary and secondary levels of regular basic education institutions in Nuevo Chimbote, 2024. Taking this definition into account, it was decided to take all teachers as a sample, that is, 200 subjects. The choice of the sample was made through the type of non-probabilistic, intentional sampling, according to Otzen and Manterola (2017), the sample is chosen voluntarily, without the need to apply any statistical formula.

In the research, the survey was used as a technique to collect information; it is a primary technique used to obtain information (Ñaupas et al., 2014). The questionnaire was used as an instrument, according to Fábriges et al. (2016) it is an instrument that facilitates the inquirer to pose various questions in order to collect structured information about a sample. According to Ñaupas et al. (2014) it consists of elaborating questions based on the variables and indicators of the research, its purpose is to collect information to test the hypotheses that were initially raised. The questionnaire for the research variables will be elaborated taking into account Likert scale, 1) Always (S), 2) Sometimes (AV) and 3) Never (N).

On the other hand, Excel format and the SPSS version 26 program were used in the research to perform the data analysis for the construction of tables and graphs of inferential statistics of the variables. Cronbach's alpha was used to analyze the reliability of questionnaires, and Pearson's correlation coefficient was used to perform the inferential analysis.

Finally, in the ethical aspects the research took into account the RVI 081-2024 of the Universidad César Vallejo, the right of authorship of the cited references will be considered, in every sense plagiarism will be avoided using the APA style seventh edition. The veracity of the results will be taken care of, presenting reliable information in the statistical tables and figures as a result of the data collected from a population of teachers of educational institutions of regular basic education Nuevo Chimbote, 2024. It is important to consider the anonymity of the personal data of the research participants. In reference to reliability, the names and surnames of the participants will not be disclosed. The research will take into account the informed consent, in that sense, the participating teachers will be informed of the purpose of the application of the questionnaires. Their decision to participate or not to participate will be respected.

Results

Descriptive results

Table 1. Frequency levels of institutional climate and its dimensions

Dimensions and variable	Inadequate		Regular		Suitable		Total	
	fi	%	fi	%	fi	%	fi	%
V1: Institutional climate	41	20.6%	138	69.3%	20	10.1%	199	100.0%
D1: Interpersonal relationships	64	32.0%	119	59.5%	17	8.5%	200	100.0%
D2: Conflict resolution	60	30.2%	115	57.8%	24	12.1%	199	100.0%

In accordance with the description made, it has been detected that the perceived institutional climate is characterized as regular with 69.3%, followed by an evaluation of inadequate with 20.6%, then adequate with 10.1%. Regarding the evaluation presented in the interpersonal relations dimensions, an evaluation for the regular level of 59.5% has been presented, then it has been reflected at the inadequate level with 32.0%, followed by the adequate level with 8.5%. Finally, with respect to the analysis presented by the conflict resolution dimension, it has been evaluated as regular, obtaining 57.8%, then it is presented as inadequate with 30.2%, followed by 12.1% for the adequate level.

Table 2. Frequency levels of school coexistence and its dimensions

Dimensions and variable	Inadequate		Regular		Suitable		Total	
	fi	%	fi	%	fi	%	fi	%
V2: School coexistence	40	20.0%	138	69.0%	22	11.0%	200	100.0%
D1: Social skills	67	33.5%	113	56.5%	20	10.0%	200	100.0%
D2: Democratic participation	62	31.0%	115	57.5%	23	11.5%	200	100.0%

In accordance with the description made, it has been detected that the perceived school coexistence is characterized as regular with 69.0%, followed by an evaluation of inadequate with 20.0%, then adequate with 11.0%. With regard to the evaluation presented in the social skills dimensions, an evaluation for the regular level of 56.5% was presented, then it was reflected at the inadequate level with 33.5%, followed by the adequate level with 10.0%. Finally, with respect to the analysis presented by the conflict resolution dimension, it has been evaluated as regular, with 57.5%, then it is presented as inadequate with 31.0%, followed by 12.5% for the adequate level.

Table 3. Frequency levels of the teaching strategy and its dimensions.

Dimensions and variable	Inadequate		Regular		Suitable		Total	
	fi	%	fi	%	fi	%	fi	%
V3: Instructional strategies	46	23.0%	127	63.5%	27	13.5%	200	100.0%
D1: Social strategy	77	38.5%	100	50.0%	23	11.5%	200	100.0%
D2: Affective-motivational	60	30.0%	109	54.5%	31	15.5%	200	100.0%
D3: Metacognition	68	34.0%	88	44.0%	44	22.0%	200	100.0%

In accordance with the description made, it has been detected that the perceived teaching strategy is characterized as regular with 63.5%, followed by an evaluation of inadequate with 23.0%, then adequate with 13.5%. Concerning the evaluation presented in the social strategy dimensions, an evaluation for the regular level of 50.0% has been presented, then it has been reflected at the inadequate level with 38.5%, followed by the adequate level with 11.5%. Then, what was detected for the affective-motivational dimension was presented as regular with 54.5%, followed by the inadequate level with 30.0%, and the adequate level with 15.5%. Finally, with respect to the analysis presented by the metacognition dimension, it has been evaluated as regular, with 44.0%, then it is presented as inadequate with 34.0%, followed by 22.0% for the adequate level.

Inferential análisis

At this stage of the study it is necessary to develop a normality of data, whose purpose is to know the distribution of the sample and thus be able to develop the selection of the inferential method that best fits the requirements for the study.

Table 4. Normality analysis

	Kolmogorov-Smirnov ^a		
	Statistician	gl	Sig.
V1: Institutional climate	,111	200	,000
V2: School coexistence	,104	200	,000
V3: Teaching strategies	,081	200	,003

During the analysis carried out, it was deemed convenient to analyze the significance value, which determines the distribution of the sample and thus demonstrate whether it is parametric or non-parametric, and by evaluating the calculated values, it was determined that all are located below 0.05, thus supporting that Spearman's Rho is the most appropriate for the study.

Table 5. Relationship between perceptions, institutional climate, school coexistence and teaching strategies in regular elementary schools.

Rho de Spearman			V1: Institutional climate
	V2: School coexistence	Correlation	,661**
		Sig. (bilateral)	,000
		N	200
	V3: Teaching strategies	Correlation	,555**
		Sig. (bilateral)	,000
		N	200

By executing the correlation analysis of the study it has been determined that the institutional climate reveals a moderate positive relationship with 0.661, then the relationship analysis detected for the organizational climate and teaching strategies has yielded a relationship of 0.555 interpreted as moderate positive, mentioning that the institutional climate stands as a fundamental pillar in school coexistence and in the effective implementation of teaching strategies, a positive environment not only improves interpersonal relationships, but also enhances active learning and student participation, to achieve these benefits, it is essential that educational institutions implement policies and practices that promote a favorable school climate, which ultimately contributes to the integral development of students and academic success.

Regarding the analysis of hypotheses, the calculated value of significance yielded a value of 0.000, located below 0.05, with this it can be asserted that there is a significant relationship in the study, proceeding with the rejection of H0.

Discussion

The analysis developed for the general objective to determine the existing relationship between perceptions, institutional climate, school coexistence and teaching strategies in educational institutions of regular basic education Nuevo Chimbote, 2024, by executing the correlation analysis of the study it has been determined that the institutional climate reveals a moderate positive relationship with 0.661, then the relationship analysis detected for the organizational climate and teaching strategies has yielded a relationship of 0.555 interpreted as moderate positive. With respect to the analysis of hypotheses, the calculated value of significance is 0.000.000, presenting a significant relationship, proceeding with rejecting H0, mentioning that the institutional climate stands as a fundamental pillar in school coexistence and in the effective implementation of teaching strategies, a positive environment not only improves interpersonal relationships, but also enhances active learning and student participation, to achieve these benefits, it is essential that educational institutions implement policies and practices that promote a favorable school climate, which ultimately contributes to the integral development of students and academic success.

Together, these elements create a balanced educational environment where learning and human development are a priority and the educational community collaborates to achieve common goals. What was recorded agrees with what was expressed by Calvopiña and Martínez (2023) who, in Ecuador, with which they determined that 58% of teachers, an average level represented the teacher with burnt paper syndrome; 76.1% represents regular burnt teacher; 12.5% represents regular in relation to burnt teacher syndrome. They reached the following final conclusion that there is no unfavorable institutional climate, the burnt-out teacher syndrome does not affect the apostolate and lesson. It is also linked to Maricruz (2020) who studied the social climate and school coexistence in an I.E. of Huaral, concludes: Regarding the statistical evidence it was shown that the social climate is linked to school coexistence, expressing that the behavior expressed by students is a reflection of the contact they have with other people and this is transmitted in the classroom, so it is important that the teacher pays attention to the behavior of students, detecting when they are negative and establishing action plans.

According to Gardner and Hatch (1989), some learning strategies are acquired with much training, while others are easy to learn, although they seem to develop naturally within each individual. Finally, Barriga and Hernández (2001) state that teaching strategies are methods or resources used by the knowledge agent (i.e., the teacher) to promote effective learning in the student. Regarding the theoretical foundation Kurt Lewin (1951), who postulates that human behavior is influenced by the dynamic interaction of environmental forces, such as thoughts and emotions, which originate within the individual, and external forces, such as the environment and interactions, coming from the outside world, interact to influence human behavior. Lewin (1951) also stated that behavior is a function of the person and his or her environment, suggesting that the analysis of behavior should consider both aspects.

Aguirre (2022) also argues that the institutional climate is the result of the cooperative actions carried out by a group of people, i.e., teachers and administrators; where personal and emotional interaction is developed, in order to achieve the strategic objective of complying with the mission to achieve the vision of the educational institution. According to Sánchez and Quinteros (2023), schools are scenarios of socialization, spaces for the inclusion of marginalized people, in this sense, the educational center is a place of integration.

The analysis developed for the specific objective to determine the existing relationship between the perceptions of institutional climate and institutional interpersonal relations, upon executing the correlation analysis of the study, it has been determined that the institutional climate reveals a moderate positive relationship with 0.833. With respect to the hypothesis analysis, the calculated value of significance showed a value of 0.000, with this it can be asserted that a significant relationship is reflected, proceeding to reject H_0 , mentioning that the institutional climate is an essential component to promote healthy interpersonal relationships within an educational community, a positive environment not only facilitates communication and conflict resolution, but also promotes inclusion and respect for diversity, these interpersonal relationships, in turn, have a direct impact on academic performance and emotional well-being of the members of the institution.

This is in agreement with what was expressed by Peche et al. (2023) who conducted a study based on managerial leadership actions and IQ, with the purpose of exploring different research provided in scientific articles based on managerial leadership and institutional climate, concluding that there is a closer link with the actions performed by the manager in his leadership. Coz (2020), a study on school climate and classroom coexistence from the students' perception in an I.E. in Lima, concludes: an $r=-0.169$ was recorded, analyzed as inverse and negative, mentioning that in the institution the school climate is not directly affected by classroom coexistence, being necessary that teachers pay attention to the behavior of students to prevent negative actions from affecting the school climate.

Regarding the theoretical foundation according to Lewin (1946), who was a social psychologist, who said that when referring to the organizational climate describes the work context experienced by the collaborator in their work center, evaluating the perception of culture, values, policies and practices that are executed in the institution, who focused the institutional climate as the coexistence of subjects in a certain space establishing reciprocal relationships; It is also based on Schein (1988) who stated that the organizational climate "is evaluated as a conception of the organizational culture, focused and supported by the experience presented in their daily personal and work life (...)".

The analysis developed for specific objective 1, in accordance with the description made, showed that the perceived institutional climate is characterized as regular with 69.3%, followed by an evaluation of inadequate with 20.6%, then adequate with 10.1%. Regarding the evaluation presented in the interpersonal relations dimensions, an evaluation for the regular level of 59.5% has been presented, then it has been reflected at the inadequate level with 32.0%, followed by the adequate level with 8.5%. Finally, with respect to the analysis presented by the conflict resolution dimension, it has been evaluated as regular, obtaining 57.8%, then it is presented as inadequate with 30.2%, followed by 12.1% for the adequate level.

This is in agreement with what was expressed by Rodríguez (2023) who in Ecuador conducted a study on a way of leading the school and how this is related to the institutional climate (IC), where he analyzed the existing link between the ways of leading with transforming actions and the institutional climate that is lived inside the

educational center Las Guaguas. She reached a conclusion, where she affirmed that there is a direct relationship between the ways of leading with transforming actions and IQ. This is linked to Vera (2022), who researched in Ecuador on the association between teacher coexistence and institutional climate in a Guayaquil school. He concludes: An $Rho=0.280$ was reflected, evaluated as positive and low, explaining that the relationships and links between teachers have an impact on the institutional climate that is reflected, mentioning that when teachers show support to their colleagues and teamwork, it favors the strengthening of the institutional climate.

Regarding the theoretical foundation organizational point of view, when culture is mentioned, it is described as the grouping of relevant experiences that had a significant impact on the subjects that are immersed in it, generating experiences and applying the necessary strategies to achieve adaptation to the institution, as a consequence a habitual coexistence has been caused according to the context that surrounds them, as suggested by Schein (1988) who stated that the climate in management are formal concepts of the subjects of organizational cultures, since it is a product that is learned from experiences, so something can be found in a place where a group identifies with a significant history.

The analysis developed for specific objective 2, in accordance with the description made, has detected that the perceived school coexistence is characterized as regular with 69.0%, followed by an evaluation of inadequate with 20.0%, then adequate with 11.0%. With regard to the evaluation presented in the social skills dimensions, an evaluation for the regular level of 56.5% was presented, then it was reflected at the inadequate level with 33.5%, followed by the adequate level with 10.0%. Finally, with respect to the analysis presented by the conflict resolution dimension, it has been evaluated as regular, with 57.5%, then it is presented as inadequate with 31.0%, followed by 12.5% for the adequate level.

This is in agreement with Lamprea and Aravena (2023), who in Panama conducted a study entitled, parenting patterns and their relationship with school coexistence, as a result of their study they reached a final conclusion, explaining that school coexistence is due to the behavior of students, which can serve as a barrier to the interaction between peers. The action is constituted from the moment that children and adolescents begin to interact in society (an organization).

Regarding the theoretical foundation Schneider et al. (1998, 2011) studies show that foundational climates are necessary for strategic climates to have a positive impact on performance, which is based on the theory of organizational climates, this theory, in particular its focus on foundational and strategic climates, explains the relationship between process and outcome climates. Climate research has evolved into a strategic approach that integrates outcomes and processes, which has enriched our understanding of how organizational climate impacts performance. Organizational climate theory, with its distinction between foundational and strategic climates, provides a solid framework for this approach. Foundational climates, which are based on employee perceptions of well-being, are essential to the creation of strategic climates that focus on key outcomes and processes for organizational success.

The analysis developed for specific objective 3, in accordance with the description made, has detected that the perceived teaching strategy is characterized as regular with 63.5%, followed by an evaluation of inadequate with 23.0%, then adequate with 13.5%. Concerning the evaluation presented in the social strategy dimensions, an evaluation for the regular level of 50.0% has been presented, then it has been reflected at the inadequate level with 38.5%, followed by the adequate level with 11.5%. Then, what was detected for the affective-motivational dimension was presented as regular with 54.5%, followed by the inadequate level with 30.0%, and the adequate level with 15.5%. Finally, with respect to the analysis presented by the metacognition dimension, it has been evaluated as regular, with 44.0%, then it is presented as inadequate with 34.0%, followed by 22.0% for the adequate level.

This is in agreement with what was expressed by Hoyos and Herrera (2023) who developed a research based on the management of school coexistence as a support to educational administrations. They concluded that favorable school coexistence among students involves promoting reflection on harmonious, participatory and autonomous coexistence. Therefore, they suggest that educational institutions should assume processes of reflection, face

conflicts and promote teamwork. This type of work should be carried out in order to banish all forms of school violence within educational institutions.

Regarding the theoretical foundation, Aguirre (2022) argues that the institutional climate is the result of cooperative actions carried out by a group of people, i.e., teachers and administrators are responsible for developing personal and emotional interaction, in order to achieve the strategic objective of complying with the mission to achieve the vision of the educational institution. According to Sánchez and Quinteros (2023), schools are scenarios of socialization, spaces for the inclusion of marginalized people, in this sense, the educational center is a place of integration. In them, the practice of citizen rights and duties is learned. It implies collective coexistence, i.e., in a school space, adolescent children and teachers from different traditions and cultures are concentrated.

Conclusions

A significant relationship was determined ($\text{sig.}=0.000<0.05$) between the institutional climate and school coexistence ($\text{Rho}=0.661$) and teaching strategies ($\text{Rho}=0.555$), mentioning that the institutional climate is a fundamental pillar in school coexistence and in the effective implementation of teaching strategies; a positive environment not only improves interpersonal relationships, but also enhances active learning and student participation.

The perceived institutional climate is characterized as regular with 69.3%, followed by an evaluation of inadequate with 20.6%, then adequate with 10.1%, the dimensions were presented at a regular level.

Perceived school coexistence is characterized as regular with 69.0%, followed by an evaluation of inadequate with 20.0%, then adequate with 11.0%, the dimensions were presented at a regular level.

The perceived teaching strategy is characterized as regular with 63.5%, followed by the evaluation that it is inadequate with 23.0%, then it is adequate with 13.5%, the dimensions were presented at a regular level.

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