

# ORGANIZATIONAL CULTURE AND EDUCATIONAL SERVICE QUALITY: EMPIRICAL EVIDENCE FROM AN EDUCATIONAL INSTITUTION IN TRUJILLO, PERU

VICENTE HERIBERTO ORBEGOSO AYALA

DOCTOR EN ADMINISTRACIÓN. UNIVERSIDAD NACIONAL DE TRUJILLO – UNT. ORCID: 0000-0002-2163-7946.  
EMAIL: vorbegoso@unitru.edu.pe

LUCIANO MARTÍN RODRÍGUEZ FLORES

MAGÍSTER EN EDUCACIÓN. UNIVERSIDAD CATÓLICA DE TRUJILLO – UCT. ORCID: 0000-0001-8262-1318.  
EMAIL: sobrevivientedelosandes@gmail.com

EDWARS SALOMÓN NÚÑEZ ACEVEDO

DOCTOR EN MEDICINA. UNIVERSIDAD NACIONAL DE TRUJILLO – UNT. ORCID: 0000-0003-3616-6080.  
EMAIL: enunez@unitru.edu.pe

EMELY YANIRA GRADOS TELLEZ

LICENCIADA EN EDUCACIÓN SECUNDARIA CON MENCIÓN EN HISTORIA Y GEOGRAFÍA. UNIVERSIDAD NACIONAL DE TRUJILLO – UNT. ORCID: 0000-0001-6030-2789. EMAIL: egrados@unitru.edu.pe

WALDEMAR PUERTA FERNÁNDEZ

LICENCIADO EN EDUCACIÓN SECUNDARIA CON MENCIÓN EN HISTORIA Y GEOGRAFÍA. UNIVERSIDAD NACIONAL DE TRUJILLO – UNT. ORCID: 0009-0008-8153-8748. EMAIL: puertawaldemar@gmail.com

MARITA MAGDALENA ANDRADE CONDORI

MAESTRA EN CIENCIAS (MSC). UNIVERSIDAD NACIONAL DE TRUJILLO – UNT. ORCID: 0009-0000-0053-5476.  
EMAIL: mmand9@hotmail.com

---

## Abstract

This study analyzed the relationship between organizational culture and the quality of educational services in a secondary school in Trujillo, Peru, which is uniquely affiliated with a national university—an uncommon feature within the Peruvian school system. The objective was to determine how the dimensions of leadership, communication, identity, and motivation influence the educational product, student satisfaction, staff satisfaction, and the overall impact of education. A quantitative, correlational design was employed, using a census sample of 36 secondary-level teachers who completed validated Likert-scale questionnaires. The findings revealed that both organizational culture and service quality were predominantly perceived at a medium level (66.7%), with 16.7% at a high level and 16.7% at a low level. Spearman's correlation ( $Rho = 0.45$ ;  $p = 0.01$ ) indicated a moderate and statistically significant positive relationship between the two variables, with particularly strong associations between leadership and institutional identity and the perception of educational quality, while communication and motivation did not reach statistical significance. It is concluded that strengthening organizational culture through participatory leadership, institutional identity, and comprehensive management strategies is a decisive factor in enhancing educational service quality and ensuring a positive and sustainable impact on teaching–learning processes.

**Keywords:** organizational culture, educational quality, leadership, student satisfaction

---

## INTRODUCTION

At present, the relationship between organizational culture and service quality in educational institutions has acquired particular relevance in light of the accelerated societal transformations and growing academic demands. The OECD (2023a) demonstrated that the pandemic exposed critical weaknesses in the internal management of many institutions; moreover, in an environment characterized by digitalization and global competition, a robust organizational culture emerges as a decisive factor in ensuring sustainable educational services (UNESCO, 2021). At the global level, UNESCO (2020) reported that millions of educational institutions operate under organizational structures that directly influence quality, although a substantial proportion continues to struggle with fostering cohesion and collaborative work (OECD, 2023b, 2024). In Latin America, the World Bank (2020) highlighted that numerous institutions display low quality indices, with 39% evidencing weaknesses in cultural cohesion that undermine both student motivation and learning engagement (UNESCO–OREALC, 2022). Likewise, ECLAC and

UNESCO (2020) underscored high levels of dissatisfaction arising from administrative and pedagogical shortcomings; to this, the persistence of rigid hierarchical models and scarce collaborative practices must be added, factors that ultimately constrain both innovation and continuous improvement (IDB, 2024a; IDB, 2024b).

In Peru, UMC–MINEDU (2023) and MINEDU (2021) documented that thousands of educational institutions face profound deficiencies in service quality, largely attributable to the absence of participatory leadership and strategic planning, which substantially restrict both pedagogical and administrative management (SUNEDU, 2024; SINEACE, 2025). In addition, the Office of the Comptroller General of the Republic (2021) disclosed that merely three out of ten students attained satisfactory learning outcomes during the “Aprendo en Casa” strategy, thereby evidencing structural weaknesses in policy implementation. Within this scenario, the case of the educational institution under study—affiliated with the Faculty of Education of the National University of Trujillo—illustrates these challenges with particular clarity: the lack of budgetary autonomy and the recurrent appointment of administrators without the requisite professional profile have severely constrained the provision of essential resources, infrastructure, and training. Furthermore, the prevalence of teaching staff employed under CAS contracts, devoid of stability and benefits, has generated persistent uncertainty, ultimately reflecting the fragility of its organizational culture.

Moreover, persistent quality issues remain, including traditional practices focused predominantly on cognitive aspects, limited mastery of technological tools, and underutilization of available infrastructure; in addition, the institutional climate is often shaped by political tendencies or internal groups (Ayala & Mendoza, 2022), which diminishes its contribution to educational quality. Accordingly, the problem statement is oriented toward determining the relationship between organizational culture and service quality in an educational institution in Trujillo, with particular emphasis on understanding how cultural components affect teaching, management, and student satisfaction. The study is justified on practical grounds, given its contribution to strategies for institutional strengthening; on scientific grounds, due to the scarcity of research integrating dimensions of organizational culture (leadership, communication, identity, and motivation) with educational quality; and on social grounds, owing to its potential benefits in making visible institutional weaknesses and proposing improvements toward a more equitable and sustainable system. The general objective is to determine the relationship between organizational culture and service quality in the institution under analysis, describing its main features, examining the association between cultural dimensions and perceived quality, identifying the most influential dimensions, and proposing guidelines that foster continuous improvement.

## THEORETICAL FRAMEWORK

### Organizational Culture Theory (Ansoff)

Egunjobi and Aremu (2024) emphasized that the origins of organizational culture theory are closely linked to the corporate transformations of the mid-twentieth century, when institutions began to recognize the strategic relevance of shared values. Igor Ansoff, a Russian-American economist and mathematician, advanced a strategic vision that positioned culture as a central driver of competitive adaptation and organizational growth, particularly in contexts marked by uncertainty and globalization (Narváez & Solarte, 2023). Furthermore, Egunjobi and Aremu (2024) noted that Ansoff conceptualized organizational culture not merely as a set of norms and customs, but rather as the core of strategic processes. According to this view, culture shapes the capacity to innovate, improve, and sustain advantages in dynamic environments. His theoretical framework integrates the interaction between corporate objectives and collective values, asserting that strategic decisions are only viable when articulated with the cultural identity of the organization (Narváez & Solarte, 2023). To operationalize this perspective, Ansoff (1968) developed a typology that categorized organizational culture as an integral component of corporate strategic planning. His proposal identified several cultural levels based on variables such as institutional values, responsiveness to change, risk management, and goal orientation. This classification distinguished four organizational culture types—stable, reactive, anticipatory, and initiative—each with distinctive characteristics that determine the adaptive capacity of the institution (Ansoff, 1986). Similarly, Egunjobi and Aremu (2024) explained that, from a historical standpoint, this theory consolidated throughout the 1960s and 1970s, coinciding with the transition toward innovation- and diversification-driven economies. Ansoff’s approach ultimately provided analytical tools that bridged strategic management and organizational behavior, paving the way for a comprehensive perspective that influenced not only private enterprises but also educational and service institutions (Narváez & Solarte, 2023).

### Educational Quality Theory

Swift et al. (2024) explained that the theory of educational quality emerged in the context of twentieth-century school reforms, designed to address the rapid expansion of educational systems. Its principal proponent was Lawrence Stenhouse, a British pedagogue who argued that quality depends not only on material resources but also on pedagogical processes grounded in equity, curricular relevance, and the holistic development of students within inclusive communities (Humes, 2024). Moreover, Pountney et al. (2024) pointed out that Stenhouse argued that quality education entails an open and dynamic curriculum in which teaching is adapted to students’ needs and fosters critical thinking. The theory underscores continuous and participatory assessment as a key instrument for enhancing learning, while conceptualizing the school as a social space for transformation, where quality is defined not only by academic achievement but also by the human and social impact attained. This theory gained momentum during the 1970s and 1980s, when international organizations began to link educational quality with sustainable human

development. Stenhouse's proposal became a benchmark for public policies aimed at ensuring equal opportunities and curricular relevance, transcending the quantitative vision of outcomes to embrace a comprehensive, humanistic, and transformative approach (Humes, 2024).

### **Organizational Culture**

Assoratgoon and Kantabutra (2023) explained that organizational culture constitutes a shared system of values, beliefs, and practices that guides collective behavior within an institution. It is conceived as a strategic process that shapes how objectives are defined, priorities are ranked, and responses to change are formulated; consequently, it is intrinsically linked to elements such as leadership, communication, identity, and motivation (Azeem et al., 2021). Moreover, as Schein (2010) emphasized, these cultural patterns are learned progressively in the course of problem-solving. Furthermore, Iskanto (2023) noted that the dimensionality of organizational culture integrates multiple approaches. According to Ansoff (1968), it should be understood as part of a strategic process that encompasses objectives, values, and priorities, and is categorized into stable, reactive, anticipatory, and innovative levels. Complementarily, Ansoff (1986) emphasized that an organization's responsiveness to change determines its degree of proactivity, whereas Hofstede (1984) proposed a multicultural model in which national cultural dimensions directly shape institutional culture (Bogale & Debela, 2024).

Similarly, Azeem et al. (2021) argued that leadership, as a dimension of organizational culture, is intrinsically linked to the manner in which direction and influence are exercised within the institution. It encompasses decision-making, goal orientation, and the creation of a climate of trust among members. Leadership is distinguished by its capacity to establish clear guidelines, to guide the team toward a shared purpose, and to respond with flexibility in the face of challenges. For their part, Bogale and Debela (2024) indicated that communication constitutes another fundamental axis of organizational culture, as it structures the flow of information between administrators, teachers, and students in the educational sphere, or between managers and employees in the corporate context. Its effectiveness is reflected in transparency, goal clarity, and the reduction of internal conflicts. Moreover, effective communication fosters an atmosphere of trust, promotes active participation, and ensures that decisions are clearly understood by all stakeholders.

Iskanto (2023) explained that identity, as an organizational dimension, refers to the sense of belonging developed by members toward the institution, consolidating shared values and symbols that strengthen cohesion. This element is expressed in the way individuals recognize themselves as part of a distinct collective, sustaining pride and commitment to the institutional mission. Likewise, Assoratgoon and Kantabutra (2023) emphasized that motivation reflects the driving force that directs individuals' behavior toward the achievement of institutional goals. This dimension combines extrinsic incentives, such as material rewards, with intrinsic motivations, such as professional development and personal fulfillment. An organization with high levels of motivation is able to sustain productivity and foster a positive environment in which individuals find meaning in their work.

### **Educational Quality**

Huda and Rokhman (2021) explained that educational quality is understood as the set of processes, resources, and outcomes that ensure comprehensive and relevant training for students. It entails the institution's capacity to deliver services that meet standards of academic excellence, equity in access, and the social relevance of learning (Yampol, 2024). This concept encompasses both efficiency in management and effectiveness in results, integrating pedagogical, institutional, and human dimensions that safeguard the continuous improvement of educational services. Moreover, Urinov (2022) indicated that the educational product constitutes the first dimension of educational quality, referring to the academic achievements attained by students and the relevance of the curriculum offered. It includes the knowledge, competencies, and skills developed throughout the formative process, which must adequately respond to the demands of the social and labor environment.

In the same vein, Fomba et al. (2023) argued that student satisfaction represents another essential dimension, linked to learners' perceptions of teaching, the availability of resources, and the support received throughout their training. It is closely associated with the extent to which the institution meets their expectations, fosters participation, and ensures a favorable environment for learning. Staff satisfaction, in turn, relates to the well-being and motivation of teachers and administrative personnel within the educational institution (Huda & Rokhman, 2021). This aspect directly influences service quality, as satisfied professionals demonstrate a stronger commitment to collaborative work, pedagogical innovation, and the achievement of institutional goals. Furthermore, Yampol (2024) noted that the impact of education constitutes a distinct dimension that assesses the broader repercussions of educational services on the social, cultural, and economic development of the community. Such impact is reflected in the formation of competent, critical, and responsible citizens who actively contribute to the transformation of their environment.

The analysis of the relationship between organizational culture and service quality has been addressed by various authors in business, educational, and specialized service contexts. Leuwol et al. (2024) conducted a study at Alfamart aimed at evaluating the influence of organizational culture and work environment on service quality, incorporating job satisfaction as a moderating variable. Employing a quantitative explanatory methodology and administering surveys to 300 employees analyzed through PLS-SEM, they demonstrated that both culture and the work environment exert a positive and significant impact on service quality, while job satisfaction amplifies these effects, generating higher levels of commitment, discipline, and productivity. In a similar vein, Manggala and Nurhayati (2022) examined the role of transformational leadership and training on the quality of internal service at Burger King FSDT in Jakarta, with organizational culture acting as a mediating factor. Based on surveys administered to

126 employees and analyzed through SEM-PLS, their findings revealed that transformational leadership and training exert a direct influence on organizational culture but not on internal service. They concluded that organizational culture functions as a crucial bridge that translates formative processes into tangible improvements in service quality. For their part, Iswahyuningsih et al. (2022) investigated the interaction between service quality and customer satisfaction in ISO/IEC 17025:2017–accredited laboratories in Sumatra, incorporating organizational culture and price as moderating variables. Using questionnaires administered to 93 users and analyzed through PLS-SEM, they confirmed that service quality, culture, and price exert a direct influence on satisfaction, although their moderating effects were not significant. The authors underscored the importance of embedding quality standards within organizational culture as a means of ensuring trust and fostering loyalty in highly specialized services. In the banking sector, Jibrail et al. (2024) analyzed the relationship between organizational culture and service quality in Bank Malaysia, considering compensation as a moderating variable. Drawing on a sample of 300 employees and employing SmartPLS 4.0 for analysis, they demonstrated that organizational culture exerts a positive effect on service quality ( $p = 0.029$ ), an effect that is significantly intensified by compensation ( $p = 0.000$ ). From this, they concluded that well-designed compensation policies strengthen internal culture and enhance both the efficiency and sustainability of service provision.

In the educational field, Hermawan et al. (2025) proposed strategies to enhance the organizational image of PGRI schools in Bogor by considering personality, servant leadership, organizational culture, and service quality. Based on surveys administered to 168 teachers and analyzed through path analysis combined with SITOREM, they found that organizational culture and service quality significantly influence institutional image, although more than 40% of teachers reported dissatisfaction in terms of perception and preference. They recommended strengthening organizational culture and standardizing educational quality as core strategies to consolidate institutional trust. Similarly, Iqbal et al. (2023) examined the quality culture in public and private universities in Pakistan and its relationship with service quality. Analyzing 105 questionnaires through SPSS and PLS-SEM, they found that although public universities scored higher in both culture and service, the relationship between the two was stronger in private institutions. They concluded that fostering a quality culture reinforces academic management and enhances both student and organizational satisfaction. In the industrial sector, Liu et al. (2022) examined the role of organizational culture in service management within Industry 4.0 in Taiwan. Employing the TRIZ Su-field analysis method and PLS-SEM in manufacturing firms equipped with cyber-physical systems, they found that cultural transformation, when accompanied by leadership and digital technologies (IoT, big data, and CPS), significantly reduced production times and doubled productive value. They concluded that organizational culture, together with appropriate incentives, is essential for fostering commitment and achieving excellence in digital service management.

In the Peruvian context, Tuesta et al. (2023) analyzed the influence of organizational culture on the quality of administrative services at the National University of San Martín. Based on a sample of 375 users and employing Pearson's correlation analysis, they evidenced a strong positive correlation ( $r = 0.93$ ;  $p < 0.05$ ) between culture and service quality. The results further revealed that a significant proportion of employees did not feel integrated into the institutional culture, which negatively affected service satisfaction. Likewise, Alcalá et al. (2023) examined the relationship between organizational culture and educational quality management at IE Fe y Alegría No. 12 in Lima through a cross-sectional descriptive correlational design with 47 teachers. Analyses using Spearman's test demonstrated a strong positive correlation ( $r = 0.596$ ;  $p = 0.00$ ), confirming that a solid organizational culture fosters quality management and satisfaction within the school environment.

Finally, Checa (2023) investigated organizational culture and service quality in the medical sector at the University Hospital of Guayaquil, surveying 119 employees and patients. The findings indicated that organizational culture was perceived as highly positive in the work environment and exerted a beneficial influence on medical care, although areas for improvement were identified in methodologies and processes. The author concluded that strengthening organizational culture and workplace climate constitutes a key factor for fostering user satisfaction and trust in the hospital setting.

## METHODOLOGY

The educational institution under analysis is administratively dependent on the Faculty of Education of the National University of Trujillo, which constrains both its budgetary and managerial autonomy. Its administrators are appointed by university authorities and do not always meet the required technical profiles, thereby creating difficulties in promptly addressing needs related to infrastructure, materials, and training. Moreover, the majority of teachers are hired under CAS or temporary contracts, generating job instability and undermining motivation. These conditions provide a critical framework for understanding the results obtained regarding organizational culture and the quality of educational services.

The research was conducted with a theoretical and quantitative correlational approach. The population consisted of 36 secondary-level teachers, who constituted the total study sample through a census sampling technique; therefore, no selection procedure was applied. The unit of analysis comprised the institution's teachers, while data collection was carried out through the survey technique, using a Likert-scale questionnaire for both variables. Organizational culture was measured with 15 items distributed across the dimensions of leadership, communication, identity, and motivation, whereas educational service quality was assessed with 18 items within the dimensions of educational



product, student satisfaction, staff satisfaction, and the impact effect of education. The validity of the instruments was established through expert judgment, and their application allowed for the collection of precise information consistent with the research objectives. The data gathered were initially processed in Microsoft Excel 2019 to construct the score matrix and subsequently analyzed in IBM SPSS Statistics 26, verifying distribution through the Shapiro–Wilk test with a significance level of 0.05. Since normality was not found in the variables, Spearman’s correlation test was applied to contrast the hypothesis, with the degree of association determined by the Rho coefficient, whose ranges extend from very low to excellent, whether positive or negative (Spearman, 1904). This procedure made it possible to establish the relationship between organizational culture and the quality of educational service according to the statistical criteria adopted.

Content validity was established through expert judgment, with Aiken’s V indices exceeding .80 across all items. The reliability of the instruments was satisfactory: organizational culture ( $\alpha = .88$ ) and educational service quality ( $\alpha = .90$ ), thereby confirming robust internal consistency. The study was conducted in accordance with the principles set forth in the Declaration of Helsinki. The research protocol was reviewed and approved by the Ethics Committee of the National University of Trujillo (Minutes No. 015-2024-CEI-UNT, dated March 12, 2024). Moreover, informed consent was obtained from all participants, with confidentiality and anonymity of the collected information fully guaranteed.

## RESULTS

The 36 teachers of the Educational Institution completed the virtual questionnaires on Organizational Culture and Educational Service Quality, yielding the following results:

**Table 1** *Levels of the Organizational Culture Variable and Its Dimensions*

	Organizational Culture		Leadership		Communication		Identity		Motivation	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
<b>Low</b>	6	16,7%	6	16,7%	6	16,7%	6	16,7%	6	16,7%
<b>Medium</b>	24	66,7%	24	66,7%	24	66,7%	24	66,7%	24	66,7%
<b>High</b>	6	16,7%	6	16,7%	6	16,7%	6	16,7%	6	16,7%
<b>Total</b>	36	100%	36	100%	36	100%	36	100%	36	100%

The results in Table 1 reveal that the organizational culture of the educational institution, along with its dimensions of leadership, communication, identity, and motivation, is predominantly concentrated at the medium level, with 66.7% of teachers surveyed. This reflects a generalized perception of acceptable performance, though with clear room for strengthening practices and consolidating a more robust culture. In contrast, only 16.7% are positioned at the high level in each dimension, indicating that a small group perceives high standards of leadership, effective communication, institutional identity, and work motivation. Similarly, 16.7% fall within the low level, signaling the existence of weaknesses that should be addressed through organizational management strategies aimed at enhancing participation, cohesion, and teacher commitment. These findings underscore the need for targeted interventions to strengthen institutional culture in order to enhance educational quality.

**Table 2**

	Educational Service Quality		Educational Product		Student Satisfaction		Staff Satisfaction		Effect of Educational Impact	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
<b>Low</b>	6	16,7%	6	16,7%	6	16,7%	6	16,7%	6	16,7%
<b>Medium</b>	24	66,7%	24	66,7%	24	66,7%	24	66,7%	24	66,7%
<b>High</b>	6	16,7%	6	16,7%	6	16,7%	6	16,7%	6	16,7%
<b>Total</b>	36	100%	36	100%	36	100%	36	100%	36	100%

*Levels of the Educational Service Quality Variable and Its Dimensions*

It should be noted that the low, medium, and high levels were established by tertiles on the standardized scale, which explains the identical distribution in both variables. Table 2 shows that the quality of educational service and its dimensions—educational product, student satisfaction, staff satisfaction, and the effect of educational impact—display a distribution very similar to that of organizational culture, with a predominance at the medium level (66.7%). This result indicates that educational processes and the perceptions of different stakeholders are positioned within an intermediate range, reflecting performance that is adequate but not yet excellent. Notably, 16.7% of teachers perceived a high level of quality in each dimension, suggesting the existence of strengths in specific aspects, although these are not yet generalized across the institution. Conversely, another 16.7% considered quality to be at a low level, pointing to limitations in student satisfaction, staff motivation, and the effectiveness of formative impact.

These findings highlight the urgency of implementing comprehensive improvements to consolidate educational quality.

### Hypothesis Testing

For the bivariate analysis, Spearman's rank correlation test was applied, with a significance level set at 0.05. The correlation between organizational culture and the quality of educational service yielded a p-value of 0.01; therefore, the alternative hypothesis (H1) was accepted. The correlation coefficient ( $Rho = 0.45$ ) indicated a directly proportional relationship, which was further corroborated graphically (Table 3).

**Table 3** Hypothesis Testing

CULTURA ORGANIZACIONAL		
Spearman's Rho		p-value *
<b>SERVICE QUALITY</b>	0.45	0.01
* p-value $\geq 0.05$ : No correlation exists between variables		

p-value  $< 0.05$ : A correlation exists between variables

Table 3 illustrates the relationship between the variables organizational culture and educational service quality. The Spearman coefficient ( $Rho = 0.45$ ) indicates a moderate positive correlation, suggesting that as organizational culture improves, so too does teachers' perception of educational service quality within the institution. Moreover, the statistical significance value ( $p = 0.01$ ) is lower than the 0.05 threshold, confirming that the observed relationship is significant and not attributable to chance. These results demonstrate an important interdependence between organizational management processes and educational quality, insofar as the strengthening of values, practices, leadership, and motivation within the internal culture translates into improved performance of the educational services offered. Consequently, the findings highlight the necessity of institutional strategies that jointly reinforce both aspects.

**Table 4** Correlation between the Variable Organizational Culture and the Dimensions of Educational Service Quality among Teachers

### ORGANIZATIONAL CULTURE

	Spearman's Rho	p-value *
<b>SERVICE QUALITY</b>		
D1. Educational Product	0.50	0.00
D2. Student Satisfaction	0.57	0.00
D3. Staff Satisfaction	0.29	0.09
D4. Effect of Educational Impact	0.32	0.06

\* p-value  $\geq 0.05$ : No correlation exists between the variable and the dimension

p-value  $< 0.05$ : A correlation exists between the variable and dimension

Table 4 presents the correlation between organizational culture and the dimensions of educational service quality. The results show positive and significant correlations with the educational product ( $Rho = 0.50$ ;  $p = 0.00$ ) and student satisfaction ( $Rho = 0.57$ ;  $p = 0.00$ ), indicating that a strong organizational culture directly enhances both academic performance and students' evaluation of the institution. In contrast, staff satisfaction ( $Rho = 0.29$ ;  $p = 0.09$ ) and the effect of educational impact ( $Rho = 0.32$ ;  $p = 0.06$ ) did not reach statistical significance, although they still displayed weak positive relationships. These findings suggest that organizational culture exerts a clearer influence on perceived student quality and formative outcomes, whereas factors related to teaching staff and social impact require additional strategies to be strengthened and to achieve statistical significance.

**Table 5** Correlation between the Variable Educational Service Quality and the Dimensions of Organizational Culture among Teachers

### SERVICE QUALITY

	Spearman's Rho	p-value *
<b>ORGANIZATIONAL CULTURE</b>		
D1. Leadership	0.52	0.00
D2. Communication	0.20	0.25

D3. Identity	0.45	0.01
D4. Motivation	0.27	0.12

\*  $p\text{-value} \geq 0.05$ : No correlation exists between the variable and the dimension

$p\text{-value} < 0.05$ : A correlation exists between the variable and the dimension

Table 5 presents the correlations between educational service quality and the dimensions of organizational culture. Significant relationships were identified with leadership ( $Rho = 0.52$ ;  $p = 0.00$ ) and institutional identity ( $Rho = 0.45$ ;  $p = 0.01$ ), indicating that strong leadership and a robust sense of belonging directly shape perceptions of educational service quality. In contrast, the dimensions of communication ( $Rho = 0.20$ ;  $p = 0.25$ ) and motivation ( $Rho = 0.27$ ;  $p = 0.12$ ) exhibited weak and non-significant correlations, suggesting that although related, they do not decisively explain variations in perceived quality. The absence of statistical significance in motivation and communication may be attributed to structural factors specific to the institutional context. First, the precarious employment conditions of a large proportion of teachers, hired under CAS or temporary contracts, generate uncertainty regarding stability and social benefits, thereby reducing the impact of motivational programs on perceived service quality. Second, institutional communication remains fragmented and, in many cases, subordinated to bureaucratic dynamics, limiting its potential to serve as an effective channel for fostering organizational cohesion. These conditions suggest that although communication and motivation form part of organizational culture, their weak institutionalization prevents them from translating into substantial improvements in educational quality. Such findings are consistent with regional studies (MINEDU, 2021; UMC-MINEDU, 2023), which highlight deficiencies in incentive policy design and internal communication management as persistent barriers to strengthening organizational culture in Peruvian educational institutions. This panorama underscores the need for the institution to reinforce communicative and motivational processes to increase their impact on educational quality, while simultaneously consolidating the strengths already observed in leadership and identity—factors that represent the principal pillars of continuous improvement in the school environment.

**Table 6** *Correlation between the Dimensions of Organizational Culture and the Quality of Educational Service among Teachers*

	ORGANIZATIONAL CULTURE							
	D1. Leadership		D2. Communication		D3. Identity		D4. Motivation	
	Rho	p-value	Rho	p-value	Rho	p-value	Rho	p-value
<b>EDUCATIONAL SERVICE QUALITY</b>								
D1. Educational Product	0.53	0	0.47	0	0.29	0.09	0.44	0.01
D2. Students Satisfaction	0.57	0	0.39	0.02	0.41	0.01	0.4	0.02
D3. Staff Satisfaction	0.35	0.03	0.07	0.68	0.38	0.02	0.15	0.39
D4. Effect of educational Impact	0.37	0.03	0.03	0.86	0.3	0.08	0.33	0.05

\*  $p\text{-valor} \geq 0.05$ : No correlation exists between dimensions

$p\text{-valor} < 0.05$ : A correlation exists between dimensions

Table 6 analyzes the relationship between the dimensions of organizational culture and those of educational service quality. The results reveal significant correlations between leadership and educational product ( $Rho = 0.53$ ;  $p = 0.00$ ) as well as student satisfaction ( $Rho = 0.57$ ;  $p = 0.00$ ), suggesting that the exercise of effective leadership enhances both academic performance and students' overall evaluation of the institution. Likewise, a significant relationship is observed between identity and student satisfaction ( $Rho = 0.41$ ;  $p = 0.01$ ), indicating that a strong sense of institutional belonging fosters a more positive educational experience. However, other combinations—such as communication with staff satisfaction ( $Rho = 0.07$ ;  $p = 0.68$ ) or motivation with staff satisfaction ( $Rho = 0.15$ ;  $p = 0.39$ )—did not reach statistical significance, highlighting areas for improvement. Overall, the findings suggest that educational quality depends more strongly on leadership and institutional identity, while communication and motivation require reinforcement to achieve greater impact.

## DISCUSSION

One distinctive aspect of the present study is that the educational institution under analysis is administratively affiliated with a national university. This particular characteristic differentiates it from the majority of Peruvian and Latin American schools, which are typically managed directly by ministries or regional education authorities. The

linkage with a university creates a distinct organizational context: the appointment of administrators by university authorities, budgetary dependence, and coexistence with a higher education academic environment. These factors introduce unique cultural dynamics that influence both internal management and the perception of educational quality, yet remain scarcely documented in the regional literature. Consequently, the case of Trujillo provides a novel empirical contribution by illustrating how organizational culture in a university-affiliated school may face tensions and opportunities different from those of other educational institutions, thereby offering a valuable reference point for comparative research in the Latin American educational context.

The evidence obtained in the educational institution under analysis shows that both organizational culture and the quality of educational service are predominantly concentrated at intermediate levels, with 66.7% of teachers perceiving these dimensions within the medium range. This finding reflects a scenario in which school management is acceptable, yet falls short of excellence standards. The situation is consistent with the observations of Leuwol et al. (2024), who demonstrated that in corporate contexts a strong organizational culture is decisive for achieving high-quality service, whereas the absence of cohesion limits competitiveness. In the institution studied, the relatively small proportion of teachers reporting high levels (16.7%) suggests the presence of isolated positive practices that have not yet been consolidated collectively, thereby presenting a challenge for strengthening shared values and pedagogical leadership.

The symmetrical distribution observed in organizational culture and educational quality—with the same proportion of teachers at each level—is a relevant finding, as it indicates that institutional perception remains consistent across both dimensions. This result aligns with the observations of Tuesta et al. (2023), who reported a strong correlation between culture and the quality of administrative services in the university context, emphasizing that a lack of cultural integration translates into perceptions of dissatisfaction. In the case of Trujillo, the alignment of both variables confirms that teachers directly associate the organizational environment with educational performance, consistent with Cameron and Quinn (2011), who highlighted the powerful effect of organizational culture on long-term performance and work effectiveness, thereby validating the hypothesis proposed in this study.

The Spearman correlational analysis ( $Rho = 0.45$ ;  $p = 0.01$ ) revealed a moderate positive relationship between organizational culture and service quality. This result is statistically significant and supports the claim that improvements in internal cultural practices lead to enhanced educational quality. Jibrail et al. (2024) identified a similar trend in the Malaysian banking sector, where organizational culture exerted a positive impact on service quality, reinforced by compensation policies. By contrast, in the institution under study, labor compensation was not considered a mediating variable; however, the findings suggest that contractual stability and benefits could reinforce the observed correlation, thereby amplifying the positive impact of organizational culture on quality.

When disaggregating the results, it becomes evident that organizational culture maintains significant correlations with the educational product ( $Rho = 0.50$ ;  $p = 0.00$ ) and student satisfaction ( $Rho = 0.57$ ;  $p = 0.00$ ). This confirms that effective institutional leadership and a consolidated sense of identity directly enhance both academic achievements and students' perceptions. This finding is consistent with Iqbal et al. (2023), who identified that a quality-oriented culture in Pakistani universities strengthens academic management and student satisfaction, underscoring the importance of institutional practices aligned with shared values. The parallelism between both contexts demonstrates that, even across diverse settings, the relationship between organizational culture and student satisfaction remains robust.

Nevertheless, the absence of statistical significance in the relationship between organizational culture and staff satisfaction ( $Rho = 0.29$ ;  $p = 0.09$ ), as well as with the effect of educational impact ( $Rho = 0.32$ ;  $p = 0.06$ ), reveals critical areas of concern. This suggests that institutional efforts have prioritized immediate outcomes in the academic and student domains but have not consolidated labor welfare policies or social impact strategies. Manggala and Nurhayati (2022) found that transformational leadership and training influence organizational culture more strongly than internal service, a finding that resonates with the weakness observed in Trujillo regarding teaching staff. In other words, organizational culture projects itself more toward external than internal satisfaction, a dynamic that may generate tensions and attrition in the medium term.

The correlation between service quality and the dimensions of organizational culture reinforces this interpretation. Leadership ( $Rho = 0.52$ ;  $p = 0.00$ ) and identity ( $Rho = 0.45$ ;  $p = 0.01$ ) are significantly associated with perceived quality, whereas communication ( $Rho = 0.20$ ;  $p = 0.25$ ) and motivation ( $Rho = 0.27$ ;  $p = 0.12$ ) did not reach significance. This pattern demonstrates that teachers perceive leadership and identity as central drivers of educational quality, which is consistent with the findings of Hermawan et al. (2025), who showed that servant leadership and organizational culture significantly influence the image of schools in Indonesia. The case of Trujillo confirms that participatory leadership and a consolidated sense of belonging directly enhance quality, while institutional communication and motivation require more effective policies to attain statistical relevance.

By delving into the specific correlations (Table 6), it becomes evident that leadership is significantly associated with educational product ( $Rho = 0.53$ ;  $p = 0.00$ ) and student satisfaction ( $Rho = 0.57$ ;  $p = 0.00$ ). This implies that the ability to guide and motivate teaching teams directly influences learning outcomes and student perceptions. These findings align with Liu et al. (2022), who demonstrated that cultural transformation accompanied by strategic leadership in Industry 4.0 drastically reduced production times and doubled productive value. In the field of education, this parallel suggests that strategic leadership can optimize pedagogical processes, improve learning achievements, and enhance students' perception of quality.



Institutional identity also shows a significant correlation with student satisfaction ( $Rho = 0.41$ ;  $p = 0.01$ ), underscoring that a shared sense of belonging influences the academic experience. This result resonates with the findings of Checa (2023), who reported that a positive organizational culture in a university hospital strengthened user trust. In the educational context, institutional identity not only consolidates teacher commitment but also enhances student perception by fostering confidence in the school's mission and vision.

In contrast, the weak correlations of communication and motivation with staff satisfaction ( $Rho = 0.07$ ;  $p = 0.68$ ;  $Rho = 0.15$ ;  $p = 0.39$ , respectively) reveal an organizational gap. Although the role of these factors is acknowledged in theory, their lack of statistical significance indicates that neither effective internal communication strategies nor consistent motivational incentive systems have been implemented. This situation aligns with the findings of Iswahyuningsih et al. (2022), who cautioned that although service quality influences satisfaction, the moderating effects of culture and price are not always significant. In the case of Trujillo, both communication and motivation require structural reinforcement in order for their influence on quality to become tangible.

The comprehensive interpretation of the results suggests that the educational institution is positioned at an intermediate stage of cultural and quality development, where leadership and identity represent emerging strengths, while communication and motivation remain as weaknesses. This aligns with Alcalá et al. (2023), who concluded that a strong culture fosters quality management in Peruvian schools, yet the absence of cohesion constrains overall satisfaction. In this regard, the findings confirm that the challenge for the institution in Trujillo is not merely to improve isolated indicators, but rather to build an integrated organizational culture that consistently articulates all dimensions.

The presence of 16.7% of teachers at the low level in both culture and quality is a finding that should not be underestimated. This group represents resistances or deficiencies that could expand if timely interventions are not implemented. As argued by Leuwol et al. (2024), the absence of shared values undermines commitment and discipline, ultimately affecting an organization's competitiveness. In the educational context, the lack of cultural cohesion can erode the institutional climate, constrain pedagogical innovation, and generate student dissatisfaction, with direct repercussions for the school's reputation and sustainability.

The fact that the study was conducted with the entire teaching staff of the institution (census sample) lends robustness to the results, although it also limits their generalizability to other contexts. Nevertheless, the parallelism with research in other sectors—such as banking (Jibrail et al., 2024), retail (Leuwol et al., 2024), and health (Checa, 2023)—reinforces the external validity of the link between organizational culture and service quality. This suggests that, regardless of the sector, institutional culture constitutes a transversal determinant of perceived quality.

In practical terms, the results imply that the educational institution should design cultural strengthening strategies aimed at consolidating participatory leadership, fostering institutional identity, improving channels of internal communication, and establishing consistent motivational policies. This aligns with the proposal of Hermawan et al. (2025), who recommended prioritizing strategic indicators to reinforce the institutional image of schools. In the case of Trujillo, a comprehensive management plan that integrates these dimensions could enhance both students' perception of quality and teachers' job satisfaction, thereby generating a virtuous cycle of continuous improvement. The discussion of these findings also underscores the relevance of Ansoff's theory of organizational culture, which posits that shared values constitute the core of strategic processes. The case of Trujillo demonstrates that, in the absence of a consolidated culture, strategic decisions lose effectiveness and educational achievements stagnate at intermediate levels. Similarly, Stenhouse's (1975) theory of educational quality is reflected in the need for equitable and inclusive pedagogical processes that extend beyond material resources. The correlation identified between identity and student satisfaction confirms that educational quality depends not only on pedagogical management but also on the sense of institutional belonging.

#### **Critical reflection on non-significant findings.**

Although the literature consistently highlights internal communication and teacher motivation as central components of organizational culture (Schein, 2010; Azeem et al., 2021), these dimensions did not show statistically significant correlations with educational service quality in this study. This lack of significance suggests that communication channels may be fragmented or constrained by bureaucratic processes, while incentive and job-stability policies remain insufficient to influence perceived quality. A thorough review of formal and informal communication mechanisms and the implementation of sustained motivation programs linked to pedagogical performance are therefore recommended.

#### **Practical implications.**

To address these weaknesses, several concrete strategies are proposed: (1) establish a horizontal communication system with regular meetings and collaborative digital platforms that promote transparency and feedback; (2) design an incentive plan that includes public recognition, continuous professional development opportunities, and improved contractual stability; and (3) implement monitoring indicators to periodically evaluate organizational climate and teacher engagement. These actions would allow communication and motivation to shift from weak dimensions to effective levers for enhancing educational quality.

**Limitations and Future Directions:** The small sample size ( $n = 36$ ) and the cross-sectional design limit both statistical power and causal inference. Self-reported measurement may also introduce social desirability bias. Future studies should expand the sample, incorporate longitudinal designs, and explore multivariate models (e.g., ordinal regression/PLS) that allow for the estimation of indirect effects between cultural dimensions and quality indicators.

Finally, the comparison with international studies demonstrates that organizational culture is not an abstract notion but a concrete determinant of service quality. In Malaysia, Pakistan, Indonesia, and Peru, the conclusion converges: without shared values, strong leadership, and institutional identity, perceived quality remains at medium or low levels. Consequently, the results of the present study not only validate the research hypothesis but also underscore the urgency of educational policies that integrate organizational management and service quality as inseparable components.

The findings obtained carry direct implications for Peruvian educational policy. First, they highlight the need to strengthen leadership training and support programs promoted by MINEDU, since participatory leadership emerges as a central driver of educational quality. Second, the relevance of institutional identity and sense of belonging suggests that the accreditation and self-evaluation processes led by SINEACE should be reinforced in order to consolidate strong and sustainable organizational cultures. Finally, the weaknesses identified in communication and teacher motivation underscore the urgency of designing policies on staff welfare and labor incentives, ensuring contractual stability and equitable conditions that enhance satisfaction and commitment among personnel. Taken together, these implications connect the study's results with the national educational agenda, providing concrete guidelines for the continuous improvement of the school system.

## CONCLUSION

The analysis conducted in an educational institution in Trujillo, Peru, affiliated with a national university, allows us to conclude that both organizational culture and the quality of educational service are predominantly situated at a medium level, reflecting acceptable functioning but with clear limitations in reaching standards of excellence. The predominance of 66.7% at this level demonstrates that, although relatively solid management practices and pedagogical processes exist, deficiencies remain that hinder the consolidation of a robust institutional culture oriented toward continuous improvement. The small proportion of 16.7% of teachers who perceive high levels indicates the presence of isolated positive experiences that have not yet extended to the entire educational community, while the same percentage at the low level reveals pockets of weakness that require urgent intervention. The moderate positive correlation between organizational culture and service quality ( $Rho = 0.45$ ;  $p = 0.01$ ) confirms that both dimensions are closely interlinked and that improvements in leadership, identity, communication, and motivation directly influence perceptions of educational quality. The specific findings highlight that institutional leadership and identity are the main drivers of impact, as they are significantly associated with the educational product and student satisfaction. This implies that participatory leadership and a strong sense of belonging enhance both academic achievements and students' evaluation of the institution. Nevertheless, the weakness of internal communication and motivational policies reveals organizational gaps that, if left unaddressed, may constrain the sustainability of the improvements achieved.

Comparisons with international and regional studies allow us to conclude that the situation in Trujillo reflects trends observed in other educational and organizational contexts, where internal culture constitutes a decisive factor in perceived quality. Research in universities, service companies, and hospitals has consistently shown that shared values, strong leadership, and coherent practices enhance both user and employee satisfaction. In this regard, the results not only validate the research hypothesis but also confirm the cross-sector applicability of the relationship between culture and quality.

Consequently, strengthening organizational culture emerges as an indispensable strategy for enhancing the quality of educational services. This requires the implementation of comprehensive policies that integrate pedagogical leadership, institutional identity, effective communication, and teacher motivation, ensuring that efforts are not confined to immediate outcomes but instead shape a sustained process of transformation. Only through a cohesive organizational culture will it be possible to guarantee educational services that are relevant, equitable, and capable of responding to the demands of contemporary society.

The results of this research carry direct implications for Peruvian educational policy. First, the evidence that participatory leadership and institutional identity significantly influence the quality of educational services underscores the need to strengthen leadership training and support programs promoted by MINEDU and SINEACE. School management grounded in transformational leadership and in the cultivation of a sense of belonging can become a strategic axis for enhancing student satisfaction and academic achievement. Second, the weakness identified in the dimensions of motivation and communication highlights the urgency of designing teacher welfare policies that guarantee job stability, equitable contractual conditions, and incentives aligned with pedagogical performance. In addition, more transparent and efficient internal communication systems are required to foster institutional cohesion. Finally, these practical implications must be translated into institutional improvement plans that integrate organizational culture and service quality transversally, ensuring that public policies move beyond external evaluation standards to reinforce sustainable internal processes adapted to local realities.

## REFERENCES

- Alcalá, V. C., Saravia, O. G., & Sánchez, L. D. (2023). Organizational culture and management of educational service quality. *IGOVERNANZA*, 6(22), 165–198. <https://doi.org/10.47865/igob.vol6.n22.2023.251>
- Ansoff, H. I. (1968). *Corporate strategy*. Penguin Books.

- Assoratgoon, W., & Kantabutra, S. (2023). Toward a sustainability organizational culture model. *Journal of Cleaner Production*, 400, 136666. <https://doi.org/10.1016/j.jclepro.2023.136666>
- Ayala, V. O., & Mendoza, R. Q. (2022). Organizational culture and service quality in an educational institution of Trujillo–Peru. *SCIÉND0*, 25(4), 349–357.
- Azeem, M., Ahmed, M., Haider, S., & Sajjad, M. (2021). Expanding competitive advantage through organizational culture, knowledge sharing and organizational innovation. *Technology in Society*, 66, 101635. <https://doi.org/10.1016/j.techsoc.2021.101635>
- Inter-American Development Bank (IDB). (2024a). *Learning can't wait: Lessons for Latin America and the Caribbean from PISA 2022*. <https://publications.iadb.org/publications/english/document/Learning-cant-Wait-Lessons-for-Latin-America-and-the-Caribbean-from-PISA-2022.pdf>
- World Bank. (2020). *Managing for learning: Measuring and strengthening education management in Latin America and the Caribbean*. <https://documents1.worldbank.org/curated/en/664871619676586259/pdf/Managing-for-Learning-Measuring-and-Strengthening-Education-Management-in-Latin-America-and-the-Caribbean.pdf>
- Bogale, A. T., & Debela, K. L. (2024). Organizational culture: A systematic review. *Cogent Business & Management*, 11(1), 2340129. <https://doi.org/10.1080/23311975.2024.2340129>
- Cameron, K. S., & Quinn, R. E. (2011). *Diagnosing and changing organizational culture: Based on the competing values framework* (3rd ed.). Jossey-Bass.
- Checa, V. N. (2023). Organizational culture and the quality of service at the University Hospital of Guayaquil in 2022. *Espíritu Emprendedor TES*, 7(2), 68–87. <https://doi.org/10.33970/eetes.v7.n2.2023.335>
- Economic Commission for Latin America and the Caribbean (ECLAC), & United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). *Education in the time of COVID-19*. <https://www.cepal.org/es/publicaciones/45904-la-educacion-tiempos-la-pandemia-covid-19>
- Office of the Comptroller General of the Republic. (2021). *More than 32% of students in 17 regions would not have obtained satisfactory results in 2020*. Peruvian State Unified Platform. <https://www.gob.pe/institucion/contraloria/noticias/483177-mas-del-32-de-alumnos-en-17-regiones-no-habria-obtenido-resultados-satisfactorios-en-2020>
- Egunjobi, O. G. O., & Aremu, A. B. (2024). Strategic agility and organizational competitiveness of small and medium enterprises in Oyo State, Nigeria: Mediating role of organizational culture. *Zien Journal of Social Sciences*, 2(2), 30–42. <https://doi.org/10.59075/zjss.v2i2.380>
- Fomba, B. K., Talla, D. F., & Ningaye, P. (2023). Institutional quality and education quality in developing countries: Effects and transmission channels. *Journal of the Knowledge Economy*, 14(1), 86–115. <https://doi.org/10.1007/s13132-021-00869-9>
- Hermawan, A., Wardani, A. K., Susanti, E., & Indrati, B. (2025). Strategy to improve organizational image through personality, servant leadership, organizational culture and service quality. *Innovative: Journal of Social Science Research*, 4(2), 2580–2591. <https://www.aksajurnal.com/index.php/aihss/article/view/568>
- Hofstede, G. (1984). Cultural differences in management and planning. *Asia Pacific Journal of Management*, 1(2), 81–99.
- Huda, A. M., & Rokhman, M. (2021). The strategy of the principal in improving the quality of institutional education. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(2), 72–80. <https://doi.org/10.54069/attadrib.v4i2.142>
- Humes, W. (2024). Stenhouse in Scotland and England: Context and culture in curriculum development. *The Curriculum Journal*, 35(4), 549–566. <https://doi.org/10.1002/curj.260>
- Iqbal, S., Ashfaq, T., Taib, C. A. B., & Razalli, M. R. (2023). The effect of quality culture on service quality of public and private universities: A comparative analysis. *PLOS ONE*, 18(4), e0283679. <https://doi.org/10.1371/journal.pone.0283679>
- Iskanto, D. (2023). Organizational culture and its impact on employee performance. *International Journal of Management and Digital Business*, 2(1), 47–55. <https://doi.org/10.54099/ijmdb.v2i1.584>
- Iswahyuningsih, I., Putri, N. T., Amrina, E., & Hasan, A. (2022). The effect of service quality on customer satisfaction by moderation of organizational culture and price in view of ISO/IEC 17025:2017. *Jurnal Rekayasa Sistem Industri*, 11(1), 109–120. <https://doi.org/10.26593/jrsi.v11i1.5073.109-120>
- Jibrail, Y., Irwansyah, R., Kasnowo, K., Irdhayanti, E., & Khairunnisa, K. (2024). The influence of organizational culture on service quality with compensation as a moderating variable. *Innovative: Journal of Social Science Research*, 4(2), 1638–1648. <https://doi.org/10.31004/innovative.v4i2.9620>
- Leuwol, F. S., Asraf, A., Nugroho, B. S., Sumardi, S., & Wahyudi, I. (2024). The effect of organizational culture and work environment on service quality with satisfaction as a moderating variable. *Jurnal Ilmiah Edunomika*, 8(1), 1–15. <https://doi.org/10.29040/jie.v8i1.10651>
- Liu, S.-F., Fan, Y.-J., Luh, D.-B., & Teng, P.-S. (2022). Organizational culture: The key to improving service management in Industry 4.0. *Applied Sciences*, 12(1), 437. <https://doi.org/10.3390/app12010437>
- Manggala, I. W., & Nurhayati, M. (2022). The effect of transformational leadership and training on internal service quality with organizational culture as a mediation variable. *Adpebi International Journal of Multidisciplinary Sciences*, 1(1), 232–243. <https://doi.org/10.54099/aijms.v1i1.275>

- Ministry of Education of Peru (MINEDU). (2021). *Guidelines for the management of school coexistence (working document)*.  
<https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/10296/Lineamientos%20para%20la%20gesti%20on%20de%20la%20convivencia%20escolar%20documento%20de%20trabajo.pdf>
- Narváez, C. A., & Solarte, C. M. (2023). Organizational culture as a strategic pillar: A theoretical analysis of models, levels, and typologies. *Management (Montevideo)*, 1(42), 1–18. <https://doi.org/10.62486/agma202342>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2021). *Reimagining our futures together: A new social contract for education*. <https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). *Global education monitoring report 2020: Inclusion and education (All means all)*.  
<https://unesdoc.unesco.org/ark:/48223/pf0000373724>
- United Nations Educational, Scientific and Cultural Organization (UNESCO), Regional Office for Education in Latin America and the Caribbean (OREALC). (2022). *The crossroads of education in Latin America and the Caribbean: Regional monitoring report SDG4-E2030 (summary)*.  
[https://unesdoc.unesco.org/ark:/48223/pf0000382919\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000382919_spa)
- Organization for Economic Co-operation and Development (OECD). (2023a). *PISA 2022 results, volume I: The state of learning and equity in education*.  
[https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/12/pisa-2022-results-volume-i\\_76772a36/53f23881-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/12/pisa-2022-results-volume-i_76772a36/53f23881-en.pdf)
- Organization for Economic Co-operation and Development (OECD). (2023b). *PISA 2022 results, volume II: School organization, resources and post-COVID recovery*.  
[https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/12/pisa-2022-results-volume-ii\\_222a5ef6/a97db61c-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/12/pisa-2022-results-volume-ii_222a5ef6/a97db61c-en.pdf)
- Organization for Economic Co-operation and Development (OECD). (2024). *PISA 2022 results, volume III: Learning environments and student practices*.  
[https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/06/pisa-2022-results-volume-iii\\_1933a4a1/765ee8c2-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/06/pisa-2022-results-volume-iii_1933a4a1/765ee8c2-en.pdf)
- Pountney, R., Baumfield, V., Czerniawski, G., & Seleznyov, S. (2024). Editorial: New perspectives on curriculum: Rethinking collaborative enquiry and teachers' professional learning. *The Curriculum Journal*, 35(4), 535–548. <https://doi.org/10.1002/curj.290>
- Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.
- National System for the Evaluation, Accreditation and Certification of Educational Quality (SINEACE). (2025). *Institutional accreditation model for institutes and schools of higher technological education*.  
<https://repositorio.sineace.gob.pe/repositorio/bitstream/handle/20.500.12982/7262/Modelo%20de%20Acreditacion%20Institucional%20para%20Institutos%20y%20Escuelas%20de%20Educacion%20Superior%20Tecnologica.pdf>
- Spearman, C. (1904). The proof and measurement of association between two things. *The American Journal of Psychology*, 15(1), 72–101. <https://doi.org/10.2307/1412159>
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. Heinemann.
- National Superintendence of Higher University Education (SUNEDU). (2024). *Third biennial report on the reality of higher education in Peru*. <https://repositorio.minedu.gob.pe/handle/20.500.12799/7913>
- Swift, D., Clowes, G., Gilbert, S., & Lambert, A. (2024). Sustaining professionalism: Teachers as co-enquirers in curriculum design. *The Curriculum Journal*, 35(2), 123–140. <https://doi.org/10.1002/curj.267>
- Tuesta, J. A., Riva-Ruiz, R., Pérez-Tello, C., & Pinchi-Vásquez, A. (2023). Organizational culture and quality of administrative service care in a Peruvian university. *Revista Amazónica de Ciencias Económicas*, 2(1), e451. <https://doi.org/10.51252/race.v2i1.451>
- Quality Measurement Unit, Ministry of Education of Peru (UMC–MINEDU). (2023). *National report of the 2022 sample evaluation*. <https://umc.minedu.gob.pe/wp-content/uploads/2023/06/Reporte-Nacional-EM-2022.pdf>
- Urinov, B. J. (2022). Fundamentals of education quality in higher education. *International Journal of Social Science & Interdisciplinary Research*, 11(1), 149–151. <https://gejournal.net/index.php/IJSSIR/article/view/107>
- Yampol, Y. (2024). Development of teachers' competencies in the field of education quality management: Challenges and prospects. *Scientific Notes of the Pedagogical Department*, 54, 87–97.  
<https://doi.org/10.26565/2074-8167-2024-54-08>