

Well-Being And Satisfaction In Teaching Work: An Analysis Of The Organizational Climate Of A Brazilian Public School

Lucas Alves de Oliveira Lima¹, Marcelo Silva Rodrigues², Tatiane de Souza Gil³, Marlos Alan Pereira Santos⁴, Armando Araújo Silvestre⁵, Taís Martins⁶, Sérgio Czajkowski Júnior⁷

¹(Federal Rural University of Rio de Janeiro, Brazil)

²(Federal Institute of Mato Grosso, Brazil)

³(Integrated Regional University of Upper Uruguay and the Missions, Brazil)

⁴(Federal Institute of Alagoas, Brazil)

⁵(Federal Institute of Education, Science and Technology of São Paulo, Brazil)

⁶(UniEnsino, Brazil)

⁷(Unicuritiba University Center, Brazil)

Abstract: The aim of this study was to analyze the organizational climate (OC) of a public school located in the interior of the state of Rio de Janeiro, Brazil. To this end, an exploratory research with a quantitative approach was carried out with a sample consisting of 33 teachers. Data collection involved the application of a structured questionnaire based on the research models proposed by Luz (1995) and Bispo (2006). The questionnaire was formulated using a five-point Likert scale, in which the statements covered a range of options from "strongly disagree" to "strongly agree". In the study, five categories capable of influencing OC were considered, namely: integration between school and teacher; communication and cooperation at work; satisfaction with leadership; training, development and salary level; and infrastructure of the organizational environment. When analyzing the five categories that impact the organizational climate in the school, the results pointed to a work environment with positive aspects, such as good integration between teams, collaboration and leadership perceived as adequate. However, there are significant challenges, including concerns about infrastructure, pay fairness and the need to improve communication and openness to opinions. The intersection of these categories reveals a multifaceted school landscape, where positive elements intertwine with challenges to be overcome. Thus, it becomes necessary to implement work strategies in the school under study, aimed at creating a more satisfying, collaborative and effective work environment.

Key Word: Organizational climate; well-being; school.

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I. Introduction

The organizational environment is a complex and dynamic system, where people of different backgrounds, personalities and goals come together to work towards a common goal. In teaching work, the educational environment plays a fundamental role in the construction of knowledge and the development of students' skills, with teachers being the main protagonists in this process. This is because, in an increasingly complex and constantly changing society, teacher well-being and satisfaction become key factors in achieving quality education (SILVA et al., 2021; ROSITO et al., 2021).

In this scenario, the organizational climate emerges as an element capable of directly influencing the performance and satisfaction of teachers in their work environment. The organizational climate in educational institutions can be understood as the set of perceptions, values, attitudes and beliefs shared by teachers in relation to the school in which they work. Thus, aspects such as institutional culture, leadership, communication, working conditions, and opportunities for personal and professional development play a significant role in shaping this climate (SILVA; TAVARES; FRANÇA, 2020; MATEUS et al., 2022).

The relevance of the study of the organizational climate has been increasingly recognized by organizations, since the quality of the work environment can directly impact the levels of motivation, productivity, satisfaction and engagement of employees. In this bias, employees who feel valued, heard and involved in their activities tend to demonstrate greater commitment to the organization's objectives, which is reflected in a significant improvement in individual and collective performance (MENEZES; GOMES, 2010).

The quality of the organizational climate experienced by teachers is intrinsically linked to levels of satisfaction and motivation, which, in turn, can directly influence their performance in the classroom. Thus, teachers who feel valued, respected and supported tend to demonstrate greater dedication to teaching, engagement with students and greater effectiveness in the transmission of knowledge (SILVA et al., 2021).

On the other hand, a negative or dysfunctional organizational climate can, according to Pereira and Rebolo (2017), generate negative impacts on teachers' emotional health, leading to increased stress, professional weariness and, eventually, exhaustion or demotivation. These factors, in turn, can affect teachers' performance and be reflected in the quality of the teaching offered, jeopardizing students' learning and the achievement of educational objectives.

Given this context, the present research aimed to analyze the organizational climate of a Brazilian public school in the municipality of Três Rios/RJ. It is hoped that this study will contribute to the deepening of knowledge about the role of organizational climate in the educational area, providing theoretical and practical subsidies for understanding the factors that influence the teachers' work environment and its impact on the performance and satisfaction of these professionals.

In addition, the research aims to provide relevant information for educational managers and those responsible for formulating public policies in the field of education, so that they can develop strategies and practices that promote an organizational climate more favorable to the professional growth of teachers and, consequently, to student learning.

II. Material And Methods

Regarding the methodology, this research was characterized as exploratory with a quantitative approach. The choice of this methodology was motivated by the intention to analyze the organizational climate in a public school in Brazil, which required the quantification of data as an integral part of the analysis process.

The study setting for this research was a public school located in the municipality of Três Rios, in the state of Rio de Janeiro, Brazil. The school in focus is located in the city center and operates in two distinct periods, covering both the morning and afternoon shifts. The sample of this research was composed of a total of 33 teachers, covering teachers working at different levels of education, from primary to secondary level. The teachers were selected through convenience sampling, considering their availability and voluntary participation in the research.

Data collection involved the application of structured questionnaires containing questions related to organizational climate, job satisfaction and teacher performance. The questionnaire was based on the research models proposed by Luz (1995) and Bispo (2006), thus containing 20 statements subdivided into five categories: integration between school and teachers; communication and cooperation at work; satisfaction with leadership; training, development and salary level; and infrastructure of the organizational environment.

The questionnaire was formulated using a five-point Likert scale, in which the statements covered a range of options from "strongly disagree" to "strongly agree". This approach allowed participants to express degrees of agreement or disagreement regarding the different questions presented in the questionnaire. The questions were closed-ended, providing a set of predefined options for participants to select from, which contributed to the organization and analysis of the data in a systematic and comparable manner.

For data analysis, the responses were tabulated in an Excel spreadsheet, assigning numerical values to the different options of the Likert scale, according to the degree of agreement expressed by the participants, corroborating what Bermudes et al. (2016) suggest. From this, graphs were prepared to visualize and effectively communicate the proportions and distributions of responses in the different categories. Pie charts provide a clear visual representation of the percentage distribution of participants' opinions and assessments in relation to each of the issues investigated.

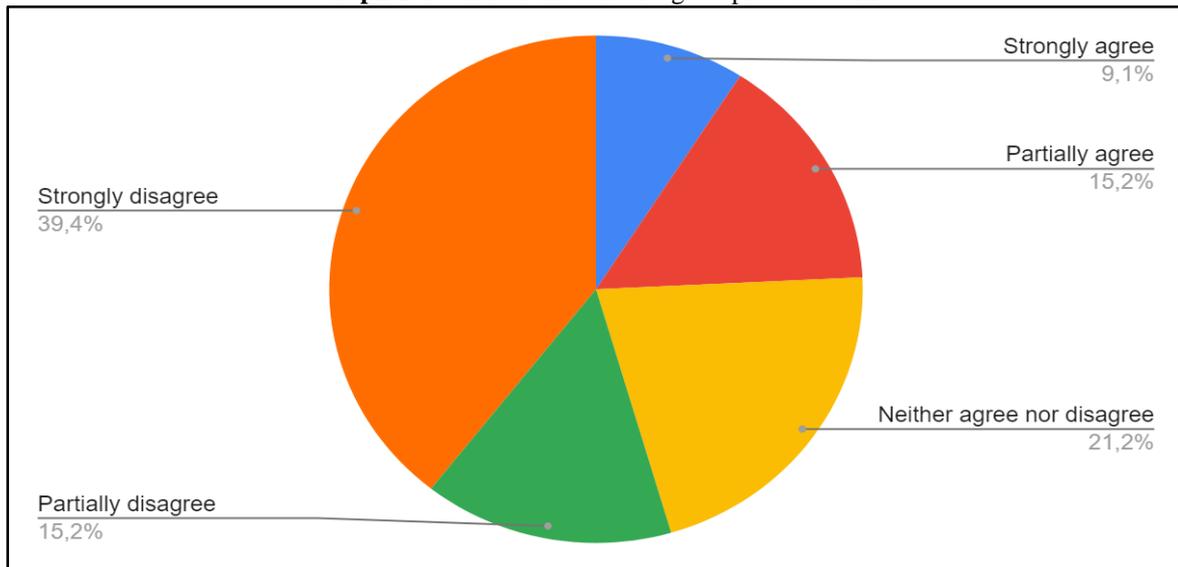
The use of pie charts facilitated the identification of dominant patterns and provided immediate insight into participants' predominant preferences or positions regarding organizational climate, job satisfaction and teaching performance. This visual approach made data analysis more accessible and understandable, while also highlighting trends observed in participants' responses.

III. Result

Integration between school and teachers

The initial phase of the study focused specifically on the dynamics between the school and teachers, addressing the extent to which employees find satisfaction in their role and the level of contentment with their activities in the organization. This block encompassed four questions that sought to understand how individual perception regarding the significance and relevance of tasks impacts teachers' performance and results within the school. Graph 1 shows the first question, which is linked to the perception of the school being a good place to work.

Graph 1. I consider the school a good place to work

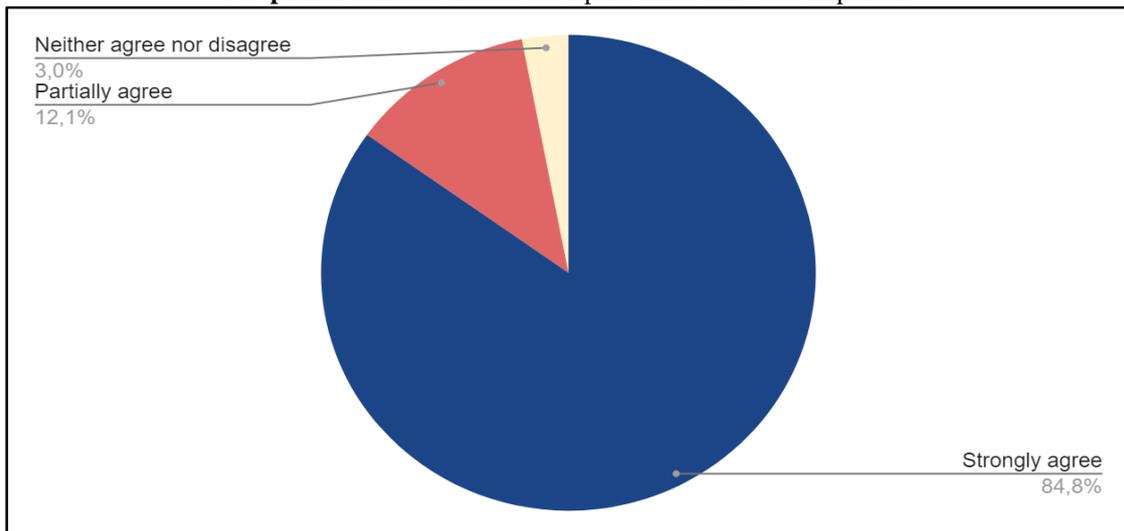


Source: Survey data (2023).

Based on chart 1, it is observed that only 9.09% teachers totally agree that the school is a good place to work, which suggests that although there is a group that sees the organization positively, this view is not shared uniformly. It is notable that a substantial proportion of teachers (39.39%) strongly disagree with the idea that the organization is a good place to work. This significant disagreement indicates the existence of substantial concerns or discontent within the work environment.

Graph 2 shows teachers' perceptions of the importance of their work for the school.

Graph 2. I consider the service I perform at school as important

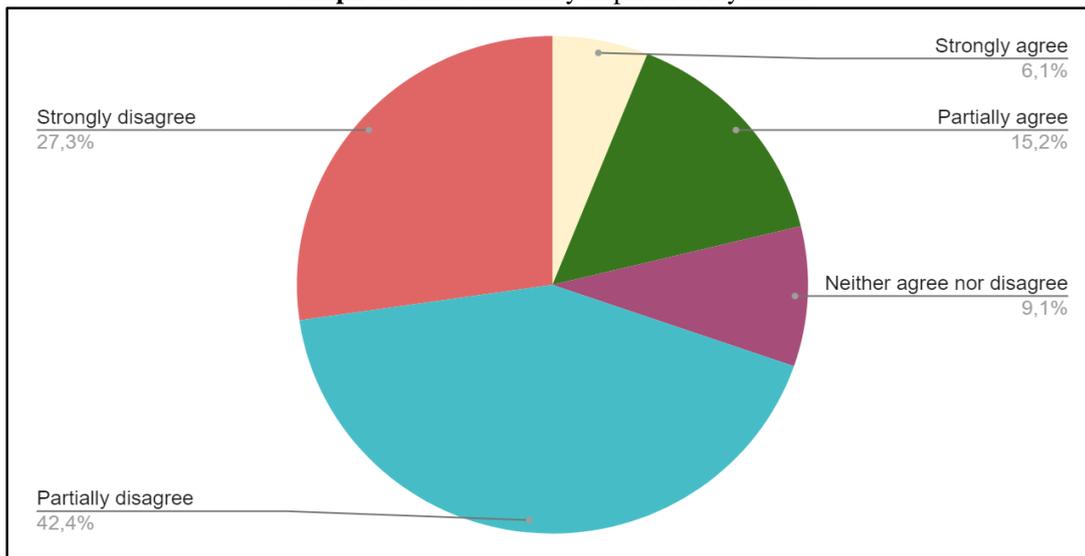


Source: Survey data (2023).

It is observed that the majority of teachers, represented by 28 respondents (or 87.88% of the total), strongly agree that the service they perform at school is important. This significant proportion demonstrates a high degree of consensus and conviction regarding the relevance of individual contributions to the functioning of the educational institution. The fact that no teachers partially disagreed or totally disagreed indicates a remarkable cohesion in opinions.

The third question seeks to address the level of autonomy granted to teachers at school, as shown in Chart 3.

Graph 3. I have autonomy to perform my duties

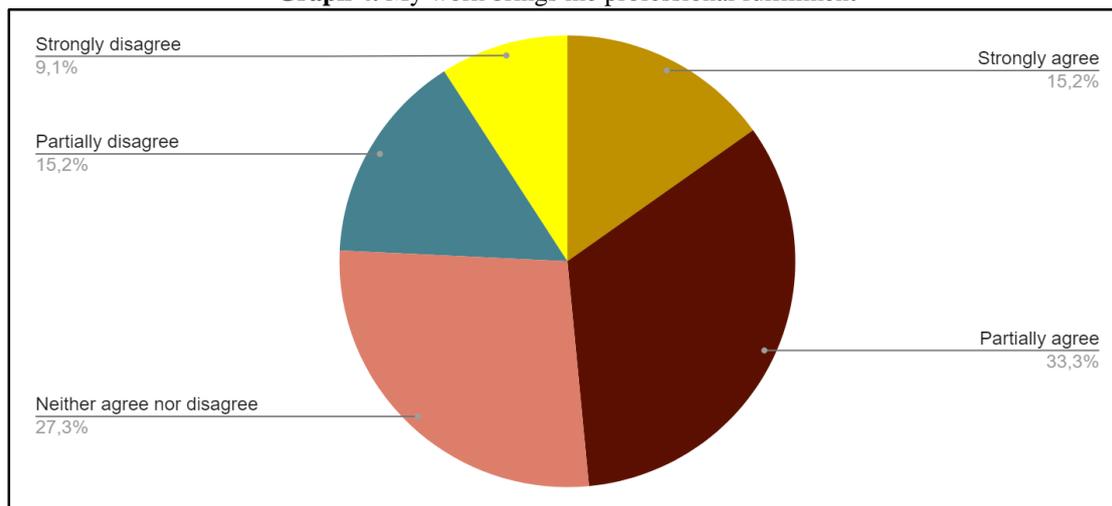


Source: Survey data (2023).

Graph 3 shows that the majority of teachers disagree, partially or totally (69.69%), on the issue of autonomy in the functions developed at school. This shows that there is a generalized perception of limitations in the ability of teachers to exercise autonomy in their educational activities. This perceived lack of autonomy can have profound implications for teachers' levels of motivation, engagement and satisfaction in the school environment. The absence of freedom to make decisions and shape one's work can negatively impact teaching effectiveness, innovation in pedagogical approaches and, consequently, the overall quality of the educational experience offered to students.

Finally, the fourth question on integration between the school and teachers sought to ascertain whether the work provides professional fulfillment for teachers. Graph 4 shows the results obtained.

Graph 4. My work brings me professional fulfillment



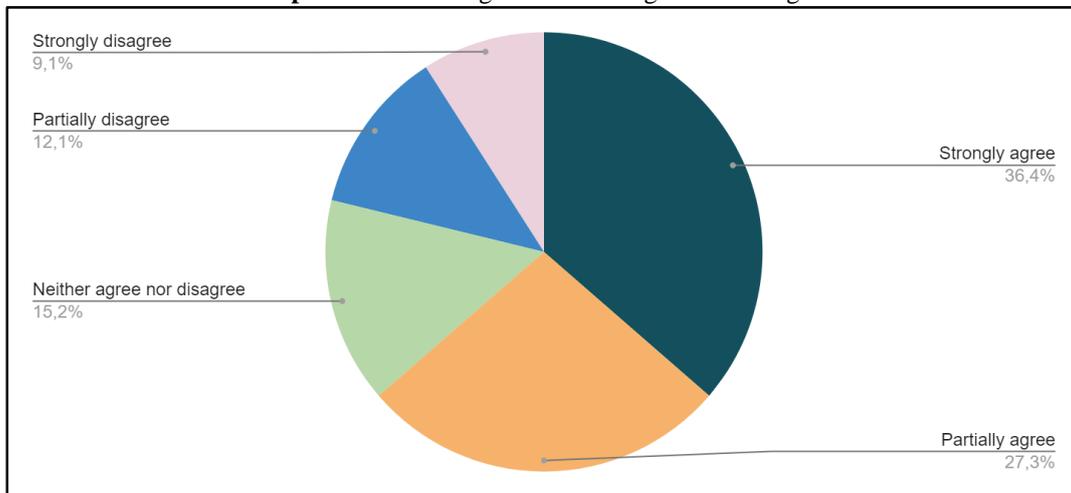
Source: Survey data (2023).

Based on the results, there is a mixture of feelings regarding teachers' professional fulfillment. While a significant proportion finds some degree of satisfaction in their work, another portion does not share this positive perception. This variety of opinions highlights the complexity of individual experiences and underscores the importance of addressing concerns and improving conditions to increase teachers' satisfaction and well-being in their educational career.

Communication and cooperation at work

The second category of the research prioritized the analysis of the degree of communication and cooperation among school employees. This category encompassed four questions that address the level of integration of team members, the efficiency of communication between sectors and the freedom for forms of expressions at work. Graph 5 shows the first question in the category of communication and cooperation at work, which sought to identify whether the working climate between teams is good.

Graph 5. The working climate among the team is good



Source: Survey data (2023).

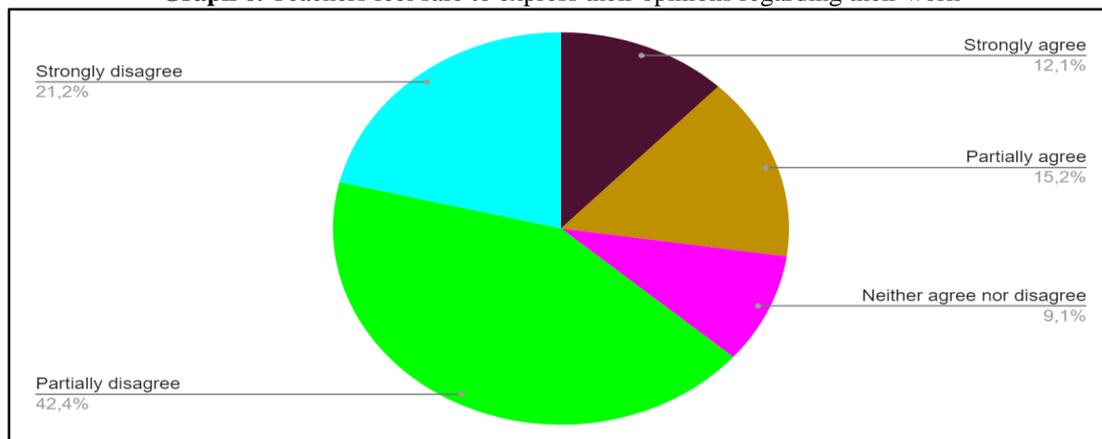
The majority of teachers agree, partially or totally, that the working climate among the team is good. These results indicate that the positive perception of the working environment in the team is shared by a substantial portion of the participants. The statement "totally agree", with 36.36% of responses, demonstrates that a considerable number of teachers have a highly positive view of the working climate among colleagues. This trend reinforces the idea that many consider the work environment to be harmonious and conducive to collaboration.

In addition, the "partially agree" category, with an index of 27.27% of responses, adds an important element. This suggests that even among those who do not fully agree, many still see positive aspects in the team's working climate, although they may have some specific reservations or considerations.

The combination of these two categories reinforces the predominant perception of a positive working environment. However, it is important to consider the statements "neither agree nor disagree", "partly disagree" and "strongly disagree", which together represent a smaller proportion of the responses. These categories indicate that there is a diversity of opinions, including those who may have neutral or negative views regarding the working climate among staff.

The second question in the category of communication and cooperation at work sought to ascertain whether the school adopts a policy of listening to teachers' opinions as a strategic measure to improve satisfaction and organizational results. Graph 6 shows the results obtained.

Graph 6. Teachers feel safe to express their opinions regarding their work



Source: Survey data (2023).

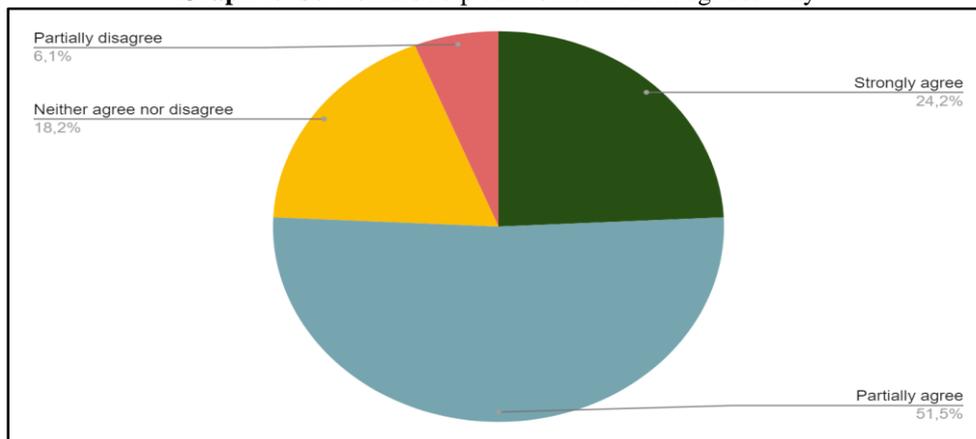
Graph 6 shows that the responses to the "partially disagree" statement have the highest proportion, indicating that a substantial number of employees (42.42%) do not feel completely comfortable expressing their opinions about their work. This suggests the presence of possible obstacles or fears that may be limiting openness in communication within the team.

The category "totally disagree", which gathers 21.21% of the answers, is also significant, which shows that a considerable group of employees does not feel safe to express their opinions about work, indicating the existence of a real challenge in establishing an open and transparent environment.

The results point to a need to improve openness in communication and psychological safety so that employees feel comfortable sharing their opinions. Fostering an environment where everyone's voices are heard and valued can significantly contribute to innovation, collaboration and engagement within the team.

Subsequently, we sought to analyze whether co-workers help each other in an integrated way at school, as shown in Graph 7.

Graph 7. Co-workers help each other in an integrated way

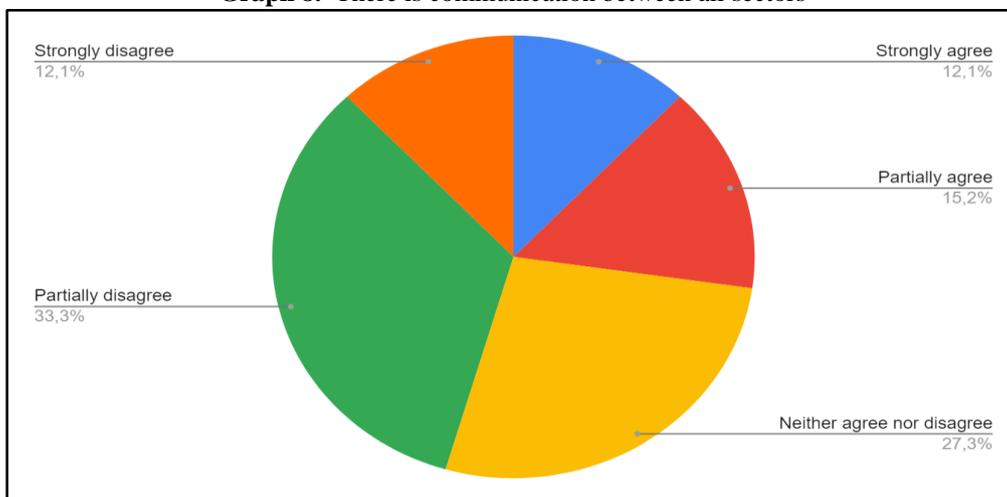


Source: Survey data (2023).

The "totally agree" and "partially agree" statements combined total 75.76% of the responses, indicating that the vast majority of employees perceive a certain level of collaboration among colleagues. This result is positive, suggesting that many employees see collaboration as an integral part of the work environment.

Graph 8 shows the results obtained with the fourth question of the communication and cooperation category, which sought to estimate the existence of effective communication between all sectors of the school.

Graph 8. There is communication between all sectors



Source: Survey data (2023).

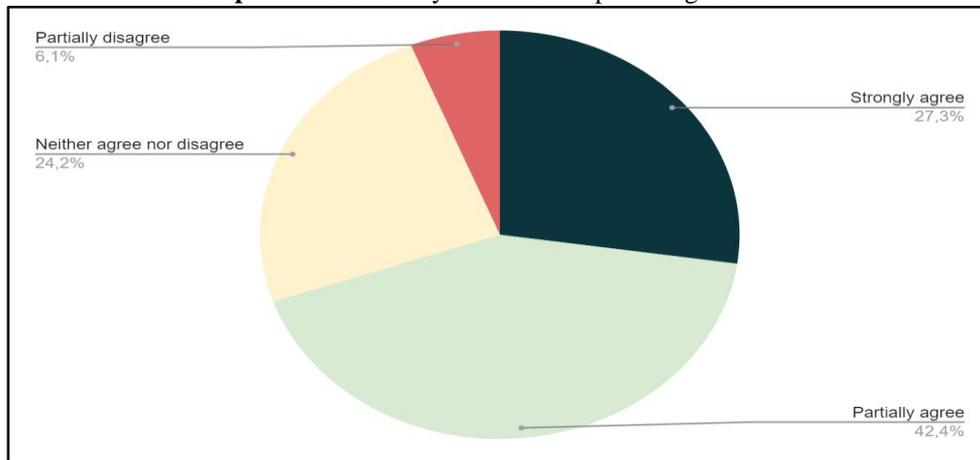
The responses in the "partially disagree" and "strongly disagree" statements total 45.45% of the responses, indicating that a significant portion of employees (45.45%) perceive that communication between sectors is not completely efficient or comprehensive. This perception suggests that there are challenges in

information exchange and interdepartmental collaboration, which may affect the effectiveness of organizational operations.

Satisfaction with leadership

The third category of the questionnaire focused on the analysis of the role of leadership as a means of influencing the organizational environment. This set of questions comprised six questions exploring the relationship between leaders and teachers in the school. The aim was to assess how this relationship impacts the productivity and motivation of employees in the work environment. The first question in this category, as shown in Chart 9, sought to analyze whether teachers consider their superior a good leader.

Graph 9. I consider my immediate superior a good leader



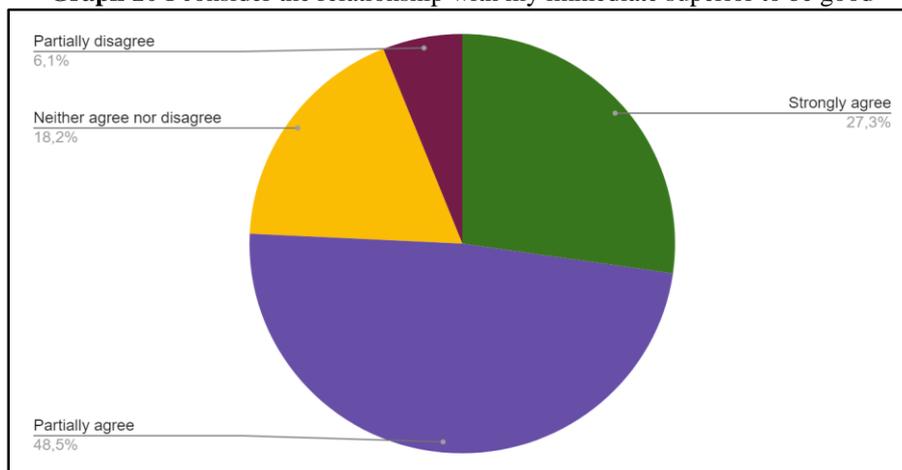
Source: Survey data (2023).

The sum of the statements "totally agree" and "partially agree" amount to 69.69% of the responses. This indicates that most employees perceive their immediate superiors positively or at least partially positively in relation to leadership. Leadership plays a significant role in organizational dynamics, directly influencing the culture, motivation and effectiveness of work teams. The results reflect a perceived presence of leadership attributes among immediate superiors, which are recognized by a considerable share of employees. This may include qualities such as communication skills, decision-making ability, empathy and results orientation.

It is important to note that despite the prevailing positive views, the "partially agree" category also suggests that there is room for a more nuanced view. Some employees may perceive positive aspects, but may also have considerations about areas for improvement. This variation in responses may reflect individual differences in interactions with superiors and personal perceptions of leadership style.

Subsequently, teachers were asked whether they consider their relationship with their immediate superior at school to be good, as shown in Figure 10.

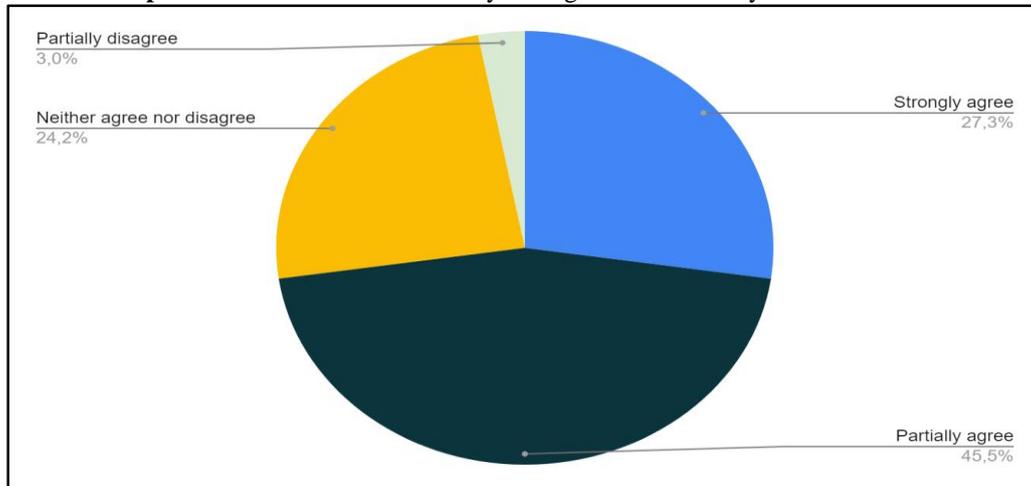
Graph 10 I consider the relationship with my immediate superior to be good



Source: Survey data (2023).

The analysis of the result on the relationship with the immediate superior reveals a generally positive perception on the part of the employees. Most employees expressed agreement, either totally or partially (75.75%), with the statement "I consider the relationship with my immediate superior to be good". In the school environment, it is essential that teachers have a good relationship with their immediate superior, as this can directly impact the learning environment and the effectiveness of the educational process. The result reflects a solid approval, since 75.75% of the participants demonstrated to be satisfied with the relationship. Graph 11 shows the perception of teachers regarding communication with the manager.

Graph 11 - Communication with my manager works the way I would like it to

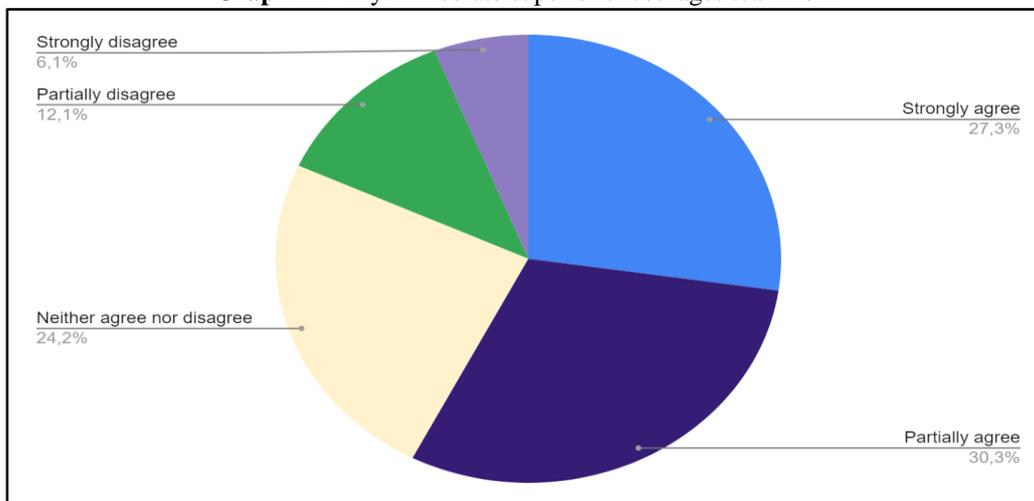


Source: Survey data (2023).

The analysis of the result regarding communication with the manager indicates an overall positive perception on the part of the employees. The majority of employees expressed some level of agreement, partial or total (72.72%), with the statement "Communication with my manager works the way I would like it to". These results reflect the critical importance of effective communication in the workplace. When employees perceive that communication with their managers is aligned with their expectations, this can have a significant impact on their job satisfaction, motivation and performance. The considerable proportion of employees who agree, either partially or fully, suggests that many of them are finding a satisfactory level of interaction and information with their managers.

The fourth question in the category of satisfaction with leadership involved the analysis of the effectiveness of leadership in stimulating teamwork in the school. The results can be seen in Chart 12.

Graph 12 - My immediate superior encourages teamwork



Source: Survey data (2023).

Most respondents, totaling 57.57% of the sample, expressed some degree of agreement with the fact that their immediate superiors encourage teamwork. Among these, 27.27% fully agree and 30.30% partially agree.

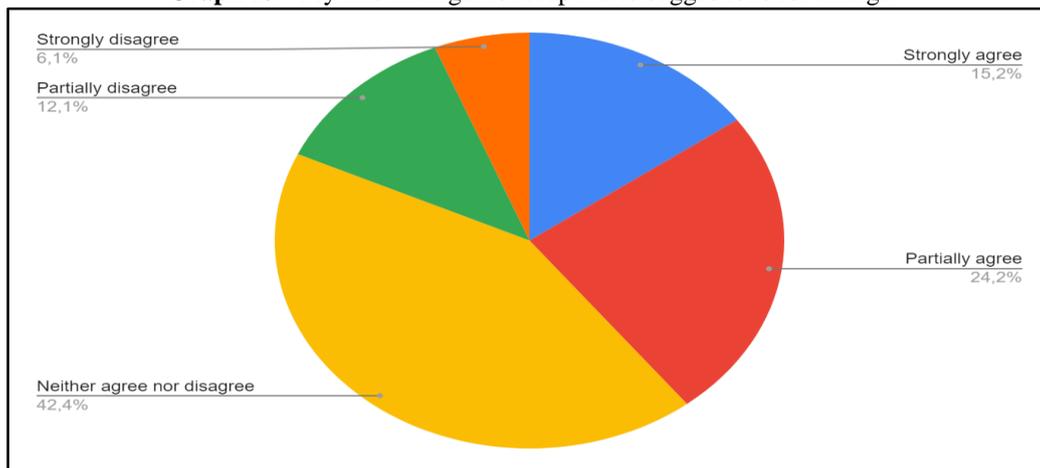
This result is encouraging, as encouraging teamwork is often associated with better levels of collaboration, effective communication and more efficient collective outcomes.

Regarding neutrality, 24.24% of the respondents indicated that they are neutral regarding the encouragement of teamwork by their superiors. This may indicate a lack of definite opinion on this aspect or perhaps reveals that some respondents did not clearly notice the encouragement of teamwork in the work environment.

On the other hand, a smaller portion of the participants, totaling 18.18% of the sample, disagreed in some way with the encouragement of teamwork by their immediate superiors. Among these, 12.12% disagreed partially and 6.06% disagreed fully. This data may raise concerns, since teamwork is often valued in organizations for its contributions to productivity and collaborative atmosphere.

Another question raised was about the flexibility of managers in accepting suggestions for change, as shown in Chart 13.

Graph 13 - My line manager is receptive to suggestions for change



Source: Survey data (2023).

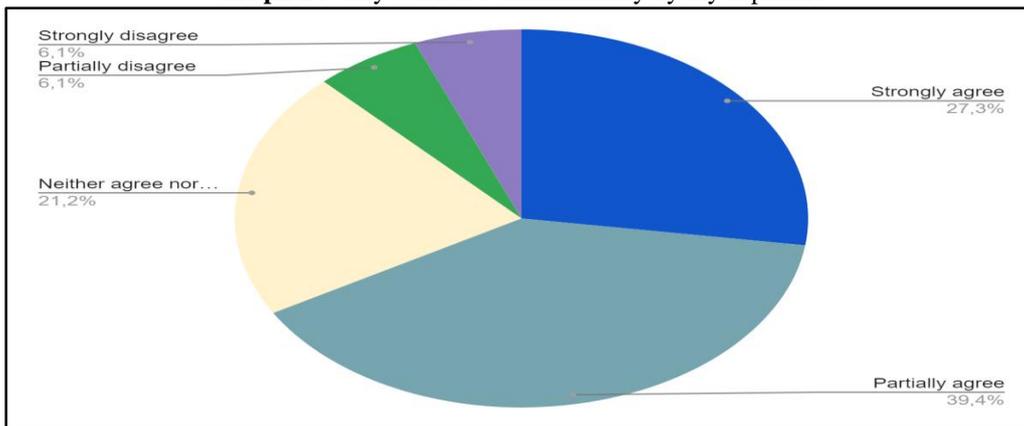
The majority of respondents, about 42.42%, indicated neutrality regarding the receptiveness of superiors to suggestions for change. This may reflect a lack of clarity in the perception of the participants or an ambivalence towards the attitude of superiors towards changes. A considerable proportion of participants, amounting to 39.39%, agree, either partially or fully, that their immediate superiors are open to receiving ideas for change. This indicates an environment where a part of the employees feels that their suggestions are valued and taken into consideration, which is a positive aspect for the organizational culture.

However, a smaller portion, totaling 18.18% of respondents, disagree, either partially or fully, with their superiors' receptiveness to suggestions for change. This suggests that there is a concern among some respondents regarding leadership openness to new ideas or the possibility of resistance to change.

The distribution of results points to a trend towards neutrality, but with a considerable presence of responses indicating a positive perception regarding the receptivity of superiors to suggestions for change. This highlights the importance of open and transparent communication between leaders and teams, where stimulating the expression of ideas can contribute to innovation and organizational improvement.

Last but not least, the last question in the category of satisfaction with leadership aimed to analyze whether teachers feel that their work is fairly evaluated by their superiors. The results can be seen in Chart 14.

Graph 14 - My work is evaluated fairly by my superiors



Source: Survey data (2023).

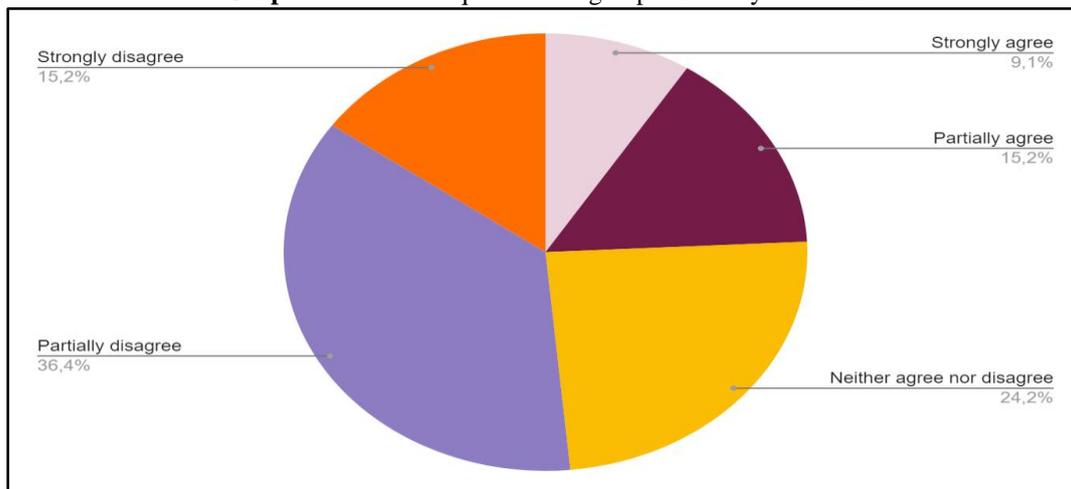
Regarding the fair evaluation of work by superiors, the results show a range of perceptions among the participants. A considerable portion of respondents, totaling 66.66%, agree, either partially or fully, that their work is evaluated fairly. This suggests a reasonably positive level of trust in the organization's evaluation practices. The share of respondents who indicated neutrality regarding the fairness of their superiors' evaluation of their work is approximately 21.21%. This may reflect an uncertainty about the objectivity of the appraisal process or may indicate that some respondents do not have a clear opinion on this aspect.

It should be noted, however, that a smaller proportion of respondents, equivalent to 12.12%, disagree, either partially or fully, that the evaluation of their work is fair by superiors. This suggests that there is a concern among some respondents that the evaluation process may not be impartial or adequate.

Training, development and salary level

The fourth category of the survey focused on assessing the level of training and development provided to school teachers, thus encompassing three questions linked to opportunities for professional growth, development and salary remuneration. The first question in this category aimed to identify whether teachers had adequate training to perform their work activities, as shown in Chart 15.

Graph 15 - I had adequate training to perform my activities



Source: Survey data (2023).

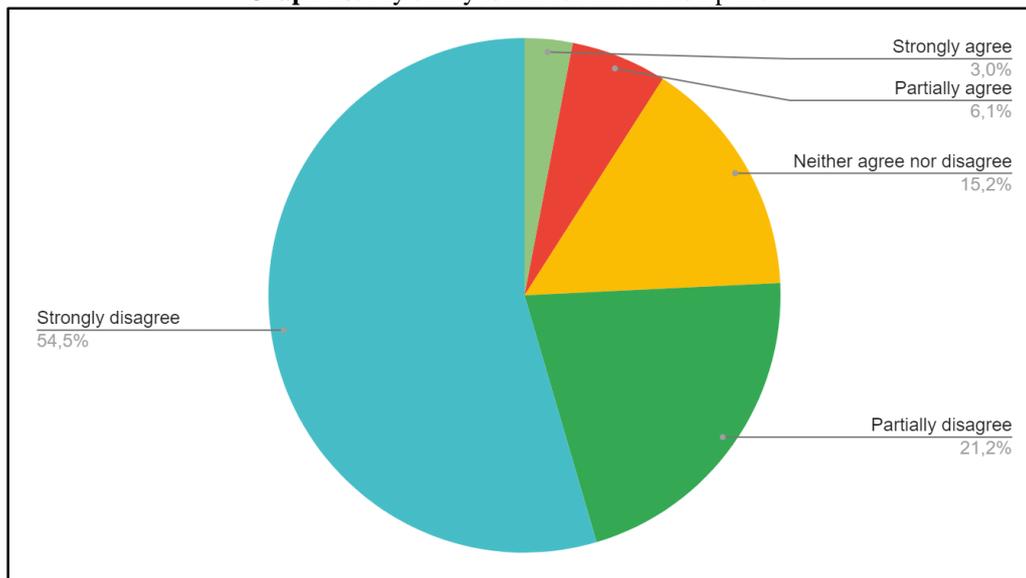
It is observed that a percentage of 36.36% of the teachers stated "partially disagree" with the statements related to training. This shows that there is a part of the teaching staff that may perceive gaps or insufficiencies in these areas, which may have implications for teaching quality and teacher engagement. Also, a considerable proportion of teachers, around 24.24%, were neutral, opting for the option "neither agree nor disagree". This may indicate a lack of clarity or ambiguity in the questions presented, as well as highlighting the importance of addressing these issues more precisely to obtain more conclusive answers.

The results also show that a considerable portion of the teachers, representing 15.15%, expressed stronger disagreement through the "strongly disagree" option. This suggests that there are more pronounced concerns or dissatisfaction regarding the training offered. This dissatisfaction may have implications for both teachers' motivation and their effectiveness in the classroom. Only 24.24% of teachers reported that they had either fully or partially received some kind of training to perform the activities.

As the teachers are from a public school, they got the position through a public competition. The crucial information that these teachers entered their careers through a public competition is relevant, as it contextualizes the analysis of the results. This is because, although the public examination can guarantee job stability, the perception of professional development and salary adequacy are still factors of great influence on teachers' satisfaction and performance.

The second question in the category of training, development and salary level was linked to salary, where teachers were asked if they believe that the salary they receive is fair in relation to the functions they perform in the school. Graph 16 shows the results.

Graph 16. My salary is fair for the duties I perform



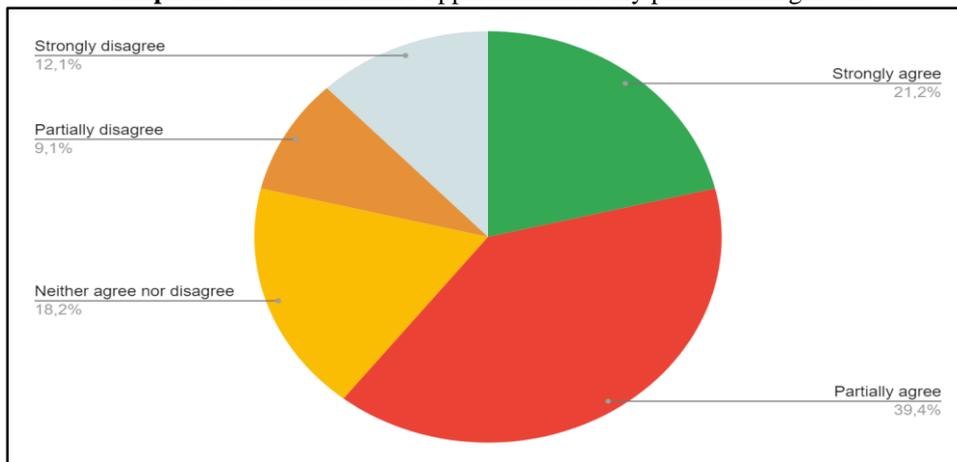
Source: Survey data (2023).

Analysis of the results in relation to teachers' perceptions of the fairness of pay for the roles they perform highlights a clear majority of disagreement in relation to pay. The figures reveal a picture where salary dissatisfaction is a substantial point of concern for the majority of respondents.

The majority of teachers, a total of 75.76%, expressed either total or partial disagreement with the salary they receive. Some 21.21% of respondents indicated "partial disagreement", suggesting considerable dissatisfaction with the pay they receive in comparison to their activities. The most significant finding is that the majority, representing 54.55% of teachers, "strongly disagreed" with the statement about the fairness of the salary. This highlights a deep and pronounced concern about current salary levels, which are not being considered adequate for the roles they perform.

This clear majority of disagreement on pay fairness reveals a critical situation that deserves attention. Widespread dissatisfaction with pay can negatively affect teacher motivation, engagement and even retention, with potential implications for the quality of teaching. Considering that these teachers entered the system through public competitions, it is crucial to consider measures to evaluate and adjust salary levels in order to meet the expectations and needs of the teaching staff.

Graph 17. The school offers opportunities for my professional growth



Source: Survey data (2023).

In view of the graph, it is possible to observe that a considerable part of the teachers, totaling 60.60%, indicated some form of agreement with the statement. Of this group, 21.21% expressed strong agreement, demonstrating that the school is playing an effective role in providing opportunities for teachers' professional growth. In addition, 39.39% partially agreed, suggesting that they perceive some initiatives in this direction, but could expect more comprehensiveness or improvement in existing offerings.

A further 18.18% of teachers were neutral, expressing neither agreement nor disagreement. This may indicate a lack of clarity about existing opportunities or perhaps a degree of uncertainty about the scope of these initiatives.

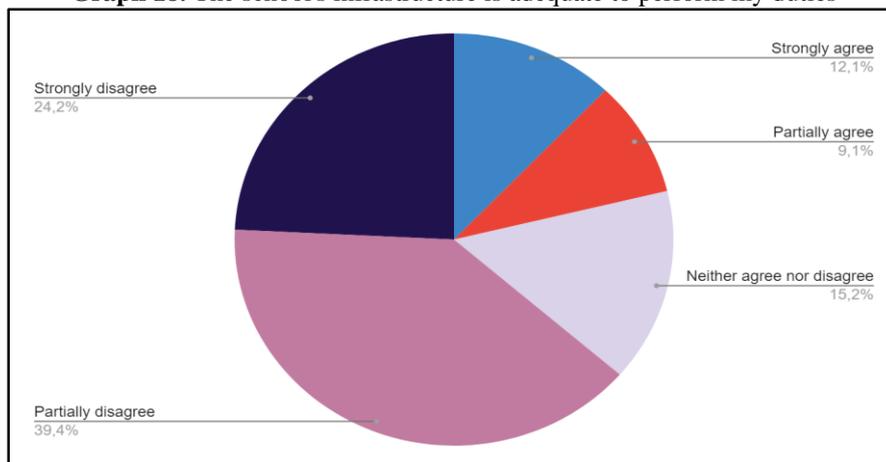
As for disagreement, 12.12% of teachers strongly disagreed with the statement, signaling that they believe the school is not providing adequate opportunities for professional growth. A smaller number of teachers, corresponding to 9.09%, partially disagreed with the opportunities for professional growth provided by the school. This portion indicates that there is room for adjustment or expansion in the options available to meet these teachers' expectations.

The results reveal that the school is on the right track in providing professional growth opportunities for most teachers. However, there is also room for improvement and adjustments in the strategies and approaches used, aiming to meet the varied needs and expectations of the teaching staff. Investment in professional development is crucial to keep teachers up-to-date, engaged and motivated, reflecting directly on the quality of teaching offered and the educational environment as a whole.

Infrastructure of the organizational environment

The last category was based on the analysis of the school's physical infrastructure. Thus, the first question sought to analyze whether the work infrastructure is adequate for teachers to perform their duties, as shown in Graph 18.

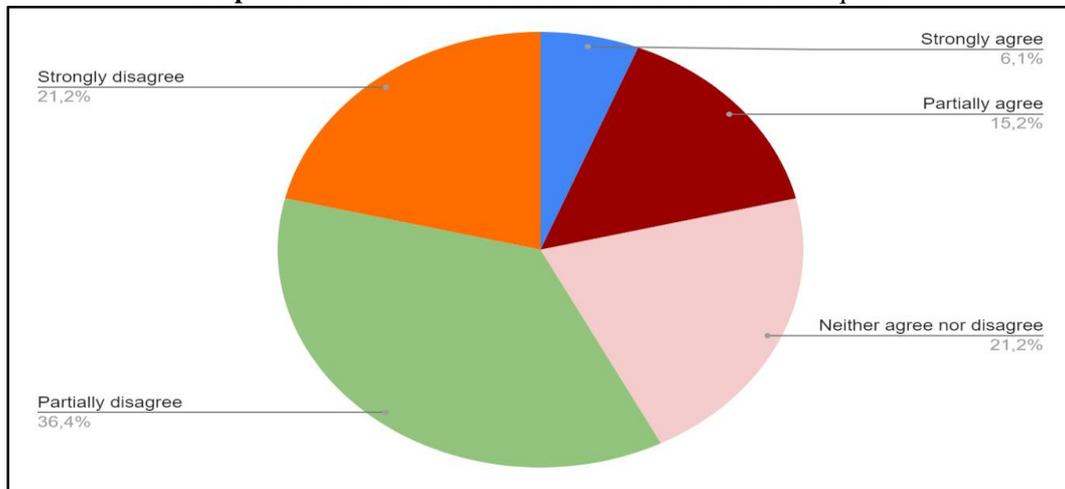
Graph 18. The school's infrastructure is adequate to perform my duties



Source: Survey data (2023).

In the general analysis of the responses, we can observe that the highest percentage of responses is in the "partially disagree" statement, with a response rate of 39.39%. This indicates that a significant number of teachers are not fully satisfied with the adequacy of the school's infrastructure to perform their duties. The results demonstrate that teachers have specific concerns or dissatisfactions regarding the resources and facilities available. In addition, the statement "strongly disagree" obtained a percentage of 24.24%, which suggests that a quarter of the teachers have a negative view of the school infrastructure and believe that it does not meet their needs and expectations at all. Totaling both statements, 63.53% of teachers disagree, either partially or totally, that the school's infrastructure is adequate for the performance of their work duties. Graph 19 shows the results regarding the cleanliness of the working environment.

Graph 19. The cleanliness of the school environment is adequate

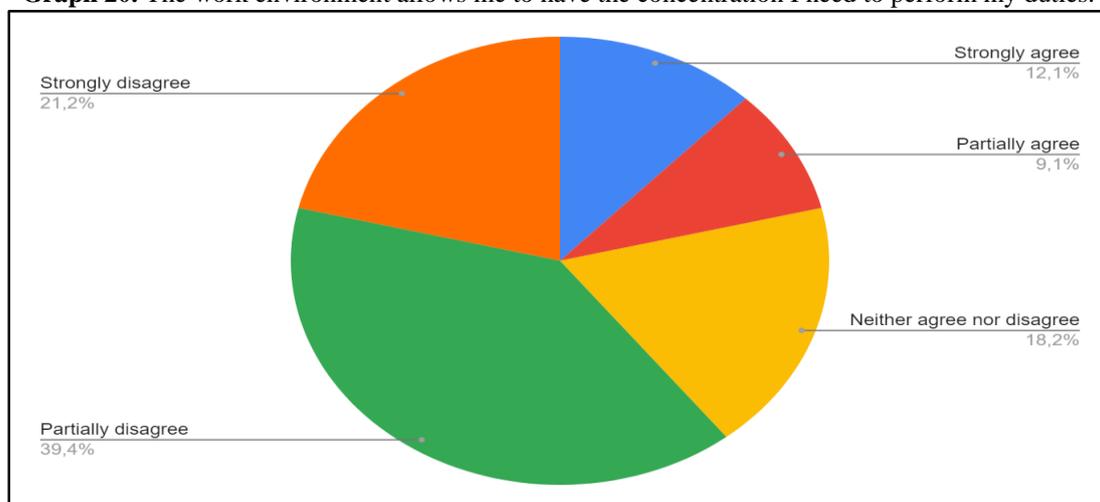


Source: Survey data (2023)

As shown in Chart 18, the majority of teachers partially disagreed that the cleanliness of the workplace was adequate, comprising 36.36% of responses. This indicates that a significant number of teachers expressed some level of disagreement regarding the adequacy of the cleanliness of the work environment. Thus, there is a considerable set of concerns and dissatisfaction regarding the cleanliness of the environment. Participants who responded in this way perceive deficiencies in maintaining hygiene, which may negatively impact their work experience and well-being.

Finally, Chart 20 shows whether the working environment allows teachers to have the necessary concentration to perform their work duties.

Graph 20. The work environment allows me to have the concentration I need to perform my duties.



Source: Survey data (2023)

The "partially disagree" category comprises the largest proportion of responses, with 39.39% of the total. This figure suggests that many participants identify certain obstacles in the work environment that hinder their

concentration to some extent. The "strongly disagree" category also comprises 21.21% of responses, showing that a considerable portion of respondents believe that the work environment does not allow them to concentrate on their activities. This indicates that there is a significant group of people who face considerable challenges regarding concentration in the workplace.

In this sense, there are environmental or setting factors that are negatively impacting teachers' ability to concentrate. These challenges may be a result of factors such as noise, visual distractions, inadequate physical setup, or other issues. In order to improve concentration and, consequently, work performance, it would be necessary to identify the specific obstacles faced by participants and seek appropriate solutions to create an environment more conducive to concentration.

IV. Conclusion

Based on this exploratory research with a quantitative approach, it was possible to analyze the organizational climate of the Brazilian school under study. When analyzing the five categories that impact the school's organizational climate, the results pointed to a work environment with positive aspects, such as good integration between teams, collaboration and leadership perceived as adequate. However, there are significant challenges, including concerns about infrastructure, salary fairness and the need to improve communication and openness to opinions.

Regarding the first category, the integration between school and teachers: The results show a diversity of opinions about the school as a good place to work. While some teachers have a positive view, others show dissatisfaction. The perceived importance of work for the school is high, with most teachers strongly agreeing. However, autonomy to perform duties is perceived as limited by most, which can impact motivation and quality of teaching.

Regarding communication and cooperation at work, communication between teams and collaboration at work are viewed positively by a considerable portion of teachers, suggesting a harmonious working environment conducive to collaboration. While there is a predominant perception of a positive working climate among teams, a lack of safety to express opinions and concerns, a need for improvements in interdepartmental communication, and questions about the effectiveness of collaboration among colleagues indicate areas for improvement. These results highlight the importance of fostering an open and inclusive environment where the exchange of ideas is encouraged, and of implementing strategies to strengthen communication between different sectors of the school.

In the third category, sometimes associated with satisfaction with leadership, most teachers perceive their immediate superiors as good leaders and have a good relationship with them. Communication with managers is also viewed positively by many teachers. However, receptiveness to suggestions for change and fairness in evaluating work are aspects that vary, with some teachers indicating dissatisfaction.

Regarding training, development and salary level, it was found that adequate training to perform activities is perceived as a challenge by teachers. Salary fairness is a major concern, with the majority of teachers disagreeing that their salaries are fair for the roles they perform. Despite this, most perceive the provision of opportunities for professional growth.

Finally, the last category, which encompassed the infrastructure of the organizational environment, showed that the school's infrastructure is viewed negatively by many teachers, with a significant proportion disagreeing with the adequacy of the facilities and cleanliness of the environment. In addition, the ability to concentrate in the work environment is perceived as challenging by a considerable portion of teachers.

Given these results, the complexity of the organizational climate in the school under study becomes evident. The intersection of these categories reveals a multifaceted picture, where positive elements intertwine with challenges to be overcome. The research provides a solid basis for the implementation of targeted improvements aimed at creating a more satisfying, collaborative and effective work environment.

By addressing points of concern such as lack of autonomy, salary issues and interdepartmental communication, the school can position itself to promote positive change, strengthening the quality of teaching, employee motivation and ultimately the educational experience offered to students. These insights provide valuable guidance for future action, emphasizing the ongoing importance of assessment and adaptation to achieve a healthy and productive organizational climate.

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