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Systematic Review of Insights and Implications for the Educational System: Comparing School and University Organizational Climate

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Abstract. The organizational climate is a critical determinant of institutional effectiveness and stakeholder satisfaction in educational institutions. However, research comparing these dynamics across academic levels and stakeholder groups remains limited. Therefore, this study systematically reviewed the literature to contrast the distinctiveness between schools and universities and identify prominent scale dimensions from the selected articles. Additionally, using a systematic review methodology, data were extracted from the Scopus and WOS databases (published within the 2020–2024 period), adhering to the PRISMA guidelines for transparency and rigor. Through in-depth content analysis, this study revealed two key findings on organizational climate: a) the difference between higher education and elementary education, further discussion about the difference between private and public educational institutions, and b) the main influence of organizational climate on the perceptions of different groups. These findings underscore the necessity of context-specific approaches to manage organizational climate and capture organizational climate dynamics in theory as well as provide actionable insights for educational leaders and policymakers in practice. This study suggests that future research should explore multiple methodologies to better understand school climate evolution and its impact on physical and psychological outcomes, particularly in the context of global reform from education and culture, as well as consider advancements in school values and promising practices.

Keywords: organizational climate; schools and universities; educational system; comparative analysis and systematic review

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1. Introduction

In the context of economic globalization, institutions are seeking ways to develop sustainably. In this context, the organizational climate has been the focus of management research, influencing employee perceptions and business performance. Therefore, understanding the organizational climate and creating a good organizational climate are key for leaders to enhance their competitiveness and sustainability in new and dynamic environments.

Organizational climate is the aggregate of all elements within an organization, implying that any factor within an organization can be seen as a medium that influences the perceptions and behaviors of its members. For the definition of organizational climate, there are two main points of view: the first emphasizes the physical and external nature of the organizational climate (Lewin, 1951; Litwin & Stringer, 1968a, Reichers & Schneider, 1990; Gibson et al., 2009), and second, the organizational climate is a non-physical existence, emphasizing employee perception and subjective experience. Employee perception and subjective experience, simply speaking, can be transmitted to members through values and organizational vision (Moghimi & Subramaniam, 2013; Madhukar & Sharma, 2017; Ninković & Knežević Florić, 2018)

In the field of education, Hoy (1990) argued that organizational climate plays a role in school effectiveness, a conclusion that remains applicable today. Given the challenges in the era of Industry 4.0, schools should pay more attention to creating a positive school climate. A positive organizational climate brings about harmonious relationships and communication among school stakeholders; therefore, it is particularly important in the context of educational change for school improvement (Al Ahbabi, 2019; Bore & Triegaardt, 2022). The main areas were influenced by the organizational climate in educational institutions, namely, students' psychology, physical environment, community relations, and leadership, in a way that enhances success (Arifin et al., 2020; Amalou,2024).

The influence of organizational climate on the educational system plays a more significant role in different institutions because of the different types of organizations under a governing pattern and management structure. Some views on the organizational climate of higher and elementary education are different, for example, due to educational programs (Song & Vermunt, 2021). There are also differences in some areas of organizational climate effects in different types of schools. Organizational climate creates a difference in teacher burnout between private and public schools (Dinibutun et al., 2020; Brady & Wilson, 2022; Wilson, 2022), differences in hierarchy (Dębski et al., 2020), differences in work motivation and satisfaction (Boukamcha, 2023; Simon & Nissim, 2023).

On the other hand, the influence of organizational climate is comprehensive across the entire organization, thereby establishing influential relationships with any group. As previously stated, Siegel (2024) provided a conceptual framework for managing schools to help school leaders understand the role of school climate, consider the thoughts and needs of school stakeholders, and implement

differentiated measures for meaningful school improvement. In conclusion, all stakeholders within the school are affected by the organizational climate, which appears to be a cycle of 'administrator → teacher → student → school → administrator' in which all groups play an important role within the organization.

According to the above discussions, organizational climate provides a basis for guiding school management (Arifin et al., 2020) and emphasizes the distinctive influences of the organizational climate in different institutions and groups. Despite its importance, there are few comparative studies on different school types and levels of education. Moreover, it does not address the organizational climate. A review of the related literature on organizational climate within the education system revealed a lack of comparative analysis across education levels, especially in higher and elementary education. Although the results of previous studies reflect the multiple effects of organizational climate across different stakeholder groups, there is a lack of focused discussions on the main needs of the groups.

Therefore, this study followed the crucial statements of Siegel (2024) and Madhukar and Sharma (2017), who defined distinctive organizational climates from different perspectives and groups and suggested multiple measures and definitions with different organizational types. It aims to promote a better understanding of the organizational climate for managers in educational institutions in the context of educational system reform.

Research Questions:

1. What are the distinctive influences of organizational climate between school vs university or private, or public types?
2. What are the main influences of organizational climate on different group perspectives in the educational system?
3. What are the promising research directions of organizational climate in the educational system?

The subsequent section comprises a literature review, presentation of results, discussion of results, implications, limitations, recommendations for future research, and conclusions.

2. Literature Review

This section reviews the literature, defines and assesses organizational climate, distinguishes organizational climate in the education system, and recognizes its influence pathways of organizational climate. Relevant literature was reviewed to identify research gaps.

2.1. Definition and Assessment of Organizational Climate

Organizational climate is a concept that has evolved and has been defined differently by various scholars. First, the theory of organizational climate states that the concept encompasses the history, traditions, leadership styles, and current state of the organization. This influences the motivation and behavior of employees (Litwin & Stringer, 1968b). Occupational psychologists stated that

behavior is determined by individual and organizational characteristics, while later studies favored the shaping of behavior by individual factors. Tagiuri (1968) also supported the concept of organizational climate as a persistent feature of the internal environment of an organization that is perceived by employees and thus influences their behavior. Another classic theory comes from Schneider et al. (2013), in which organizational climate is defined as the meaning people attach to their work experience. In the same year, Moghimi and Subramaniam (2013) defined organizational climate as the values and beliefs that are present in the behavior and actions. The latest definition of organizational climate comes from Ninković and Knežević Florić (2018), where organizational climate is a shared cognition that acts on individual and general cognition and behavior. In brief, this definition emphasizes both the subjective perceptual factors of the individual and the objective environmental factors of the organization.

In terms of measuring organizational climate, it is equivalent to the definition of direct and indirect methods. For the direct method, the organizational climate is viewed as an external factor that is an objective presence by measuring the existing school climate indicators, for example, the LSOCQ scale of Litwin and Stringer (1968a) and the BOCI scale of Payne et al. (1991). The indirect method involves the subjective collection of members' perceptions of the organizational climate (Duan et al., 2014).

2.2 Discrepancy of Organizational Climate in the Educational System

First, this study compared different levels of education. In terms of elementary education, underscoring the pivotal role of organizational climate on school effectiveness（Koundyannan et al., 2020). In addition, regarding higher education, a previous review suggested that multiple organizational climate mechanisms should be explored (Amalou, 2024). Song and Vermunt (2021) highlighted that the discrepancy in educational schemes is higher and elementary, thereby resulting in different organizational climates. This study compares the learning patterns exhibited by secondary schools, high schools, and universities. Moreover, the discrepancy in the organizational climate is evidenced by the presence of different types of organizations. In the context of higher education, as asserted by Iqbal et al. (2023), public institutions demonstrate superior performance in terms of service quality and cultural climate compared with private institutions.

For different types of school systems, private university employees tend to prioritize salary structures, whereas public university teachers exhibit a greater inclination towards job security (Gessesse & Premanandam, 2023). Dębski et al. (2020) reported that public universities have a hierarchical organizational culture compared to non-public universities. Purwanto et al. (2021) proposed that leaders should ascertain effective methods for managing and cultivating an organizational climate within the context of public elementary education. Nevertheless, private schools have been shown to exhibit servant leadership, which has been found to exert a favorable influence on organizational climate (Swart et al., 2022). As demonstrated by Brady and Wilson (2022), public school teachers experience heightened levels of job stress compared with their private

school counterparts. Contrary to this view, evidence clearly shows that organizational practices and psychological capital differ between the two types of institutions, but that employees of private institutions have higher levels of motivation than those of public institutions (Boukamcha, 2023).

2.3 The influence paths of organizational climate in the educational system

Within the educational system, the impact of organizational climate is mainly on stakeholders, namely, administrators, teachers, and students. First, the principal is the main driver of school transformation, teacher performance, and student achievement when the organizational climate acts as a bridge (Ahn & Wang, 2024). The study of leaders exerting impact on organizational climate (Viđak et al., 2024) provided insights about the influence of organizational climate in higher education through interviews with staff and students. The results showed that leaders exert great influence on the organizational climate, and that the performance and satisfaction of the other members are affected by the organizational climate. The same idea lies in the fact that school climate is influenced by the external environment of the school and the characteristics of the principal and leadership (Barnová et al., 2022; Jiang & Liu, 2024).

On the other hand, the contribution of leadership plays a role in teacher performance through the school climate (Alzoraiki et al., 2024), through the way of psychological mechanisms (Martinez et al., 2020). Another study indicated that a poor environment created by authoritarian leaders hampers teachers' performance (Parveen et al., 2022). Teachers are an important element that influences the school climate (Burusic, 2019). When groups of teachers feel satisfied in a pleasant environment, it leads to higher productivity and organizational commitment. Conversely, the disadvantages of heavy workloads and barriers to teaching and learning negatively affect teachers' effectiveness and well-being (Shirley et al., 2020). In the student group, students' academic performance, teacher-student interactions, shared values, and emotional stability were studied (Prastiawan et al., 2020). For this reason, a good organizational climate should focus on the needs of different groups.

3. Methodology

This section describes data collection, PRISMA tool, screening criteria and procedures, and data analysis and validation. All steps and criteria are presented in tables and graphs.

3.1. Data Collection and PRISMA Statement

Data collection and screening were performed using scientific methods. PRISMA can help researchers and readers understand what has been done and what has been found. The systematic review process illustrated the primary stages of identification, screening, eligibility, and inclusion. The PRISMA diagram includes articles on the inclusion, exclusion, and exclusion criteria (Figure 1).

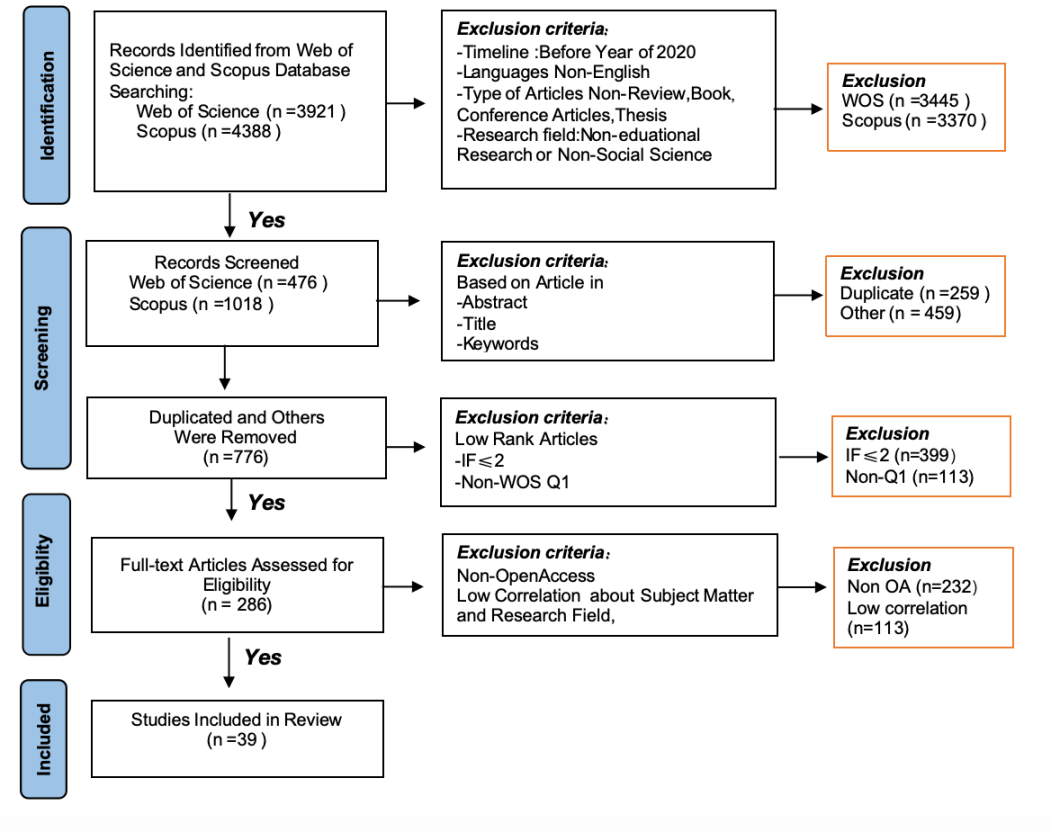

Figure 1. Flow diagram of the study

Second, two major English language databases, Scopus and the Web of Science (WOS), were selected to cover almost the entire English language literature. The Scopus database is the largest interdisciplinary literature database in the world, with over 36,000 journals, particularly in social sciences and education. The WOS has strict journal selection criteria and includes more than 3,000 authoritative journals in social sciences. For other database exclusions, PubMed focuses on psychological and health research, while Eric prefers practical reports and non-peer-reviewed literature. Therefore, in this study, Scopus was adopted with broader subject coverage and the high-impact WOS database was selected to avoid bias and improve the search rate.

3.2. Screening Criteria and Procedure

To ensure a sufficient number of articles and quality of the research results, the search strings were defined as "research objectives" and "research scope" and combined with Boolean notation for the literature search by continuously developing the relevant search formula. During the identification stage, the search formula and four qualifying screening criteria (Tables 1 and 2) were used. In this study, articles from the past five years were used as the foundation for collecting time-specific organizational climate data. It aims to understand the most recent dynamic changes in the organizational climate. Another reason for removing non-educational articles is the organizational climate that exists in all types of institutions; most research is performed in unrelated fields, such as

medicine or the arts. Thus, this step resulted in 3770 Scopus articles and a WOS of 3445.

Table 1: The research String

Databases	Keywords Used
Scopus	TITLE-ABS-KEY (("organizational climate" OR "school climate" OR "school organizational climate") AND ("educational sector" OR "educational institution" OR " school" OR "university" OR " college"))
Web of Science	TS= ("organizational climate " OR "school climate" OR "school organizational climate") AND ("education sector " OR "education institution " OR " school " OR " university" OR " college"))

Table 2: Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Timeline	2020-2024	Before 2020
Language	English	Non-English
Type of articles	Articles	Review/Book/Conference Articles/Thesis
Research Area	Education	Non-Education

In the screening stage, the four screening criteria were excluded. By reading the abstract, title, and keywords of articles, duplicates and other reasons (external school factors) were removed, leaving 776 articles. Low-relevance articles were excluded ('IF ≤ 2 and non-WOS Q1') to obtain high-quality articles. In the eligibility stage, the remaining articles were assessed in a full-text read, and articles that were not open-access and of low relevance to the research area were excluded. Finally, this study was conducted with 39 remaining articles for an in-depth analysis.

3.3. Data Analysis and Validation

Content and descriptive analyses addressed the research questions, and descriptive analysis presented the results through charts and tables. Content analysis consists of an in-depth analysis through which the researcher identifies the main statements in the content. To enhance the quality of the selected articles and reduce the bias of the screening criteria, researchers checked and combined the efficiency of Rayyan (https://www.rayyan.ai/). This protocol assists researchers in performing preliminary screening through machine algorithms and allows for automatic learning and real-time updates of the screening status to help improve efficiency and jointly negotiate the exclusion criteria in the process of screening.

4. Results

4.1. Type of Research

The results indicated that the majority of studies adopted a quantitative approach utilizing surveys collected through questionnaires. A small proportion of the studies are based on secondary data and publicly available data from large organizations. Surveys are the most common method of research on

organizational climate with self-reporting norms. A small proportion of the studies are based on secondary data and publicly available data from large organizations. This type of study conducted cross-sectional surveys and analyzed the relationship between the factors using data from a specified period. A small proportion of the articles were dedicated to theories and interviews, ensuring a coherent and in-depth understanding of the real world (Figure 2).

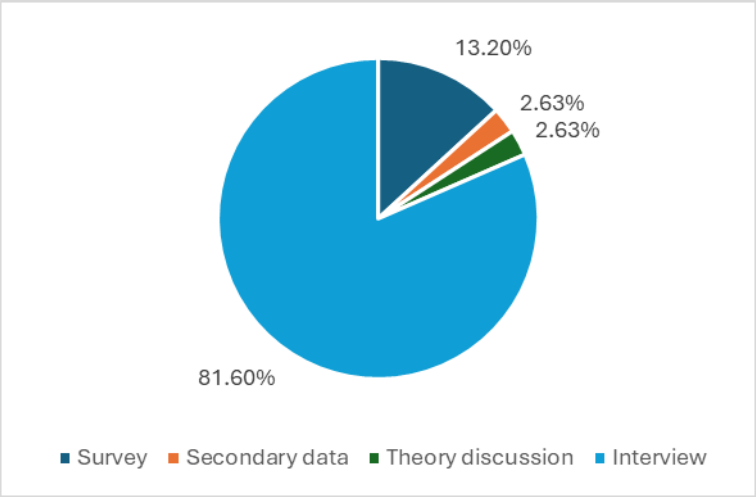

Figure 2: Categories of different methodologies

4.2. The Distinctive Influences of Organizational Climate between Schools vs Universities or private vs public type

The prevailing theme demonstrates that education level is the most pronounced. A comprehensive review of 39 relevant articles revealed that 94.9% (35 articles) focused on elementary education. Conversely, only 5.1% (2 articles) focused on higher education, as illustrated in Figure 3. Most studies focus on organizational climate in elementary education. Next, the differences between higher education and elementary education were discussed. This study also highlights the differences between private and public schools. The organizational climates of private and public schools showed distinctive features during the analysis at the elementary education level.

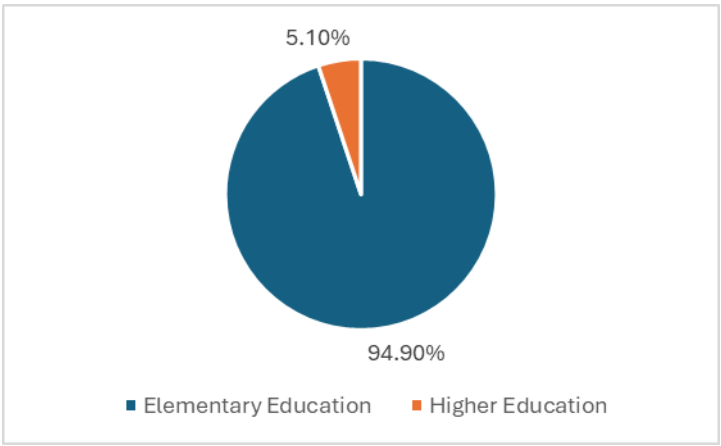

Figure 3: The proportion of articles at different educational levels

4.2.1 Differences between Higher Education and Elementary Education

Notable differences in educational management concepts, approaches, and divergent educational objectives have led to challenges concerning educational policies and concepts, school management, curriculum standards, and assessments. These challenges can potentially influence the organizational climate across various types of schools (Tang & Lee, 2021). Higher education typically embraces more democratic and participatory organizational decision-making processes. By contrast, elementary education institutions focus on standardized management and normative implementation, with decision-making processes being more centralized and top-down (Juharyanto et al., 2023).

The organizational structure of higher education is shaped by students' motivation to learn, which is influenced by their socioeconomic background. Conversely, the organizational climate of elementary education is affected more by the quality of school management and teachers' teaching. This difference reflects the goals and attributes of the two stages (Amsalu & Belay, 2024). Regarding organizational climate attributes, higher education tends to have a more liberal and open climate (Mafratoğlu et al., 2023). Teachers' self-efficacy varies due to their diverse origins, with some coming from different nations and possessing varied cultural backgrounds and perspectives on school atmosphere (Almessabi, 2021; Choi & Lee, 2020). Higher education prioritizes academic freedom, allowing faculty participation in governance and resource access through collegial systems that enhance leadership collaboration (Gningue et al., 2022).

However, this structure can exacerbate burnout risks, especially in private universities, where managerial deficiencies, ambiguous missions, uneven workloads, and exclusion from decision making contribute to emotional exhaustion and organizational disengagement (Dinibutun et al., 2020).

It is undeniable that the organizational climate in elementary education is neither severe nor rigid. Rather, it fosters inclusivity, evident in student standards, and support for physically disadvantaged students. Furthermore, educational assessment requires the involvement of diverse groups of participants, including academic experts and volunteers (Rojas et al., 2024). In addition, elementary school educators enjoy strong working relationships, whereas higher education often lacks venues for resource sharing, particularly in extracurricular practical activities, and provides less multidimensional or community-based support.

However, elementary schools maintain robust connections with the local community, as exemplified by the moral practice program, which enhances students' understanding of family relationships (Bourke et al., 2019). When considering the coherence between elementary and higher education for student adaptation, a study found that the focus on academic competence in general education, as opposed to vocational secondary schools, impedes students' adaptation to the open and free atmosphere of higher education (Simić & Vukelić, 2023). This underscores the importance of curriculum and practical

learning in fostering relevance and vocation, thereby preparing students for advancement in general elementary education.

4.2.2. Difference of Private vs Public in Elementary Education

At the elementary education level, the principal's impact, leadership style, and degree of teacher collaboration are all factors that contribute to the differences between the organizational climates of private and public schools (Almessabi, 2021). The behavior and leadership styles of the principal directly influence the school climate, given the more significant influence of the autonomy of the management system in private schools (Taun et al., 2022). In private schools, principals usually demonstrate an elevated spirit of leadership and innovation, and the organizational climate focuses on identity and support. Conversely, public school principals may face more administrative constraints (Juharyanto et al., 2023).

Therefore, different school climates and environments have varying effects on the feelings and actions of teachers and students. While they had better access to training, changes, and diversity in organizational development, teachers rated principal leadership and organizational climate higher in private schools. However, they offer pay incentives and employee benefits with comparatively lower ratings (Swart et al., 2022). Furthermore, the organizational climate of different school types also has diverse influences and outcomes for students, with public schools having a more formal and standardized organizational climate and private schools having a more flexible and individualized organizational scope. This may be because public schools focus on academic achievement and exam results. By contrast, private school organizational climates emphasize students' holistic development, including social, emotional, and personal growth (El Zaatari & Maalouf, 2022). This is evidenced by the fact that private schools offer extracurricular activities that contribute to a positive organizational atmosphere that is not constrained.

4.3 The Main Influences of Organizational Climate from Different Group Perspectives in the Educational System

Several studies have analyzed organizational climate scales, some directly using the original scales in conjunction with other scales, as well as developed scales for school contexts and adapted the original scales to measure organizational climate. This observation highlights the inclination to create varied organizational climates within different environments and components. Moreover, several studies have employed official organizational climate indicators to perform a more comprehensive analysis of their effects. This section reviews empirical studies that use the questionnaire approach. As shown in Figure 4, the primary participants in the relevant studies from the selected articles were professional educators and students. Other research has also examined the factors that affect the dynamics between students, teachers, and school principals.

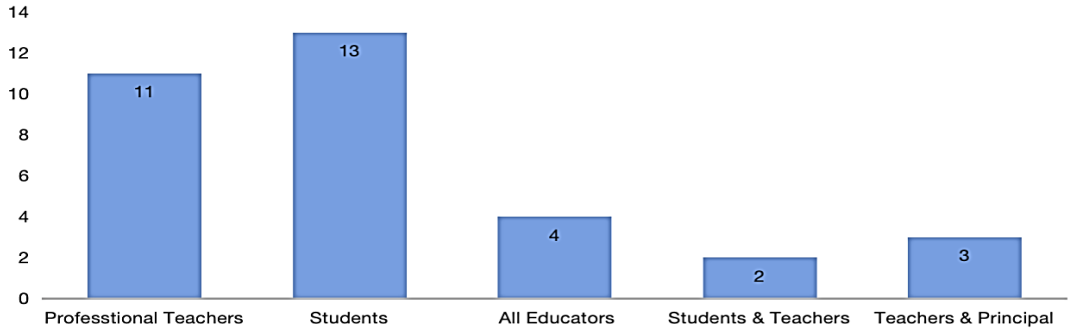

Figure 4: The categories of respondents

Furthermore, identifying the main influences (key dimensions) of organizational respondents were categorized. (Appendix A).

4.3.1. For All Educators

The study was conducted with teachers, principals, and administrators (all educators) as respondents, which is related to the five indicators of organizational climate: leadership, school safety, school environment, valuing academics, and interpersonal relationships (Tang & Lee, 2021). There is also a need to increase attention to the school environment and organizational change, employee well-being and satisfaction, teamwork and communication, trust, and organizational image from all educator perspectives (Swart et al., 2022). Educators also play a role in developing values that guide and promote members. This relationship exists among principals, instructional teachers, and administrators. In establishing an influential organizational climate affecting educators, emphasis should be placed on a disciplined campus, a sense of belonging and cognition, academics, classroom management, teacher support, and teacher-student relationships as the main factors (Ye et al., 2024). The perceptions of teachers and principals of a favorable organizational climate are featured by a sense of responsibility, identity, warmth, support, and the absence of conflict (Juharyanto et al., 2023). Organizational features include discipline, climate, relationships with students, teacher collaboration, leadership, and innovation (Gil-Flores et al., 2024). For educators responsible for administration, the climate contains school and classroom frameworks, including the climate, educational support and training, and group participation at the school level (Rojas et al., 2024). In particular, the principal should note the elements of organizational climate, academic environment, stakeholder engagement, special needs, decision-making participation, and cyberbullying (Jiang & Liu, 2024).

4.3.2. For the Professional Teachers

In terms of professional teachers, the study emphasized the relationship between managerial competence, task goals, workload, cohesion, participation, and ethics as indicators of the organizational climate (Dinibutun et al., 2020). The same points in another study focus on school leadership as leading, school emphasis on academic orientation and teacher development, group participation as teamwork, and communication (Almessabi, 2021). In addition to these elements, a supportive learning environment, values, and vision influences teachers perceived organizational climate (Mafratoğlu et al., 2023).

Some studies focused on the school level, indicating learning communities, leadership styles, and interactions among teachers (Gningue et al., 2022). In similar measurements at the school level, influences such as student support, affiliation, innovation, resources, work pressure, professional interest, and staff autonomy should be considered by teachers (Nguyen et al., 2023). Even nationally, peer relationships and self-identity have been considered (Saglam et al., 2023).

Another criterion for a harmonious organizational climate is interaction and cooperation among teachers. The University of Chicago Consortium conducted a study that showed obvious factors within the organization, namely, teacher cooperativeness, peer trust, trust in superiors, and instructional leadership (Shah & Bhattarai, 2023). In the new era, collaborative cultures have distributed leadership and innovative practices that are necessary for the organization (Hernández-Ramos & Martínez-Abad, 2023). The New York school survey of organizational climate surveyed teachers regarding school commitment, safety, leadership, and peer trust (Rodriguez et al., 2024). In line with one study, Williams et al. (2021) intended to obtain teachers' answers in the areas of school safety, peer relationships, personal engagement, and learning environment at Georgia School (Williams et al., 2021). A good teacher-student relationship and healthy disciplinary climate have been mentioned (Zakariya, 2020).

4.3.3. For the students

From the student perspective, this mainly concerns the perception of teachers and school support, engagement, and equity within the school (Simić & Vukelić, 2023). When students perceive support, teacher-student relationships, and the availability of other members of the school, their initiative behaviors increase (Green et al., 2023). The survey regards teachers and students as school members, in which influential elements are leadership, school safety, interpersonal relationships, physical configurations, and specialized teaching and learning environments (Amsalu & Belay, 2024).

Some studies have demonstrated the coexistence of school safety and academics. To emphasize, academics, school rules, and discipline have repeatedly agreed upon (Chen et al., 2021; Elsayed et al., 2022). A research study led by the Department of Education in the U.S. surveyed students using three indicators: school safety, school climate, and engagement (Ryberg et al., 2020). Furthermore, the California Department of Education surveyed students on academic support, sense of belonging, fair discipline, and school safety (Kirksey et al., 2021).

Moreover, when students are in an environment that ensures physical, emotional, and social safety, it not only fosters interpersonal relationships among participants but also instills pride in the school, encourages respect for diversity, and enhances teaching quality (Hoffmann et al., 2022). Second, broad survey data represent the overall organizational climate at the regional level as measured by the local Ministry of Education. For instance, Georgia schools assess students' psychological and physical sentiments regarding school

connectedness and safety, peer relationships, cultural acceptance and civic education, and learning structures (Graham, 2022). The PISA assessment highlighted that key indicators of school climate include discipline policies such as anti-bullying measures, teacher and emotional support, a sense of belonging, perceived fairness, and student feedback (Rohatgi & Scherer, 2020). These factors are especially important when a strong disciplinary climate is present and when teacher-student relationships are well-balanced (Ramazan et al., 2023).

Schools serve as key environments for early socialization, playing a crucial role in shaping students' social behavior, interpersonal skills, and overall social development (Atkins et al., 2023). The Massachusetts Department of Education survey focused on interpersonal relationships, communication, violence, and a sense of belonging in school (Zysberg & Schwabsky, 2021). The Massachusetts Consortium for Innovation in Education Assessment (MCIEA) surveyed students to determine their sense of belonging and interest in teachers (White et al., 2023). Some additional intrinsic factors measure the school's value of academics in the relationship between teachers and students (Nilsen et al., 2022).

5. Discussion

This systematic literature review offers fresh insights into the study of organizational climate. Initially, an examination of the research methodologies indicated that most studies employed quantitative analysis, predominantly using survey methods with primary data (81.6%) and large-scale surveys with secondary data (13.2%), all based on cross-sectional data surveys. However, only a limited number of studies have engaged in qualitative research utilizing theory (2.63%) and interviews (2.63%). These studies conducted organizational climate research based on real-world observations and an empirical understanding. This study builds upon the existing organizational climate literature to discern the unique impacts of organizational climate at various levels and its similar effects on two types of educational institutions.

The analysis revealed significant differences in educational management values, leadership styles, educational goals, and organizational climate between higher and elementary education. Specifically, higher education institutions tend to adopt democratic decision-making processes, foster academic freedom, and maintain diverse organizational climates. However, faculty members in higher education often experience psychological burnout due to intense academic and professional pressures. Moreover, the study examined the organizational climate differences between public and private universities, revealing that the lack of centralized management and divergence of institutional values in private universities led to greater variability in faculty perceptions than in their public counterparts.

By contrast, the organizational climate in elementary education is generally characterized by higher levels of participation and inclusivity, creating a more supportive learning environment. However, there are substantial differences between public and private elementary schools. Private institutions typically offer greater autonomy, an innovative educational atmosphere, and enhanced

professional development opportunities for teachers. Conversely, rigid administrative structures and bureaucratic constraints prevalent in public schools may impede students' emotional development, often leading to deficiencies in their emotional literacy. In summary, six aspects should be discussed: the main goal management model, organizational attributes, teacher roles, student development, and educational resources. (Table 3).

Table 3: Differences between different levels and types

Categories	Higher Education	Elementary Education	Public Type	Private Type
Main Goals	Creativity; Research; Specialization	Cognitive; Socialization; Fundamental	_	_
Management Model	Academic Autonomy; Democratic Decision-making	Management & Teaching Standardized; Centralized Administration	Supervised by the Government; Administration Constraints	Relatively Autonomous Management; Flexible Decision-making
Organizational Attribute	Diversity; Freedom; Competitiveness	Highly Participatory; Inclusive; Structured	Systematization & Emphasis on Discipline	Creativity, Individualized Development
Teacher Roles	Teaching & Research	Teaching & Student Management	Policy Constraints & Promotion Limitations	Plenty of Development Opportunity; Incentivized Salaries
Student Development	Self-directed Learning & Self-management	Dependence on others; Environmental Impact	Highly Competitive Academics	Cultivate Social Emotions
Educational Resource	Lack of Multidimensional Support & Few Shared Resources	Strong Community Links & Shared Resources	Relying on Government Support	Relying on Tuition Fees & Private Investment

Moreover, the synthesis of existing empirical studies provides a deeper understanding of the organizational climate of educational institutions. The previous scale showed high consistency, allowing for the identification of the main influencing educators, professional teachers, and students. First, schools should foster inclusive and supportive environments that promote a sense of belonging and identity. Leaders play a crucial role in ensuring a safe and positive climate by offering academic support, professional development, and trust-based relationships with their teachers. Research has highlighted that a supportive school environment is essential for students' academic success and well-being. Socioemotional skills, including emotional support, fair procedures, and cultural respect, contribute to interpersonal development and emotional learning.

The implications derived from this systematic review represent a significant advancement in both theoretical and practical organizational climate research.

This study evaluated the current state of organizational climate research over five years (2020–2024). At the theoretical level, the aim was to identify and address gaps in the existing literature. Furthermore, this study underscored the limitations of the existing organizational climate research. Thus, future research should be undertaken to gain a more sophisticated understanding and provide a foundation for more focused topics. In practice, the objective of this study is to assist leaders of different types of organizations in comprehending the mechanisms and making informed decisions in terms of policy. They can cultivate a favorable organizational climate that enables members to perceive it more accurately.

Moreover, the practical implications of these findings are relevant to global education system reforms. Based on this discussion, six aspects of the organizational climate embodied in the education system are important components of a comprehensive construction of educational factors, which have vital implications for educational practice. In addition to these improvements, this study identifies the analogous impacts of different organizational climate scales on different groups. This analysis provides a comprehensive understanding of how change can be implemented in different populations in the education system, revealing commonalities in the organizational climate that remain unchanged over time and contextual differences.

Despite the strengths of systematic reviews, this method has some limitations. A potential limitation of this study was that relevant keywords may have been overlooked during the screening process. Second, the focus on trends in the last five years resulted in the exclusion of literature published before 2020. Furthermore, the restriction of the search to the English language and two major databases resulted in a limited scope. Therefore, future studies should broaden the search criteria and expand to other relevant databases. Moreover, the implementation of quantitative meta-analysis for mixed analysis has been found to reduce subjective bias.

6. Future Research and Recommendations

This section suggests future research directions and methodology based on the results of this study. First, some scholars have recommended that nested designs should be considered for the influence of organizational climate at different levels. Regarding methodology, it is recommended that schools be measured as learning environments from the perspective of multiple stakeholders, including teachers, students, parents, and school leaders. Furthermore, school climates should be contextualized across classrooms, schools, regions, and countries. In addition, experiments and longitudinal studies need to be conducted to explore the causal relationship between other factors and the organizational climate. The above methodological trend is pivotal for research on organizational climate.

In the contemporary context, it is challenging to achieve balance and harmony between multiculturalism within organizations. This is because of the cultural and psychological challenges faced by individuals from diverse racial backgrounds. It is imperative to recognize the relationships between racial

disparities, achievement gaps, and disciplinary actions. For instance, school norms that promote diversity and inclusion are beneficial for students. Additionally, the role of teachers in managing disciplinary issues and positive interacting with minority students creates a harmonious climate. Therefore, future research should highlight the influence of multiculturalism and the exposure of disadvantaged students to the organization.

Furthermore, future research should concentrate not only on the external influence of organizational climate but also on the internal influence on the target population. Specifically, the study focuses on the beliefs, attitudes, and perceptions of organizational climate and determines how principals, teachers, and students perceive the current organizational climate.
Measurement of organizational climate is predicated on members' perceptions, whereas psychological safety, occupational trust, and autonomy are crucial mediators. Therefore, the relationship between psychological factors and organizational climate should be a priority for future research. The diverse psychological conditions that individuals experience are linked to the presence of various organizational climates. In this regard, it is important to examine the differences between different types of organizational climates. For instance, an innovative climate can inspire ideas and enhance performance. The influence of a collaborative climate on interpersonal relationships and an open organizational climate receives feedback. This is significant for leaders and stakeholders interested in the school system.

7. Conclusion

This systematic literature review was conducted from the perspective of the differences between schools and universities. For the years 2020–2024, literature was obtained from the authoritative databases Scopus and WOS. This study emphasizes using the rigorous PRISMA tools and scientific exclusion criteria that enhance the credibility of the findings and provide innovative insights:

Moreover, this study provided insights into the micro- and macro-perspectives of educational management for administrators and policymakers. In addition, it not only filled a gap in the existing literature on comparisons between levels of education but also found discrepancies in different types of institutions. Finally, this study provided a concise overview of the organizational climate scale, emphasizing its main components and how it responds to the individual needs of groups.

The limitations of this study should be considered, recognizing the limitations of the scope of the review and subjective bias. Furthermore, this study suggests that future research should use longitudinal, mixed methods, and multi-perspective analyses to better understand organizational climate and its effects. Similarly, the researcher provided a new theoretical tool for educational management and recommended a global education system.

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