

Analysis of the organizational climate in the UNACH

Análisis del clima organizacional en la UNACH

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Abstract

The Autonomous University of Chiapas (UNACH), which is characterized by the quest to have graduates of high academic quality and considering particular situations of the Mayan School of Agricultural Studies in Catazajá, Chiapas; the concern arose, to carry out an investigation that would allow finding the main agents that generate the organizational climate in this school. In this regard, based on the González López Model, Senlle and Gutiérrez Model and Andrés Model, the measurement instrument (questionnaire) of Mendoza (2009) was adapted. The sample to support the study was 21 teachers, 9 administrative and 1 manager, 50 students, of which 100% representative evidence was taken, reliable, statistically reliable instruments were applied, with a reliability coefficient of the variables measured through Cronbach's Alpha Coefficient between 0.898 and 0.95. The analysis was Mixed type, where qualitative and quantitative variables were analyzed, as well as the use of a Likert scale to quantify by scale and measure the study variables.

Organizational, Climate, Education Quality

Resumen

La Universidad Autónoma de Chiapas (UNACH), que se caracteriza por la búsqueda de tener egresados de alta calidad académica y considerando situaciones particulares de la Escuela Maya de Estudios Agropecuarios en Catazajá, Chiapas; surgió la inquietud, de realizar una investigación, que permitiera encontrar los principales agentes que generan el clima organizacional en esta escuela. Al respecto, partiendo del Modelo González López, Modelo Senlle y Gutiérrez y Modelo de Andrés, se adaptó el instrumento de medición(cuestionario) de Mendoza (2009). La muestra para sustentar el estudio fue de 21 docentes, 9 administrativos y 1 directivo, 50 alumnos, de las cuales se tomó una evidencia representativa del 100%, se aplicaron instrumentos, confiables y estadísticamente fiables, con un coeficiente de confiabilidad de las variables medidas a través del Coeficiente Alfa de Cronbach entre 0,898 y 0,95. El análisis fue de tipo Mixto, donde se analizaron variables cualitativas y cuantitativas, así como el empleo de una escala de Likert para cuantificar por escala y medir las variables de estudio.

Organizational, Climate, Education Quality

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Introduction

The organizational climate is a filter or intervening phenomenon that mediates between the factors of the organizational system (structure, leadership, decision making) and the motivational tendencies that result in a behavior that has consequences on the organization in terms of productivity, satisfaction, rotation, absenteeism, etc. It is the human and physical environment, the set of variables, qualities, attributes or relatively permanent properties of a particular work environment. It is related to the behavior of people, their way of working and relating, their interaction with the company, the leadership of the manager, the machines used and the activity of the workers themselves (Gonçalves, 2011)

Technological progress and globalization are today the distinctive features of the world of organized work. In this context, a fundamental concern on which the priority objectives of both public and private organizations seem to have focused has been to develop, based on the anxiety reduction mechanisms that guarantee the preservation of the balance and stability of formal systems, and on the other hand, the construction of shared meanings that crystallize in the desired behavior of its members (García, 2006, p.1)

Every organization has specific characteristics that influence the organizational or institutional climate that is established, being key factors of management, actions, performance and new challenges. A fundamental element is the institutional climate, which affects the conditions that will achieve compliance with the established objectives, is a determining factor in educational management (Montes, 2011, p.2) In the Quality Schools Program (2010), it is established that public education requires innovative and effective proposals that have a positive impact on students' learning and academic achievement, as well as on Educational Quality; ideas that guide and encourage school groups to learn new ways to do and achieve the purposes of education, in relation to the profile of their students' exit. In this important effort it is proposed that teachers redirect the way they carry out the management in school and in the classroom, in order to place at the center of decisions the permanent improvement of the educational achievement of all their students.

Therefore, the concern arises, to carry out an investigation, which helps to find the main agents that generate the organizational climate in the Maya School; which is reflected in the failure to comply with the objectives and requirements of the Quality Management System to be implemented, affecting the productivity, motivation, work development and harmony of the members that make up the school.

In this regard, a diagnosis was developed to evaluate the organizational climate and how it impacts educational quality, impacting on productivity and interpersonal relations at the Maya School of Agricultural Studies, and consequently, making a proposal to efficiently comply with the processes and respond to the needs of customers and suppliers; considering that organizations to serve and develop, must maintain an effective organizational climate.

Literature review

The organizational climate represents the internal environment existing among the members of an organization and is highly related to the degree of motivation that prevails. The concept of organizational climate reflects the environmental influence on the motivation of the participants, it can be described as quality or ownership of the organizational environment perceived or experienced by the members of the organization that influences the behavior. The organizational climate is high and favorable in situations that provide satisfaction of personal needs and elevation of self-esteem; It is low and unfavorable in situations that cause frustration of these needs. The organizational climate influences the mood and motivation of people and is influenced by it, it is as if it represents a feedback between the state of motivation of people and the organizational climate (Brunet, 1987).

The organizational climate is strictly linked to the motivation of the members of the organization. If the motivation of these is high, the organizational climate tends to be high and provides relationships of satisfaction, animation, interest and collaboration between them. However, if the organizational climate is low, it is characterized by states of disinterest, apathy, dissatisfaction and depression.

In some cases it can turn into discomfort, aggression and insubordination, situations in which members openly confront the organization. (Chiavenato ,2006). Likewise, there are two essential elements that must be considered in any organization; structure and processes, which are the two major variables that determine the physical configuration of the organization and management of human resources. However, there is another important component: the behavior of individuals and groups, because the conception regarding climate depends on the individual characteristics of the worker or group of workers, because each person perceives the situations in a different way (Brunet 1987).

Therefore, any company has properties or characteristics that other organizations possess, however, each of them has an exclusive series of those characteristics and properties. The internal environment in which the organization finds itself is made up of the people who make it up, and that is what is considered as the organizational climate. The psychological feelings of the climate reflect the internal functioning of the organization, therefore, this internal environment can be of confidence, progress, fear or insecurity. The way people behave at work depends not only on their personal characteristics but also on the way in which they perceive their work environment and the components of their organization.

In recent years, schools have seen their degree of autonomy increase, especially in the pedagogical and curricular areas, as an essential factor to raise the quality of the teaching they teach. Undoubtedly, the increase of personal and material means must be accompanied by a greater capacity to take initiatives that allow promoting innovative actions in pedagogical, curricular and organizational aspects (Vera, Mora y Lapeña, 2006).

Thus, the organizational climate, together with the structures, organizational characteristics and the individuals that compose it, form a highly dynamic interdependent system, which reflects a style and life of its own that make it different from the others.

This aspect is defined by points such as: leadership class, styles and levels of communication, the exercise of control, the way in which conflicts are resolved, the type of coordination and cooperation between levels, ways that are used to motivate to the members of the institution, the interpersonal relationships, the individuality of the person, among others.

In this way, the processes require a structure that marks the *raison d'être* of the organization, although the structure should not be seen as something fixed, but should be adapted to the needs of the organization as Martinez points out (2002, p.) "The process requires the structure as a specific" frame ", but not in a decisive way, but in a flexible way, adapted to the needs, the environment, the suggestions that the changes are dictating, to the demands that the personnel of the organization is doing, and according to the contextual peculiarities of the organization ".

Therefore, the climate or organizational environment is the result of the type of programs, of the processes that are used to put them into practice, considering the environmental conditions that surround the company, area or department. Each one has its own and different climate. This aspect determines the quality of life and the productivity of the members and therefore the effectiveness in the organization.

Likewise, the variables of behavior are the personal or particular conditions of the members, their psychological characteristics, according to their personality, their attitudes or their capacities that allow them to see and interpret reality in a certain way. Therefore, the psychic, emotional, family, social, educational and economic aspects that surround the life of each individual, intervene in the consideration of the organizational climate of the company.

Reddin (2004) emphasizes that "the organizational climate is constituted by all those factors that influence the behavior of an organization or institution and that are common to positions that are not necessarily related to each other". According to the Quality Schools Program: Management must leave aside the uses and customs that promote routine and professional isolation.

What is proposed is to lead processes that ensure the results; work as a team to jointly assume the decisions that lead to achieve what was planned, promote the involvement and active participation of parents in the education of their children; evaluate the teaching performance and that of the students, based on a continuous improvement approach. The aim is to understand, design and execute the planning of the school and the classroom in a totally renewed way (Quality Schools Program, 2010).

It is important and necessary to identify and work in the organizational climate to influence compliance with objectives, effectiveness, quality and strategic results. The dimensions of climate are the characteristics that can be measured in an institution and that influence the behavior of the individual, establishes Sandoval (2004) the climate dimensions:

1. Command methods.
2. Motivational characteristics
3. Communication processes.
4. Importance of interaction
5. Characteristics of the decision-making processes.
6. Planning processes.
7. Control processes.

Performance objectives and improvement (Sandoval, 2004).

Method

Scope of the Investigation

This research is descriptive, since it allowed to describe the behavior of the variables under study, considering causal hypothesis. It is also cross-sectional, since the data was collected at a moment in time with the purpose of describing the variables and analyzing their incidence and interrelation in a period March - December 2015.

In order to obtain the information, it was proposed to use a non-probabilistic type of sampling, because it was done at random. The advantage of this type of convenience sampling is that it reduces the cost and facilitates the collection of information. Any sampling procedure where the probability of selection of a population element is not specified is a non-probabilistic sampling method, regardless of whether it has been included in the specifications.

Research focus

This research was carried out to study and know through a diagnosis how the prevailing organizational climate affected the processes of a Quality Management System at that time to a work area, specifically in the Maya School of Agricultural Studies of UNACH.

The analysis was Mixed, where qualitative and quantitative variables were analyzed, as well as the use of a Likert scale to quantify by scale and measure the study variables. The importance of this information was based on the verification of how to manifest the organizational climate and how it significantly influences the behavior and performance of the members of an area of a federal educational entity, through perceptions that filter reality and condition levels of work motivation and professional and productive performance, among others.

Design of the investigation

The design will allow a univariate and quantitative analysis, because the variables will be analyzed individually, giving them with a Likert scale a quantitative value to a qualitative item. This will allow us to perform a correlation analysis between the variables and their indicators, to give rise to the predictors that allow us to determine a model that explains the results with better statistical reliability.

Non-experimental research

This is a non-experimental investigation, there is no variable or factor manipulated to analyze the effects. In order to obtain the information, it was proposed to use a non-probabilistic sampling type, known as convenience sampling, which is a type of sampling in which the units are selected taking into account aspects of convenience for the researcher. The advantage of this type of convenience sampling is that it reduces the cost and facilitates the collection of information. Any sampling procedure that does not specify the probability of selection of a population element is a non-probabilistic sampling method, regardless of whether it has been included in the specifications. Although it is not experimental, the variables are considered according to a mathematical function:

Independent variable (X)
- Organizational climate

Dependent variable (Y)
- Educational quality

It is considered that the research follows a descriptive design.

Mathematically schematizing we have:

X (V.I.) = Organizational Climate
Y (V.D.) = Educational Quality (Customer Satisfaction + Institutional Management)
Functional notation: $Y = f(X)$

The foregoing indicates the influence of the organizational climate that exists and practices the academic and administrative personnel in the management of the Institutional Educational Quality of the Maya school headquarters, evaluated according to the organizational climate that the headquarters have.

Select the subjects to study

The study was conducted with subjects of study of the Mayan School of agricultural studies, which consists of all those who make life in the institution, its teaching, administrative, managerial and student workforce.

Universe selection and sample selection

The measuring instrument used was the questionnaire and the sample to support the study was conducted at the Maya School of agricultural studies, which had a workforce at the time of the survey with 21 teachers, 9 administrative and 1 directive, 50 students, of which a representative 100% evidence was taken to evaluate. This instrument was designed and applied to the staff, in order to analyze and capture the perceptions and feelings associated with the structures and conditions of the area in question in order to reach a diagnosis.

Sample's size calculation

The sample was taken through diagnosis, for the identification of the nature or essence of a situation or problem and the possible or probable cause of it, is the analysis of the nature of something; first, what was the population was considered.

By population is meant the entire group of people whom you wish to understand (the sample will be formed by the people of this population who finally do the survey), then a confidence index of up to 90% was established, that is, only accepted 10% error. The size of the sample was calculated with the following formula (Münch and Ángeles, 1990: p.32), whose results are shown in Table 2:

$$n = \frac{k^2 \cdot p \cdot q \cdot N}{(e^2 \cdot (N-1)) + k^2 \cdot p \cdot q}$$

N: is the size of the population or universe (total number of potential respondents).

k: it is a constant that depends on the level of trust that is assigned. The level of confidence indicates the probability that the results of the research are true: 95.5% confidence, with a probability of error of 4.5%.

The most commonly used k values and their confidence levels are:

K	1,15	1,28	1,44	1,65	1,96	2	2,58
Confidence level	75 %	80 %	85 %	90 %	95 %	95,5 %	99 %

Results of the calculation of the sample size

Subjects of study	Population	Calculated sample	Applied sample
Students	173	49	50
Teachers	44	27	31
Administratives and Directors (Some teachers have administrative functions)	45	27	30

Source: Own elaboration, 2017

Results

The regression model for work climate that explains the statistical analysis

Organizational climate = $-0.433 + 0.042 \cdot \text{comfort} + 0.223 \cdot \text{Motivation} + 0.190 \cdot \text{identity} - 0.010 \cdot \text{communication} - 0.065 \cdot \text{structure} + 0.146 \cdot \text{decision making} + 0.033 \cdot \text{leadership} + 0.117 \cdot \text{reward} + 0.235 \cdot \text{Innovation} + 0.146 \cdot \text{cooperation conflict}$

Regression analysis for organizational climate

Model summary					
Model	R	R squared	Adjusted R squared	Standard error of the estimate	Durbin-Watson
1	.933 ^a	.870	.805	.316	1.521
a. Predictors: (Constant), comfort, motivation, identity, communication, structure, decision making, leadership, reward, innovation, cooperation conflict					
b. Dependent variable: organizational climate					

Analysis of variance (ANOVA) ^a						
Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	13.361	10	1.336	13.400	.001 ^b
	Residue	1.994	20	.100		
	Total	15.355	30			

- a. Dependent variable: organizational climate
- b. Predictors: (Constant), comfort, motivation, identity, communication, structure, decision making, leadership, reward, innovation, cooperation conflict

Discussion

To evaluate the main agents that cause the organizational climate to be affected in the Maya School of agricultural studies and impact on the Educational Quality; the analysis of the agents generating the deterioration of human relations and the organizational climate was carried out through the application of questionnaires to the members of the Maya School of agricultural studies where it was obtained that the generators that affect a greater proportion in organizational climate it is Comfort, motivation, Identity, communication, Structure, Decision making, Leadership, Reward, Innovation and Cooperation in conflict resolution.

Where 24% consider that their contribution and performance work is valued by all the educational agents, while the Leadership 48% considers that their managers lack management skills. When analyzing the influence of the organizational climate on educational quality based on Institutional Management, it was determined that of the 24 indicators measured, only 16 statistically represent the model that is proposed and that generate the greatest impact on quality based on institutional management. They are; Identity, Pressure, Work Environment, Vision - Mission, Reward, Organic Structure, Competence, Innovation, Communication, Objectives - Goals, Control processes, Leadership, Responsibility, Cordiality, Attitude of users and Organizational Behavior.

To design an organizational climate model, aligned with the institutional policies of Educational Quality and the particular needs of the Maya School, the Customer Satisfaction analysis was carried out, focused on student satisfaction and institutional management, where indicators that better explain the proposed model are; primarily the satisfaction of professional skills, followed by companionship, available infrastructure, management attention, practices and / or field, performance, extracurricular activities, performance of teachers, services, tutoring and finally, in the evaluation of academic performance.

These results coincide with what was pointed out by Chiavenato (2006). The organizational climate is strictly linked to the motivation of the members of the organization. If the motivation of these is high, the organizational climate tends to be high and provides relationships of satisfaction, animation, interest and collaboration between them. However, if the organizational climate is low, it is characterized by states of disinterest, apathy, dissatisfaction and depression. In some cases, it can turn into discomfort, aggression and insubordination, situations in which members openly confront the organization.

When analyzing the predictors of Educational Quality based on Institutional Management, identity and work environment represent high values; which coincides with Quevedo (2009, p.373), states: "A good organizational climate is reflected in productivity, organizational commitment, quality of work and interpersonal relationships".

In the analysis of organizational climate and its impact on educational quality based on institutional management, coincidences were found in the predictors Innovation and Identity; which highlights Vera, Mora and Lapeña (2006), who mention that in recent years, schools have seen their degree of autonomy increased, especially in the pedagogical and curricular areas, as an essential factor to raise the quality of teaching impart. Undoubtedly, the increase of personal and material means must be accompanied by a greater capacity to take initiatives that allow the promotion of innovative actions in pedagogical, curricular and organizational aspects.

For organizational climate and institutional management, the organizational structure is a predictor that affects the educational processes, which as Martínez Santos points out (2002, p.339), the processes require a structure that marks the organization's rationale, not However, the structure should not be seen as something fixed, but should be adapted to the needs of the organization "The process requires the structure as a specific" framework ", but not in a decisive way, but in a flexible way, adapted to the needs, environment, to the suggestions that the changes are dictating, to the demands that the personnel of the organization is making, and according to the contextual peculiarities of the organization ".

Regarding the evaluation of the performance of teachers for customer satisfaction as an analysis of educational quality, the reward in the organizational climate model and also in the model proposed for institutional management, is a factor of special attention in this investigation as appreciates in the concepts expressed by Robbins (2004), with respect to the fact that performance evaluations serve several purposes, the first, management uses them to make general decisions about personnel, since they provide information on important issues such as promotions, transfers and suspensions.

Second, they identify training and development needs; point out the skills and abilities of the employees that are inadequate, but that can be remedied with the appropriate programs and, third, the evaluations can serve as criteria to validate the training selection programs.

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