Organizational And Work Climate in Teachers of a Public Educational Institution

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Abstract

The present research work was oriented to the determination of the relationship between the perception of the organizational climate that teachers have with the work climate, which they maintain within the development of their activities in the educational institution Manuel Gonzales Prada number 2015 that belongs to the Ugel 02 of the city of Lima in the year 2018. In the search for the establishment of said relationship, a theoretical framework was investigated on the variables and their implications in the educational activity; a descriptive correlational study was thought through the use of a survey applied to 53 teachers. The collection of information shows that there is a direct, significant and positive relationship between the organizational climate and the work environment.

Keywords:

Perception, organizational climate, work environment and institutional leadership.

I. Introduction:

The teacher it's the true treasure who can build quality learning process and competitive advantage; thus, the organizational and work climate or environment, where it's performed; that is to say, the educative institution, this enabling physical space for the educative endeavor, must be on a place where the teacher displays his competence; as well as, his ethic values, raise his aspirations and expectative that allows him to develop the interrelationship between colleagues as effectively as possible. The majority of authors display that just as much as work climate, that is related with interrelationship between colleagues and the organizational environment that are related with the senior executives and coordinators interaction have a directly influence on the teacher's performance.

Currently, we are live in a society, where every time, the interpersonal relationships and oral communication between colleagues or coworkers, as much as it seems incredible, are becoming more and more difficult, it due to the advance of science and technology, now people are communicating by social media and it is harder for them to interact and exchange ideas directly, that, of course, significantly influences on the employment relations, such as organizational and work climate.

Previously, companies or institutions were only dedicated to observe the productivity, but not were interested on people'sinner relationships that were members of that organizations, and little by little the concept of organizational and work climate emerged, two concepts that have become fundamental in the organizations (educative institutions or enterprises). This idea remains in force and occupies a permanent place in the management, therefore Hartog mention that: "la razón de esto es que se ha comprobado que no es la tecnología el elemento diferenciador de una organización, sino que son las personas que laboran en ella las que hacen la diferencia" [The reason for this is that it has been proven that technology is not the differentiating element of an organization, but that it is the people who work in it who make the difference] (Hartog, 2015, p. 17). In our days, all the enterprises that has as objective the permanent improvement of their skills, "necesita conseguir que todos sus colaboradores deseen contribuir, desde su puesto, al éxito común; en otras palabras, que descubran el sentido de su trabajo, el impacto que esté tiene en los logros de su institución, y

se comprometan en sacarlo adelante" [it needs to ensure that all its collaborators want to contribute, from their position, to the common success; in other words, that they discover the meaning of their work, the impact it has on the achievements of their institution, and commit to carrying it out] (Hartog, 2015, p.17). Precisely in this process in which the bond of each worker with his company is established, is where the institutional climate has a powerful influence, and it is in the work climate of a work center.

Now, it'sgoingto be approachedthetopic, specificallyonthe educative environment "en las instituciones educativas, los agentes intervinientes deben colaborar en forma conjunta y comprometida para alcanzar logros positivos. Por ello, es necesario enfatizar que la gestión educativa debe ser idónea y cumplir con los lineamientos necesarios que coadyuven a este esfuerzo" [in educationalinstitutions, theinterveningagentsmustcollaborate in a joint and committedwaytoachieve positive achievements. Therefore, it is necessary to emphasize that educational management must be suitable and comply with the necessary guidelines that contribute to this effort] (Ascarza, 2017, p. 19). In the educative institution this has to maintain and produce not only in the management and pedagogic area, but also in the inner process of democratic nature, of cooperation and personal relationships; the opportunities that allow teachers and administrators to develop as full, responsible and effective people, capable of achieving their goals. From the aforementioned, Morales cited by (Ascarza, 2017) maintains that the personnel of educational institutions must carry out their work in an optimal environment, where their intrinsic and extrinsic satisfactions are high.

As already said, currently all organizations take as main issues the organizational climate and the work environment, since this directly affects the achievement of their objectives, in educational institutions, they are also working on the aforementioned aspects, hence Álvarez mentions that the organizational climate and the work climate are:

> Factores determinantes que inciden en el comportamiento de los miembros o individuos que pertenecen a una

institución educativa, el reflejo de ello se evidencia en los niveles de motivación, ya sea laboral o estudiantil; por lo tanto, afecta el rendimiento profesional, académico y estudiantil.[Determining factors that affect the behavior of the members or individuals that belong to an educational institution, the reflection of this is evidenced in the levels of motivation, whether work or student; therefore, it affects professional, academic and student performance.] (Álvarez, 2017, p. 13)

For this reason, it is relevant to establish the relationship between the organizational climate (interpersonal relationships, communication, school coexistence, school participation) and the work environment, satisfaction expressed by teachers regarding the type of relationships they have with others.

For good results to be achieved in an organization, or the proposed objectives to be achieved, it is necessary that "the head" or the person in charge of directing, pay special attention to two fundamental issues, the organizational climate, and the work climate. In this regard García & Ibarra, cited by (Crespín M., 2012) mention that organizational climate has become an important issue for those competitive organizations that seek to achieve greater productivity and improvement in the service offered, it is worth mentioning that the institutions educational institutions are conceived as formal, complex and open organizations. Likewise, Hartog maintainsthat:

> Aunque muchas empresas tengan los mismos procesos de producción, cada una es una realidad distinta y, por ello, necesita conocer qué perciben los propios empleados de su centro de labores y cómo se sienten en sus puestos, con el fin de conocer sus fortalezas y apoyarse en ellas para anular o minimizar las debilidades que se puedan presentar, como la falta de confianza o un ineficiente trabajo en equipo. [Although many companies have the same production processes, each one is a different reality and, therefore, you need to know what the employees themselves perceive of

your work center and how they feel in their positions, to know their strengths and support each other. in them to nullify or minimize the weaknesses that may arise, such as lack of trust or inefficient teamwork] (Hartog, 2015, p. 4).

Taking as a reference point, the place where students are educated, then it is of vital importance to take into account that society demands performance from the teacher and therefore, from the student as well, hence the look has been turned on the factors that affect low performance, and factors that promote high performance in both teachers and students. Among these factors are the organizational climate and the work environment, as has been insisted, they are fundamental in any institution or organization.

Each educational institution, no matter how close they are to each other, has or possesses characteristics that make them unique and different from other institutions, the same ones that determine their management style. In this regard, Scott, quoted by (Gamarra, 2014) after having carried out research in various educational systems, found that the organizational climate influences the performance of teachers, him, the teacher pays more attention to his work environment than to their students, a situation that, of course, directly affects the work with the students, also found that the efficiency of the teacher is related to a good organizational climate in the institution "Estasituaciónhaceposible que los individuos no se sientancomprometidos con la institución, perodichacondicióndependerá en gran medida del estilo de gestión que se lleve a cabo en cada organización" [This situation makes it possible for individuals not to feel committed to the institution, but this condition will largely depend on the management style carried out in each organization] (Gamarra, 2014, p. 42).

The management of educational institutions is conceived as the task of conducting processes, aimed at ensuring that student learning is carried out at the highest possible level of achievement. It is important to detect and reflect on the different strengths and weaknesses that exist within each educational institution, so that managers, parents, students, municipal and regional authorities can be sensitized and motivated, that is, the participation of the society as a whole so that the objectives are achieved. The management process of educational institutions must have as its main mission the permanent search for efficiency and effectiveness and is related to ""… lo que se espera de un producto, de un proceso del servicio que presta la escuela, conjunto que refleja el grado en que éstossatisfacen las necesidads de quienes las demandan o reciben, es decirde los beneficiarios de la escuela" [what is expected of a product, of a service process provided by the school, a set that reflects the degree to which they meet the needs of those who demand or receive them, that is, of the beneficiaries of the school] Replad quoted by (Gamarra, 2014, p. 43).

Organizations must promote that each member performs at the different levels of the organization, it is also possible to affirm that "el tipo de clima que se fomenta en la escuelainfluye en la obtención y concreción de la calidad de motivación y la satisfacción del desempeño de los miembros que conformandicha institución: directivos, profesores y la comunidad en su conjunto" [the type of climate that is fostered in the school influences the achievement and realization of the quality of motivation and the satisfaction of the performance of the members that make up said institution: directors, teachers and the community as a whole] (Gamarra, 2014, p. 44). However, it must be recognized that the school is important not only because of the infrastructure, the relevance in the planning of its objectives, it also depends on the personal values that managers, teachers, and students possess who generate knowledge, the same ones that are the active component of management. Finally, it can be said that the good or bad organizational climate of an educational institution will depend on the directors, since they, as main agents, are obliged to motivate and create a pleasant environment so that the other members can achieve the objectives. objectives that all have raised, in this case, would be the good performance, both teacher and student.

The work environment is another very common term in an organization or educational institution, that is why it is said

that to be defined is not an easy task for several reasons, one because it has many elements that compose it, secondly because it is affected by any component, for this reason, it is sensitive and, finally, because it is not static, since many corrections can be made, it can still be improved. However, it is necessary to propose some definitions that are closer to the objectives of this research.

Focusing on the educational field, the Specialized Center for Educational Resources of the Basque Government, quoted by Hartog defines the work environment as:

> El conjunto de características psicosociales de un centro educativo, determinadas por aquellos factores o elementos estructurales, personales y funcionales de la institución que, integrados en un proceso dinámico específico, confieren un peculiar estilo a dicho centro, condicionante, a la vez de los distintos procesos educativos. [The set of psychosocial characteristics of an educational center, determined by those factors or structural, personal, and functional elements of the institution that, integrated into a specific dynamic process, confer a peculiar style to said center, determining, at the same time, the different processes educational] (Hartog, 2015, p. 28).

In this definition, the author refers that the work environment of an educational institution is determined by the appreciations that the different agents that make up the educational institution have regarding the social relations that are established in it and the framework in which they develop. Therefore, accordingto (Hartog, 2015) "es factible estudiarlo desde las percepciones de los actores educativos: alumnos, maestros, padres, etc."[it is feasible to study it from the perceptions of educational actors: students, teachers, parents, etc.] (p. 24) In them you can see a tendency to present elements shared by all the people who make up the educational institution; however, Cancino and Cornejo, cited by (Hartog, 2015) assert that, for example, students and teachers, or administrative and service personnel do not always have the same perception.

For research purposes, the work environment will be understood as the set of perceptions shared by the members of an organization about the formal and informal system; "sabiendo que la percepción de cadaempleado es distinta e influye en su comportamiento; por lo que el clima no solo varía de un centrolaboral a otro, inclusopuedeobservarse que en una mismaempresa se fragmenta en microclimas"[knowing that the perception of each employee is different and influences their behavior; so, the climate not only varies from one work center to another, it can even be observed that in the same company it is fragmented into microclimates] (Hartog, 2015, p. 24). This can happen depending on the section in question and the leadership that has been established in a given area.

When addressing the concept of work environment, it is also important to address the types of work environment that exist in various organizations or institutions. But before indicating them, it is necessary to identify the different classes of variables that influence it, since, based on the interaction between them, the climate can be one way or another. Hence, Likert, cited by (Hartog, 2015), in his theory on the work environment, classifies the variables that influence the work environment into three: "causales o independientes –dentro de estas se encuentran la estructuraorganizativa, la administrativa, las decisiones, las reglas, etc.-, intermedias – en las que están los procesosorganizacionales y midenaspectoscomo la motivación, el rendimiento, la comunicación, etc.- y finales – que son las variables que resultan del efecto de las dos anteriores: productividad, ganancia, pérdida, gasto" [causal or independent - within these are the organizational structure, the administrative, the decisions, the rules, etc.-, intermediate – in which are the organizational processes and measure aspects such as motivation, performance, communication, etc.- and final –which are the variables that result from the effect of the previous two: productivity, profit, loss, expense] (p. 25). Based on these variables, Likert cited by (Hartog, 2015) typifies the work environment as authoritarian and participatory.

- **Authoritarian climate.** This type of climate arises when top management does not understand authority as a

service but uses the power it has for its benefit. "Este es un clima laboral cerrado y en él suele haber empleados insatisfechos con su trabajo y con su organización. Dentro de estetipo de clima se puedeidentificar dos clases: el autoritarioexplotador y el autoritariopaternalista" [This is a closed work environment and there are usually employees who are dissatisfied with their work and with their organization. Within this type of climate, two classes can be identified: the exploitative authoritarian and the paternalistic authoritarian] (Hartog, 2015, p. 26). In this type of climate, it is observed that:

> Los gerentes tienen poca confianza en los subordinados, rara vez los involucran en el proceso de tomar decisiones. La gerencia toma la mayoría de las decisiones y las pasa en línea descendente empleando amenazas y coacción cuando es necesario para lograr que las cosas se hagan. Los superiores y los subordinados se tratan entre sí en una atmósfera de desconfianza. Si se desarrolla una organización informal, ésta generalmente se opone a las metas de la organización formal. Sverdlik, Clifton, Du Brin y Sisk. [Managers have little trust in subordinates, rarely involving them in the decision-making process. Management makes most of the decisions and passes them down the line using threats and coercion when necessary to get things done. Superiors and subordinates treat each other in an atmosphere of mistrust. If an informal organization develops, it generally runs counter to the goals of the formal organization. Sverdlik, Clifton, Du Brin, and Sisk] quoted by (Hartog, 2015, p. 26)

This type of climate is subdivided, according to (Rivera, 2016) into:

> *Sistema autoritario explotador*: La dirección no confía en sus empleados, la mayor parte de las decisiones se toman en la cima de la organización, los empleados perciben y trabajan en una atmósfera de temor.

> Las interacciones entre los superiores y los subordinados se establecen con base en el miedo y la comunicación sólo existe en forma de instrucciones.

> *Sistema autoritario paternalista*: Existe la confianza entre la dirección y los subordinados, aunque las decisiones se toman en la cima, algunas veces se decide en los niveles inferiores, los castigos y las recompensas son los métodos usados para motivar a los empleados. En este tipo de clima la dirección juega con las necesidades sociales de los empleados, pero da la impresión que trabajan en un ambiente estable y estructurado.

> [*Exploitative authoritarian system*: Management does not trust its employees, most decisions are made at the top of the organization, employees perceive and work in an atmosphere of fear.

> Interactions between superiors and subordinates are based on fear and communication only exists in the form of instructions.

> *Paternalistic authoritarian system:* There is trust between management and subordinates, although decisions are made at the top, sometimes it is decided at lower levels, punishments and rewards are the methods used to motivate employees. In this type of climate, the management plays with the social needs of the employees but gives the impression that they work in a stable and structured environment.] (p. 21)

- **Participatory climate.**"Es un clima abierto que se implanta en las organizaciones dinámicas que orientan sus capacidades no solo al logro de sus

metas, sino que también intentan satisfacer las necesidades sociales de sus trabajadores" [it is an open climate that is implanted in dynamic organizations that guide their capabilities not only to achieve their goals but also try to meet the social needs of their workers] (Hartog, 2015, p. 26). This type of climate is classified as consultative and group participation.

> *Sistema consultivo:* La dirección tiene confianza en sus empleados, las decisiones se toman en la cima, pero los subordinados pueden hacerlo también en los niveles más bajos, para motivar a los empleados se usan las recompensas y los castigos ocasionales, se satisfacen las necesidades de prestigio y de estima y existe la interacción por ambas partes. Se percibe un ambiente dinámico y la administración se basa en objetivos por alcanzar.
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> *Sistema participación:* En grupo existe plena confianza en los empleados por parte de la dirección, la toma de decisiones se da en toda la organización, la comunicación está presente de forma ascendente, descendente y lateral, la forma de motivar es la participación, el establecimiento de objetivos y el mejoramiento de los métodos de trabajo. Los empleados y la dirección forman un equipo para lograr los objetivos establecidos por medio de la planeación estratégica.
>
> [*Consultative system:* Management has confidence in its employees, decisions are made at the top, but subordinates can make them at lower levels as well, occasional rewards and punishments are used to motivate employees, needs of prestige and esteem and there is interaction on both sides. A dynamic environment is perceived and the administration is based on objectives to be achieved.
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> *Participation system:* In a group, there is full trust in the employees by the management, decision-making occurs throughout the organization, communication is present ascending, descending, and laterally, the way to motivate is participation, the establishment of objectives, and the improvement of working methods. Employees and management form a team to achieve the objectives established through strategic planning] (Rivera, 2016, p. 21)

The first two systems (exploitative authoritarian system and paternalistic authoritarian system) correspond to the closed climate that is characterized by being a bureaucratic and rigid organization where the members feel dissatisfied concerning the work they perform and with the educational organization or institution. The last two systems are part of an open climate that is characterized by dynamism, by its high capacity to achieve its objectives and tries to satisfy the social needs of its members by making them interact in decision-making.

In basic terms, it can be argued that the work environment refers to the state of satisfaction on the part of a teacher with the activities they perform, with their colleagues, and with the educational institution.

II.   Method:

Methodologically, the present study is quantitative, with a correlational design, with a quantitative approach, where it has been operationalized. In addition, there were 2 instruments to measure each variable, Perception of the organizational climate and Perception of the work climate, with surveys of 32 reagents each. The two surveys were applied to a population made up of 53 teachers from the Manuel Gonzales Prada N0 2015

educational institution of Ugel 02, in Lima in 2018; In this case, sampling was not used because the population was small.

Table 1 Operationalization of the perception of the organizational climate

VARIABLE	DIMENTION	INDICATORS	ITEM	SCORE
Perception of the organizational climate	• Leadership	The director as pedagogical leader establishes responsibilities.	[1 - 2]	
		Stimulation to excellence	[3 - 4]	
		Incentive for teamwork	[5 - 6]	
		Conflict resolution.	[7 - 8]	
	• Motivation	Self-improvement realization	[9 - 10]	
		Recognition of work and new ideas.	[11 - 12]	
		Responsibility incentive.	[13 - 14]	
		Adequacy of working conditions.	[15 - 16]	[1-5]
	• Reciprocity	Application to work	[17 - 18]	
		Care by the educational institute.	[19 - 20]	
		Educational quality promotion	[21 - 22]	
		Equity for achievement and sanction	[23 - 24]	
	• Participation	Commitment to productivity	[25 - 26]	
		Compatibility of interests	[27 - 28]	
		Exchange of information	[29 - 30]	
		Involvement in changes	[31 - 32]	

Table2: Operacionalizationofworkclimateperception

VARIABLE	DIMENTION	INDICATORS	ITEM	SCORE
Perception of the work environment	• Communication and Integration	Communication of the basic information of the	[1 - 2]	[1-5]

|			
		I.E The practice values the values of the I.E	[3 - 4]
		Integration in institutional work.	[5 - 6]
•	Human Talent Management	Facilities for the development of pedagogical activities.	[7 - 8]
		Satisfaction with the work done.	[9 - 10]
		Training for the improvement of the work.	[11 - 12]
		Relationship with extracurricular activities.	[13 - 14]
•	Management Style	Recognition of teachers.	[15 - 16]
		Distribution of workload.	[17 - 18]
		Recognition of work and attitudes.	[19 - 20]
•	Team work	Communication between teachers.	[21 - 22]
		Work objectives.	[23 - 24]
		Skills for teamwork.	[25 - 26]
•	Professional Ability	Efficiency of teaching work.	[27 - 28]
		Effectiveness of teaching work.	[29 - 30]
		Motivation and recognition of teaching work.	[31 - 32]

III.   Results:

The results require the statistical hypotheses presented below.

- H_0: There is no relationship between the Perception of the organizational climate and the Work Climate in teachers of the educational institution Manuel Gonzales Prada N0 2015 of the Ugel 02 of the city of Lima in the year 2018.

- H_1: There is a relationship between the Perception of the organizational climate and the Work Climate in teachers of the educational institution Manuel Gonzales Prada N0 2015 of the Ugel 02 of the city of Lima in the year 2018.

In order to test the hypothesis, the scatter diagram of the variables was observed:

Graphic 1: Correlation between the perception of the organizational climate and the work climate
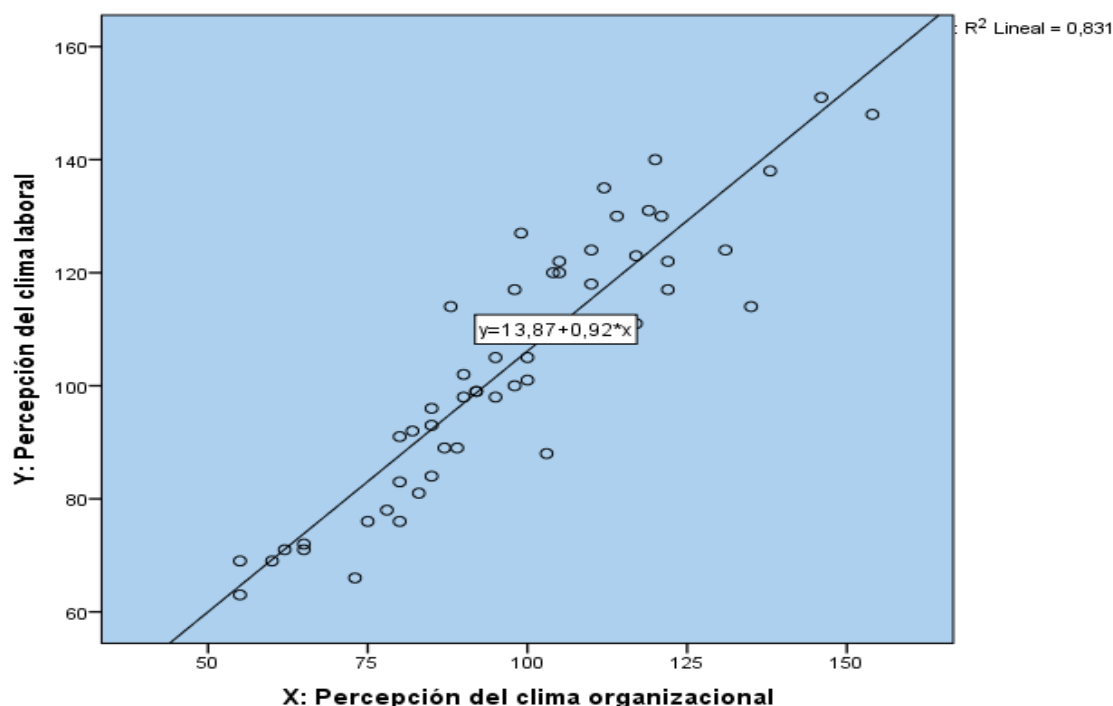
Table 3: Correlation between the perception of the organizational climate and the work climate

Correlations		X: Perception of the organizational climate	Y: Perception of the work environment
X: Perception of the organizational climate	Pearson correlation	1	,911**
	Sig. (bilateral)		,000
	N	53	53
Y: Perception of the work environment	Pearson correlation	,911**	1
	Sig. (bilateral)	,000	
	N	53	53
**. The correlation is significant at the 0.01 level (bilateral).			

Resultados
VALOR- P < VALOR X
0.0 < 0.01
H_0 = Reject

The theoretical rule for decision making is: if the p-value (asymptotic significance (bilateral)) ≥ 0.05, the Null Hypothesis (Ho) is accepted. If the Value $p < 0.05$, the Alternate Hypothesis (Ha) is accepted, if $p < 0.01$, then the relationship between both variables is said to be highly significant.

With data obtained previously, it is concluded that there is a relationship between the Perception of the organizational climate and the Work Climate in teachers of the educational institution Manuel Gonzales Prada N0 2015 of the Ugel 02 of the city of Lima in the year 2018.

It is concluded that therefore, since there is an association with a coefficient of 0% and a direct relationship (r>0), significant since r=0.911, in addition to a percentage of 83.1% adjustment and direct because it can be approximated to a straight line, therefore, it is stated that: There is a relationship between the Perception of the organizational climate and the Work Climate in teachers of the educational institution Manuel Gonzales Prada N0 2015 of the Ugel 02 of the city of Lima in the year 2018.

IV.   Conclusions:

- It is concluded that since there is an association with a coefficient of the bilateral significance of 0% and a direct relationship (r>0), significant since r=0.911, in addition to a percentage of 83.1% adjustment and direct because it can be approximated to a straight line, therefore, it is stated that: There is a relationship between the Perception of the organizational climate and the Work Climate in teachers of the educational institution Manuel Gonzales Prada N0 2015 of the Ugel 02 of the city of Lima in the year 2018.
- Since there is a direct relationship between the perception of the organizational climate and the perception of the work climate, it is understood that as long as there is a persecution of the organizational climate with high values, there is also a high work climate, in the same way, there are low values of the perception of the work climate when there is a low perception of the organizational climate.
- It is concluded that for the variable Perception of the organizational climate, the dimension with the greatest development and homogenization is Reciprocity with 26.650% as a coefficient of variation.
- It is concluded that the dimension with the greatest development and most homogenization is the Management Style dimension with 19.2% as a coefficient of variation.

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