Evaluación del clima organizacional en una institución educativa de bachillerato tecnológico

Evaluation of the organizational climate at a technical high school educational institution

Avaliação de clima organizacional em uma instituição de ensino técnico ensino médio

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Resumen

El objetivo de esta investigación fue diagnosticar y analizar el clima organizacional del personal administrativo de un Centro de Bachillerato Tecnológico Industrial y de Servicios en Oaxaca. La investigación se llevó a cabo con base en las dimensiones utilizadas por Bustamante et al (2009). Los resultados reportaron que los colaboradores del centro educativo analizado tienen una percepción general de la organización medianamente favorable, identificando que las dimensiones identidad, responsabilidad, estilos de supervisión, apoyo, calidez, motivación

laboral, riesgo y estructura resultaron más favorables en relación con oportunidad de desarrollo, recompensa, comunicación, estabilidad laboral, además de equipos, distribución de personas y material, que influyen de manera negativa en el clima organizacional.

Palabras clave: clima organizacional, organización, media superior.

Abstract

The objective of this research was to diagnose and analyse the organizational climate of the administrative staff of an Industrial and Services Technological Baccalaureate Center (CBTIS by its name in Spanish) in Oaxaca. The research was conducted based on the dimensions used by Bustamante et al (2009). The results reported that employees of the analyzed educational center have a moderately favorable general perception of the organization, identifying that the dimensions: identity, responsibility, supervision, support, warmth, labour motivation, risk and structure were more favourable in relation to development opportunity, reward, communication, labor stability, equipment, distribution of people and material, that influence negatively the organizational climate.

Key words: organizational climate, organization, high school.

Resumo

O objetivo deste trabalho foi diagnosticar e analisar o clima organizacional do pessoal administrativo de um CBTIS em Oaxaca. A pesquisa foi realizada com base nas dimensões utilizadas por Bustamante et al (2009). Os resultados relataram que os funcionários da escola analisados têm uma percepção geral da organização bastante favorável, identificar as dimensões de identidade, responsabilidade, estilos de supervisão, suporte, calor, motivação no trabalho, risco e estrutura foram relativamente mais favorável à oportunidade desenvolvimento, recompensa, comunicação, segurança no trabalho, bem como equipamentos, pessoal e distribuição de equipamentos, influindo negativamente sobre o clima organizacional.

Palavras-chave: clima organizacional, organização, meios superiores.

Introduction

The organizational climate is defined as the set of properties that affect the work environment based on perceptions that the worker has of the structures and organizational processes (Cárdenas Niño, Arciniegas Rodríguez and Barrera Cárdenas, 2009). The objective was to diagnose and analyse the organizational climate of the administrative staff of the Industrial and Services Technological Baccalaureate Center 259 through the application of the questionnaire used by Bustamante Ubilla, Hernández Cid and Yáñez Aburto (2009) and by Domínguez Téllez, Tenopala Hernández and Torres López (2013).

In the instrument for data collection were included 71 items distributed in fourteen dimensions: structure, responsibility, reward, risk, warmth, support, conflict management, identity, supervision style, work motivation, job stability, development opportunity, communication, as well as equipment, people and material distribution, proposed by Bustamante Ubilla, Hernández Cid and Yáñez Aburto (2009). Subsequently applied to the administrative staff of the Industrial and Services Technological Baccalaureate Center 259.

This document is written in the following order: the literature review section displays the available results on the study of the organizational climate in Mexico; section analysis of the concept are the indicators employed to evaluate organizational climate; operational definitions of variables are included in the section on methodology, the instrument design of data collection and data analysis; and the results section shows a table and a chart for better appreciation.

Literature review

Martinez Mendez and Ramirez Dominguez (2010) conducted an investigation that linked the motivation and organizational climate by implementing a questionnaire five variables in the Likert scale to a sample of 69 teachers, and found as a result that motivational factors are different for teachers according to their workload, classifying economic factors (wages and

salaries), social (groups and organizational environment) and psychological (achievements, power and self-esteem).

Alcántar Enriquez et al (2012) investigated the working environment through 46 items grouped into six variables. They ended up validating a proposed model only five of the six variables, reducing it to 27 items and removing the variable workforce development not cover the satisfactory load factor.

González Herrera et al (2014) analyzed the influence of leadership on organizational climate. The research was carried out in a total population of 60 workers, who through answers true or false answered the evaluation questionnaire designed by Rodriguez et al (2010), thereby detecting that leadership has a greater influence on motivation and lesser extent on reciprocity; also they proved that in styles more flexible and less hierarchical leadership, employee participation is important and can produce organizations where followers are satisfied.

Hernandez Sampieri et al (2014) built an instrument for measuring the organizational climate depending on the model values competition, tested in a heterogeneous sample of 12 organizations in 1424 cases, through a validated questionnaire for the Mexican working environment, using a Likert scale of two positive and two negative responses. The instrument demonstrated validity and reliability, although somewhat limiting in the hierarchical culture.

For his part, Cruz Aquino (2014) conducted the analysis of organizational climate through three depth interviews and based on the proposal of Machorro, Pink and Romero (2011) 22-item questionnaire, grouped into five dimensions and using a scale Likert. It was applied to 96 administrative employees of the Honorable Congress of the State of Oaxaca, resulting as a single dimension teamwork as a means to define the organizational climate. In such dependencies, leadership, results orientation, feedback and motivation do not determine the organizational climate.

Bustamante Ubilla, Hernandez Cid and Yanez Aburto (2009) diagnosed the organizational climate of the Regional Hospital of Talca, identified variables and designed an instrument of 14 dimensions and 71 items, which enabled us to gather information on the perception of workers and define the dimensions more important to the organization, dimensions and detect more

difficulty within the organizational climate. We worked with a margin of error of 5%, a confidence level of 95% and a variance of 0.25.

Later in Tlaxcala, Dominguez Tellez, Tenopala Hernandez and Torres Lopez (2013) used the same instrument designed by Bustamante Ubilla, Hernandez Cid and Yanez Aburto (2009) in a textile manufacturing company dedicated to making swimsuits and sports equipment for the purpose of diagnosing the organizational climate and know the main factors that negatively affect the work environment, and found as a result that the main causes of dissatisfaction of workers are risk development opportunities and worker satisfaction.

Although there have been many studies on the organizational climate in the state of Oaxaca there is no research to determine the organizational climate of a staff of upper secondary education are looking for an educational service quality and certification. Therefore, taking into consideration the dimensions proposed by the authors that precede us, it is important to diagnose the organizational climate of the population of the administrative staff CBTIS No. 259. Thus, the following question arises:

Based on the application of the dimensions used by Bustamante Ubilla, Hernandez Cid and Yanez Aburto (2009) at the Regional Hospital of Talca and Dominguez Tellez, Tenopala Hernandez and Torres Lopez (2013) in a textile manufacturing company Tlaxcala, administrative staff CBTIS No. 259, he asks: what factors describe the organizational climate in a team of upper secondary education in Oaxaca?

METHODOLOGY

The research was conducted based on the qualitative method analysis of phenomenology, in order to check the dimensions of organizational climate and information about the perception of the study subjects with the use of depth interview with key informants to identify main categories under study.

From the categories of organizational climate, the result of qualitative analysis, quantitative analysis was performed with a descriptive phase. Hence the indicators and statistical data of the surveyed population were identified, and a factor analysis on the formation of scales and defining proposals and scales suitable for qualitative phase. Also, there was a correlation analysis between

the dimensions used to identify and define the organizational climate perceived by the administrative staff of the school.

Process

After the interview fully implement three key people in the organization, communication and management of the institution studied, a questionnaire with the results of qualitative analysis categories based on the instrument used by Bustamante et al (2009) was designed. After a pilot test was applied and the reliability of the instrument was analyzed, with a coefficient of Alfa de Cronbach de .713.

Table I: Statistical reliability

Alfa de Cronbach	Alfa de Cronbach basada en los elementos tipificados	No. de elementos
,713	,710	71

Source: Made by myself.

The reliability coefficient of the instrument in the pilot was very similar to the 75% confidence demonstrated by Bustamante et al (2009), so we proceeded to the implementation of the instrument in the entire administrative staff consisting of 43 employees of the Center School Industrial technology and Service No. 259.

Analysis of the information

According to the procedure followed by Bustamante et al (2009), to obtain comparable data were standardized values, for which the average value of each item was performed, minus the average of all items. This result was divided by the standard deviation of the category analyzed, so this standardization analysis allowed to determine the near and far are the values of the final standard deviation (Bustamante Ubilla, Aburto Hernandez Cid and Yanez, 2009).

Looking at the average size is observed which are similar, reaching 3.05 points to all dimensions and standard deviation 0.21.

Table II: Absolute averages and standardized dimensions

NO.	DIMENSIONES	MEDIA	ESTANDARIZACIÓN
1	ESTRUCTURA	3.08	0.12
2	RESPONSABILIDAD	3.33	1.28
3	RECOMPENSA	2.87	-0.82
4	RIESGO	3.12	0.32
5	CALIDEZ	3.22	0.79
6	APOYO	3.18	0.60
7	ADMINISTRACIÓN DEL CONFLICTO	2.84	-0.97
8	IDENTIDAD	3.48	1.99
9	ESTILOS DE SUPERVISIÓN	3.21	0.73
10	MOTIVACIÓN	3.13	0.37
11	ESTABILIDAD LABORAL	2.83	-1.03
12	OPORTUNIDAD DE DESARROLLO	2.83	-1.03
13	COMUNICACIÓN	2.85	-0.94
14	EQUIPOS, DISTRIBUCIÓN DE PERSONAS Y MATERIAL	2.75	-1.41
	MEDIA DE TODAS LAS DIMENSIONES	*3.05*	
	DESVIACIÓN TÍPICA	*0.21*	

Source: prepared based on the results of the SPSS.

According to Table 16, the equipment, distribution of people and material dimension which is farthest below average with 2.75 points, equivalent to a standard of -1.41, which highlights the statement "The number of people working in this institution is appropriate for the amount of work done "with -1.41 standardization. On the positive side, the identity dimension shows 3.48 points Likert and standardization of 1.99, highlighting the statement "I am interested that this institution is the best" with standard 1.15 points.

The reward dimensions, conflict management, job security, development opportunities and communication are in the negative range of standardization. The reward dimension has an average of 2.87 with a standardization of -0.82; immediately dimension of the conflict management shows an average of 2.84 points and standard -0.97 points; then the dimensions of job stability and development opportunity presented an average of 2.83 points and standardization of -1.03 standard points.

Furthermore, the communication dimension averages -0.94 2.85 with standardization. The most representative stated within these dimensions is: "In this institution keeps us informed about matters we should know" -1.58. As for statements with positive standard within these dimensions it is: "In this institution there are too critical" with a standard 1.66.

Finally, the dimensions structure, responsibility, risk, warmth, support, supervision and motivation styles are in the positive range of standardization; the structure has an average size of 3.08 point Likert and standardization of 0.12, then the dimension of responsibility has an average of 3.33 and 1.28 standardization; the risk dimension presented an average of 3.12 points and 0.32 of standardization; once the warmth dimension showed an average of 3.22 and a standardization of 0.79; dimension support has an average of 3.18 and 0.60 standardization; then monitoring dimension styles has an average of 3.21 to 0.73 standardized points, and finally, motivation dimension has an average of 3.13 and 0.37 standardization.

The most representative statement between these dimensions is: "Those who run this institution prefer that if you are doing your job well, go ahead with confidence rather than consult everything with them" with 1.77 followed standardized points: "In this institution people do not trust others "with a standardization of 1.57. As for the statements with a negative standardization are: "The leadership of this institution cares about people, how they feel and their problems" with standard -1.71 points and "The best way to have good relations with the boss it is not to contradict "with -1.32.

From the above it was determined, according to the higher standard measures, some dimensions have greater development within the organizational climate of the administrative staff CBTIS No. 259, including the identity dimension stands out a value of 1.99 standardization and within it the expression: "I am interested that this institution is the best" with 1.15 points, showing an interest by staff of favoring the institution where necessary that managers perform proposals for improvements that allow them to grow as individuals and as an institution.

However, respondents felt that the number of people working in this institution is not appropriate for the amount of work done, which matches the information provided by in-depth interviews applied within the institution, which of according to their perception there are uncovered areas,

therefore, is relevant perform necessary in order to capture a larger number of administrative staff to cover the missing areas efforts.

Hypothesis testing

The procedure for hypothesis testing began with a factorial analysis applied to the data resulting from the implementation of the survey. In order to analyze each of the variables techniques that allowed the tabulation, presentation and statistical analysis of data in the program called SPSS (Statistical Package for the Social Sciences), where the extraction method of components used with a level used perceptual descriptive research.

Table III. Matrix components

No.	Enunciado	Comunicación	Admón. del Conflicto	Estructura
	Matriz de componentes rotados [a]			
		Componentes		
65	Todo lo que hay que hacer está claro, porque se nos explica bien y oportunamente.	0.883		-0.232
68	Existe una buena comunicación entre los diferentes departamentos y unidades que trabajan generalmente juntos.	0.867		-0.133
51	Los jefes entregan información a su personal respecto de su desempeño laboral.	0.844	0.12	0.183
61	La institución se caracteriza por una preocupación constante acerca del perfeccionamiento y capacitación del personal.	0.808	0.234	0.188
6	El criterio básico para asignar tareas en esta institución es la capacidad de cada persona.	0.766	0.187	
17	En esta institución existe mayor preocupación por destacar el trabajo bien hecho que aquel mal hecho.	0.714		-0.289
39	Aquí se nos alienta para decir lo que pensamos, aunque estemos en desacuerdo con nuestros jefes.		0.916	0.16
64	En esta institución se nos mantiene informados sobre materias que deberíamos saber.		0.837	0.201
35	La dirección de esta institución se preocupa por las personas, cómo se sienten y sus problemas.	0.265	0.81	-0.181
4	En algunas actividades en las que se me ha solicitado participar, no he sabido exactamente quién era mi jefe.	-0.338		0.82
60	Creo que en cualquier momento puedo perder el trabajo en esta institución.	0.291	0.473	0.725

Método de extracción: Análisis de componentes principales.

Método de rotación: Normalización Varimax con Kaiser.
La rotación ha convergido en 4 iteraciones.

Source: Made by myself.

As noted, the items were grouped in only three components among the predominant communication, conflict management and structure of the 14 used by Bustamante Ubilla, Hernandez Cid and Yanez Aburto (2009) and Dominguez Tellez, Tenopala Hernandez and Torres Lopez (2013) to measure the organizational climate. As a final test of reliability, Cronbach's alpha was analyzed with the 3 components of 11 items, resulting in a coefficient of .816, demonstrating its reliability.

Table IV: Statistical reliability

Alfa de Cronbach	No. de elementos
.816	11

Source: Made by myself.

The results were different from the dimensions considered in the Hospital of Talca and textile manufacturing company Tlaxcala, with administrative staff CBTIS No. 259, as the organizational climate only defined by varying communication, conflict management and structure, which may be due to a lower than those used in organizations with which it was compared sample.

Results and conclusions

Table V Summary of percentages by dimension

POSICIÓN	DIMENSIÓN	PUNTAJE MAS ALTO	PUNTAJE	% DEL PUNTAJE MÁS ALTO
1	IDENTIDAD	1015	706	70 %
2	RESPONSABILIDAD	1160	771	66 %
3	ESTILOS DE SUPERVISIÓN	870	558	64 %
	APOYO	725	461	64 %
	CALIDEZ	870	560	64 %
4	MOTIVACIÓN LABORAL	435	272	63 %
5	RIESGO	580	362	62 %
	ESTRUCTURA	1015	625	62 %
6	OPORTUNIDAD DE DESARROLLO	435	258	59 %
7	RECOMPENSA	870	500	57 %
	COMUNICACIÓN	725	413	57 %
	ADMINISTRACIÓN DEL CONFLICTO	725	412	57 %
8	ESTABILIDAD LABORAL	435	246	57 %
9	EQUIPOS, DISTRIBUCIÓN DE PERSONAS Y MATERIAL	435	239	55 %

Source: Made by myself.

As can be seen from the above analysis, all dimensions are located at an average level of organizational climate; however, the identity is the most representative dimension according to the highest score by the number of questions (70%), followed by the dimension responsibility with a percentage of 66%; third dimension styles of supervision, support and warmth representative with the highest score are located: 64%; immediately work motivation with 63% representation is located, the risk dimension, along with structure are fifth with 62%, development opportunity with 59% is located in position six, followed by reward, communication, conflict management and job security with 57% of the total score for dimension and, ultimately, equipment, people and materials distribution of 55%.

While it is true that the dimensions show an average level of organizational climate, managers of the institution is recommended, especially in the reward dimensions, communication, conflict management, job security, equipment, distribution of personnel and equipment, implement programs reward staff who do their work well, as well as workshops to improve communication

between staff and managers, implementing meetings to inform staff of developments, guidelines and procedures in order to leave no doubt about it .

In the dimension of job stability, the process of education reform, approved in 2014, has created uncertainty in the staff, which could be causing insecurity, so it is important for managers to investigate, inform and train staff to that it can perceive a more stable working environment and have greater certainty in their work.

With regard to the size of equipment, distribution of people and material, it is necessary to identify resource requirements so that, if necessary, redeployment of staff is made to better utilize their capabilities and potentials and at the same time, make get timely enough equipment and materials that promote job performance.

Despite this, the result of statistical analysis showed that in the test conducted in the CBTIS No. 259, organizational climate is defined by three variables distributed by their degree of significance in communication, conflict management and structure, so the following questionnaire (table VI) is suggested to measure the organizational climate, consisting of 11 items.

1) Strongly Disagree
2) Disagree
3) Neither agree nor disagree
4) According
5) Strongly agree

Table VI: Questionnaire with validated items

N/P	AFIRMACIONES	1	2	3	4	5
1	Todo lo que hay que hacer está claro, porque se nos explica bien y oportunamente.					
2	Existe una buena comunicación entre los diferentes departamentos y unidades que trabajan generalmente juntos.					
3	Los jefes entregan información a su personal respecto de su desempeño laboral.					
4	La institución se caracteriza por una preocupación constante acerca del perfeccionamiento y capacitación del personal.					
5	El criterio básico para asignar tareas en esta institución es la capacidad de cada persona.					
6	En esta institución existe mayor preocupación por destacar el trabajo bien hecho que aquel mal hecho.					
7	Aquí se nos alienta para decir lo que pensamos, aunque estemos en desacuerdo con nuestros jefes.					
8	En esta institución se nos mantiene informados sobre materias que deberíamos saber.					
9	La dirección de esta institución se preocupa por las personas, sobre cómo se sienten y sus problemas.					
10	En algunas actividades en las que me han solicitado participar, no he sabido exactamente quién era mi jefe.					
11	Creo que en cualquier momento puedo perder el trabajo en esta institución.					

Source: Made by myself.

Conclusion

According to the objectives of this research it was achieved diagnose and analyze the organizational climate in a team of upper secondary education in Oaxaca based on the dimensions raised by Bustamante Ubilla, Hernandez Cid and Yanez Aburto (2009). It is concluded that the identity dimension is one of the most prominent as they are above average in the diagnosis and analysis of organizational climate of CBTIS No. 259, along with the dimensions structure, responsibility, risk , warmth, support, supervision and motivation styles that are in the positive range of standardization.

On the other hand, among the dimensions that are on the downside, below average, it stresses the teams, distribution of personnel and equipment, and then appear reward, conflict management, job stability and opportunity for development and communication dimension. It was also determined that the dimensions of identity, responsibility, supervision styles, support, warmth, work motivation, risk and structure were more favorable in relation to development opportunities, reward, communication, job security and, finally, equipment, distribution of people and material.

When analyzing and comparing the dimensions used by Bustamante Ubilla, Hernandez Cid and Yanez Aburto (2009) and Dominguez Tellez, Tenopala Hernandez and Torres Lopez (2013), where debugging components was applied, it could be identified only three of the 14 proposals dimensions define the organizational climate, such as communication, conflict management and structure, yielding a Cronbach's alpha of 0.816, so it is proposed as an appropriate instrument for measuring the organizational climate of such institutions and others.

With respect to the factors that influence negatively identified the dimensions development opportunity, rewards, communication, conflict management, job security, and equipment, distribution of people and material infer negatively on the organizational climate of administrative staff the CBTIS No. 259.

Finally it was possible to define the organizational climate of the administrative staff of Center School of Industrial Technology and Services No. 259, determining that this is an average of the scores.

On the general hypothesis, it was found that the organizational climate of the administrative staff of the Center School of Industrial Technology and No. 259 Services not defined by the size structure, responsibility, reward, risk, warmth, support, conflict management, identity, styles supervision, work motivation, job security, development opportunities and communication, as well as equipment, distribution of people and material used by Bustamante et al (2009) at the Regional Hospital of Talca and Dominguez et al (2013) in a textile manufacturing company Tlaxcala, because as a result of the exclusion method components is only measured by the dimensions communication, conflict management and structure.

Finally, since this study was applied to the administrative staff of the Center for Industrial Technological Baccalaureate and Services No. 259, it left open the possibility of a further study on the organizational climate of teachers in the same institution or other sister institutions, as well as related organizations, where it can serve as a reference tool that allows to know and implement development alternatives for these organizations.

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