

<https://doi.org/10.23913/ride.v13i25.1324>

Artículos científicos

El clima organizacional y su influencia en colaboradores en una universidad mexicana

The Organizational Climate and Its Influence on Collaborators at a Mexican University

O clima organizacional e sua influência nos colaboradores de uma universidade mexicana

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Resumen

El objetivo de la presente investigación fue analizar el clima organizacional de colaboradores en la Unidad Académica Profesional Tejupilco (UAPT) de la Universidad Autónoma del Estado de México (UAEM). Se trata de una investigación descriptiva y correlacional. El criterio de elección de la muestra fue al azar y esta se compuso al final de 38 colaboradores (71 % mujeres, 29 % hombres, edad promedio de 29-39 años, 61 % cuentan con un posgrado, 79 % tienen más de ocho años trabajando en la institución). Entre los resultados destaca que comunicación tiene una correlación significativa con toma de decisiones (0.847) y trabajo en equipo (0.711); que la formación tiene una correlación alta con identidad (0.700) y trabajo

en equipo (0.601), y hay una correlación entre motivación y toma de decisiones (0.505) y trabajo en equipo (0.493). Además, la toma de decisiones se correlaciona con trabajo en equipo de (0.657) y con identidad (0.526). Por último, la identidad tiene una correlación alta con trabajo en equipo (0.728). Se concluye que dentro de la UAPT existe un buen clima organizacional, lo que puede ser interpretado como una percepción favorable del ambiente general del trabajo.

Palabras clave: clima organizacional, educación, trabajo en equipo.

Abstract

The objective of this research was to analyze the organizational climate of collaborators at the Tejupilco Academic Professional Unit (UAPT, by its acronym in Spanish) of the Universidad Autónoma del Estado de México (UAEM). This is a descriptive and correlational research. The sample was chosen randomly and was composed of 38 collaborators (71 % women, 29 % men, average age 29-39 years, 61 % have a postgraduate degree, 79 % have more than eight years working in the institution). Among the results, communication has a significant correlation with decision-making (0.847) and teamwork (0.711); training has a high correlation with identity (0.700) and teamwork (0.601), and there is a correlation between motivation and decision-making (0.505) and teamwork (0.493). In addition, decision making correlates with teamwork (0.657) and with identity (0.526). Finally, identity has a high correlation with teamwork (0.728). It is concluded that within the UAPT there is a good organizational climate, which can be interpreted as a favorable perception of the general work environment.

Keywords: organizational climate, education, teamwork.

Resumo

O objetivo desta pesquisa foi analisar o clima organizacional dos colaboradores da Unidade Acadêmica Profissional Tejupilco (UAPT) da Universidade Autônoma do Estado do México (UAEM). Trata-se de uma pesquisa descritiva e correlacional. O critério de seleção da amostra foi aleatório e foi composta ao final de 38 colaboradores (71% mulheres, 29% homens, idade média de 29 a 39 anos, 61% possuem pós-graduação, 79% possuem mais de oito anos de trabalho na instituição). Entre os resultados, destaca-se que a comunicação tem correlação significativa com tomada de decisão (0,847) e trabalho em equipe (0,711); que o treinamento tem alta correlação com identidade (0,700) e trabalho em equipe (0,601), e há correlação entre motivação e tomada de decisão (0,505) e trabalho em equipe (0,493). Além disso, a tomada de decisão está correlacionada com o trabalho em equipe (0,657) e com a identidade (0,526). Por fim, a identidade tem uma alta correlação com o trabalho em equipe (0,728). Conclui-se que dentro da UAPT existe um bom clima organizacional, o que pode ser interpretado como uma percepção favorável do ambiente geral de trabalho.

Palavras-chave: clima organizacional, educação, trabalho em equipe.

Fecha Recepción: Febrero 2022

Fecha Aceptación: Septiembre 2022

Introduction

In Mexico, during the first decade of the 21st century, the competency-based approach was incorporated from the preschool level to the higher level, which caused a change in the national educational system. The reform began in higher education in the late 1990s, including normal schools (Villalón, Calderón, Gutiérrez and Melchor, 2012). In some institutions, a minimum pedagogical training has been required as a requirement to ascend from the initial and subsequent category; activities have varied, from isolated courses to more complex forms; others have created master's degrees in university teaching and master's degrees in higher education. However, pedagogical training alone does not solve the problem of quality, it is necessary to deepen their knowledge. Currently, it is observed that the university has only privileged teaching, relegating research to the background.

Many universities have focused, objectively and realistically, on the formation of human capital and have tirelessly sought a balanced relationship between teaching, learning, research and knowledge production, but, ultimately, the university professor has been the engine that has sustained and activated the process of training professionals. Some projects

have also been arranged to correct the defects, among which the merit contest and the opposition contest stand out (Carranza and Caldera, 2016).

The Autonomous University of the State of Mexico (UAEM), within its policies, regulations to implement and develop any study plan, contemplates that the curricular projects are articulated and that they have as their objective the formation, preparation and training in a certain field of knowledge. to carry out professional activities through the development of skills and learning so that students leave prepared for life.

The Tejupilco Professional Academic Unit (UAPT) was created with the purpose of linking the UAEM with the social and economic needs of the southern region of the State of Mexico, as well as offering professional studies that complement the inter-institutional effort and avoid competition. in the educational field, as well as with the objective of training graduates with excellent professional quality, who at the same time are characterized by being responsible, upright individuals, capable of innovating and aware of their role in the development of the region.

The establishment of the UAPT has impact and influence in the following municipalities of the State of Mexico: Tlatlaya, Amatepec, Tejupilco, Luvianos, Zacazonapan, Oztoloapan, Santo Tomás de los Plátanos, Valle de Bravo, Amanalco de Becerra, Villa de Allende, Temascaltepec, San Simón de Guerrero, Texcaltitlán, Sultepec, Coatepec de Harinas and Almoloya de Alquisiras. It also influences some communities in the neighboring state of Guerrero.

During the first 20 years, in the UAPT there were only a few full-time professors (perhaps two or three) at the undergraduate level and a high percentage per subject, who taught, perhaps, repeating content from learning units from previous periods. However, at the end of the 1990s and the beginning of 2000, as a result of the evolution in the teaching-learning processes, not only nationally but also internationally, the UAEM joined the national advance of modifying the study plans and moving from a traditional approach, based on the classroom and on the teacher-student duo, to an almost opposite approach (Muller and Young, 2014), based, in general, on academic, professional and life skills (Carlson and Birkett, 2017; Smedick and Rice, 2018).

However, along with the national dynamics of those years, there were no discernible needs for continuous improvement, training or updating of academics in this space that would impact student training, or rather, they did not arrive. The UAEM itself did not apply hiring requirements for professors, both newly hired and those from home, because, in fact, the

national reality of the time did not require it either, which translated into a state of academic dormancy and institutional research that for several years it prevented the construction of opportunities for growth, innovation in research and infrastructure and equipment.

The search for methods, procedures and the improvement of traditional forms of teaching and organization ad hoc to the current world are and have been the subject of research in different countries (Visbal, Mendoza and Díaz, 2017). Future professionals are trained in university classrooms, hence the importance of a good higher education and well-supported study plans (Pérez, Pérez and Méndez, 2016). In addition, it is necessary to teach how to use valuable self-teaching methods (Vilchis and Segura, 2021), search for updated bibliography, speed reading techniques, understand, communicate, live together or educate, and direct their future work group.

In our opinion, Mexican society, despite having conceived of education as one of the highest collective endeavors, has not been able to define primary goals for the formation of new generations, because education reflects, in a dramatic way, contradictions of their classes and purposes that move them in their historical struggles. Such struggle is manifested, constantly and openly, in higher education, the final stage of education and the beginning of the work that each man and woman undertake individually in their social environment. In this line, analyzes have been carried out on quality problems in higher education based on aspects that cause the current crisis in education: performance or performance of teachers, lack of motivation or vocation of students, bad study habits, low dedicated budget. to research, among others.

The organizational climate is considered a filter through which the objectives of an organization pass, which, when perceived by the individuals that make it up, generate a certain environment that has repercussions on motivations and behavior: it clearly causes a wide variety of consequences for the organization. . Hence, its study is widely used as a factor that reflects the events of an organization, the facilities or obstacles that the worker finds to act and perform in the work context. Consequently, the objective of this research is to analyze the organizational climate of the teaching and administrative staff at the UAPT.

In the UAPT, a situation of internal conflicts is constantly observed, as well as inadequate handling of interpersonal relationships, which generates distortion in communications and in dealing with the different members of the educational community; Regarding the process of institutional identification, a disorganization in the solution of

institutional problems. All these aspects become obstacles that prevent the optimization of educational quality levels.

To statistically determine this situation, this investigation was carried out. What is the level of organizational climate of the collaborators in the UAPT?

Theoretical framework

The organizational climate, from the point of view of Alfaro (2019, p. 6), is the environment where the collaborators of an institution or company for profit or non-profit relate. According to Borja (2021, p. 17), the organizational climate can be defined as the connection with the motivation and collaborators of each institution, which will be reflected in job satisfaction, encouragement, interest and collaboration in the activities entrusted.

The organizational climate is an environment of each organization produced and perceived by each individual according to social interaction in the organizational structure and is expressed in various variables (objectives, motivation, leadership, control, decision making) and participation. , satisfaction and level of efficiency at work. In other words, it covers the perceptions that the individual has of the institution where they work and the opinion they have regarding motivation, autonomy, decision-making, teamwork, structure, rewards, consideration, cordiality, support and openness (Dessler and Varela, 2011, p. 183).

The organizational climate can be modified positively or negatively, from the point of view of Williams (2013), who also mentions that this change can occur due to key situations, such as the entry of new personnel, a new direction, technology, procedures or by conflicts not resolved in due time.

Once the definitions of the organizational climate have been analyzed, it can be said that the authors agree on three essential elements within said concept: 1) the perception by the company's collaborators, 2) the dimensions of each organization that make it different others and 3) the impact generated due to the interaction between perception and the dimensions of the company.

Likewise, the organizational climate can be defined as a diagnosis of the perceptions of the collaborator in an organization based on the blocks that compose it, which differentiate it from other institutions, and in turn have a direct impact on the level of satisfaction and performance for the achievement of organizational objectives for the benefit of society.

Organizational climate studies

Taboada (2006), who investigated about the organizational climate and teaching performance of educational institutions in three educational institutions in the southern cone of Lima, with 55 participants, concluded that the first becomes a guide for teaching actions with respect to strengthening the identity, structure and other institutional features.

For its part, in the descriptive study of Soberón (2007) on the subject in question, it is concluded that, of the schools that were part of his sample, none had a good organizational climate. Also, that the language and use of rituals was inappropriate; the existence of groups of teachers with certain conflicts generated a defensive climate among them, altering institutional values and assertive communication; and the existing work environment did not promote an adequate teaching-learning environment, which generated a service of limited quality.

According to Fernández (2005), who carried out a comparative study of the organizational climate between Mexico and Uruguay in 106 and 162 urban and rural public schools, respectively, considering a total of 1,272 teachers and principals from Mexico and Uruguay, the different degrees of climate organizational impact differentially on achievement in learning assessments, as well as on other school results such as dropout and violent behavior.

Materials and methods

To carry out the data collection, a questionnaire was formulated, which was applied digitally and in person, and shared with the UAPT collaborators via email, WhatsApp. Permission was first requested from the general coordinator to apply the instrument. Once the permit was obtained, its application was carried out, but not before giving the instructions in a precise and correct manner, in addition to clarifying each of the questions of the instrument. The questions were answered honestly and truthfully. It should be noted that the application was carried out in 2021, when the 2019 coronavirus disease (covid-19) pandemic continued to force virtuality.

Instrument

The instrument was made up of two sections. The first requests demographic data (sex, age, marital status), the last degree of studies and information on the type of worker and

seniority. For its part, the second section has seven categories: 1) Environment, 2) Communication and internal information, 3) Teamwork, 4) Training and development, 5) Motivation, 6) Decision-making and 7) Identity. The instrument was applied to the collaborators of the UAPT. The questions were presented on a Likert scale. In addition, for the interpretation, three levels were established: 1 = Low, 2 = Medium and 3 = High. A correlation was also performed to analyze the degree of significance of the variables.

Information capture

Once the questionnaires were applied digitally and in person, the information was emptied into the SPSS software version 23 to interpret them.

Information processing

Once the questionnaires were applied, it was verified that they had been answered correctly. Subsequently, a database was made which was reviewed and verified to avoid errors. Then, the SPSS software version 23 was used, with which the data obtained were ordered, classified and analyzed, this through graphs, tables and charts that were used for the explanation, verbal and written description, with the purpose of facilitating its analysis and interpretation.

Hypothesis

The good organizational climate in the collaborators of the UAPT will help to create a good work environment, which will raise the quality of the students' education, all for the benefit of society.

Dependent variable

The dependent variable for this research will be the organizational climate in the UAPT workers.

Independent variables

The independent variables are:

- Sociodemographic data.
- Environment.
- Communication.
- Teamwork.
- Formation and development.
- Motivation.
- Decision making.
- Identity.

It has been sought that within the organization to which the UAPT belongs, people work, collaborate, give their best, with a positive and favorable attitude, in order to achieve institutional objectives.

During the reported period, the academic and administrative activities were carried out by 18 administrative staff and 39 academics (six full-time professors, 32 subject professors, and one full-time academic technician).

Results

Studying what the organizational climate is like and how motivation is within the university is of great importance in order to be able to identify needs, know if the organizational objectives are being addressed, and be able to draw up strategies and actions that allow the execution of the institutional mission and vision. As part of this study, 38 questionnaires were applied to UAPT collaborators digitally and the following results were obtained.

Lately, women have taken a very important role in society, in political, economic, cultural, sports, business, and educational aspects, as can be seen in this educational organization, where they hold important positions such as administrative, academic, and coordination of the degrees of Administration and Psychology, in addition to being teachers, administrative and in charge of the maintenance of this university. In the present investigation, the sample is composed of 71% women and 29% men. Undoubtedly, every day women stand out in managerial positions, whose work contributes to the achievement of organizational objectives in an efficient manner for the benefit of society.

Regarding the degree of studies, 61% have a postgraduate degree, 37% have a bachelor's degree and 3% have a baccalaureate. Institutions, to improve the quality of education, require more prepared people who are updated day by day. This update will be reflected in the students and for the benefit of society.

In the UAPT, 79% of the collaborators have been working in the institution for more than eight years, which indicates that there is little staff turnover and they have remained in the institution because it is a space that provides a good organizational climate, by having the benefits demanded by law such as Christmas bonus, vacation premium, vacations, to name a few. As for the rest, 18% have been working at the institution for between four and eight years, which are the ones that recently joined, and 3% have been working for less than a year. It should be noted that despite the pandemic, jobs were offered, which contributed to having more apartments.

Now, 50% of the workers work inside a classroom, although due to contingency conditions virtually, 44.7% in the office and 5.30% in some other workspace. Despite the pandemic, teachers see themselves working in a classroom, overcoming the problems that affect the context of the region such as connection, electricity, in addition to not having adequate equipment, they are not familiar with the use of technology, which seek to apply the tools and creativity for the benefit of students.

Gender presents a significant correlation of 0.535 with age, 0.329 with the area where they perform their functions, both teachers and administrators, 0.365 with the environment, which is sometimes affected by not respecting the privacy of others, 0.330 with the motivation block, which helps to prioritize personal and professional issues and, finally, 0.357 with teamwork. The women organize themselves in such a way that they seek to carry out the activities entrusted to them together. In age there is an average correlation of 0.427 with the area where the activities are carried out.

Marital status has a negative mean correlation with training (-0.457), decision-making (-0.442) and identity (-0.401), that is, the couple influences training by not dedicating enough time to one or the other item.

The academic preparation of the collaborators has a correlation of 0.357 with the area where they are working, the more preparation there will be, the more opportunities where they can work, which results in economic incentives. In the blocks, those that are most related to communication and have a high significant correlation are decision making (0.847) and

teamwork (0.711). Good communication flows in all collaborators. Likewise, it will help to work on the various activities entrusted to it.

In training there is a high correlation with identity (0.700) and teamwork (0.601). The training of collaborators in the different areas of the university influences to obtain the expected results. Regarding the motivation block, there is a correlation with decision making of 0.505 and teamwork of 0.493. Collaborators with greater security, confidence take the initiative in carrying out activities for the benefit of the university, society and students.

Decision making is important to optimize the efficient use of human, material, technical, financial and technological resources; there is a correlation of 0.657 with teamwork and 0.526 with identity. Identity has a high correlation of 0.728 with teamwork. Without a doubt, it is difficult to see that collaborators have that love, passion, for carrying out activities autonomously, without waiting for senior management to intervene.

Table 1. Correlation at a general level of the UAPT collaborators

	Sexo	Edad	EC	Est.	Área	Ent.	Com.	Form.	Mot.	TD	Iden.	TE
Sexo	1											
Edad	0.535**	1										
EstadoC	-0.194	-0.085	1									
Est.	0.006	-0.101	0.052	1								
Área	0.329*	0.427**	-0.199	0.357*	1							
Entorno	0.365*	0.25	0.094	-0.064	0.118	1						
Com.	0.258	0.304	-0.29	-0.243	-0.191	0.352*	1					
Form.	0.09	0.249	-0.457**	0.001	0.006	0.244	0.519**	1				
Mot.	0.330*	0.226	-0.085	-0.12	-0.085	0.173	0.596**	0.328*	1			
TD	0.175	0.203	-0.442**	-0.242	-0.216	0.102	0.847**	0.461**	0.505**	1		
Iden.	0.286	0.181	-0.401*	0.126	0.165	0.055	0.465**	0.700**	0.422**	0.526**	1	
Teq.	0.357*	0.319	-0.286	-0.117	-0.123	0.246	0.711**	0.601**	0.493**	0.657**	0.728**	1

** La correlación es significativa en el nivel 0.01(bilateral)

* La correlación es significativa en el nivel 0.05 (bilateral)

Source: self made

Collaborator environment

Table 2 shows that the environment of the UAPT collaborators is at a low level according to 29% of the participants, at a medium level according to 45% and at a high level according to 26%. Normally, UAPT collaborators need a suitable place to carry out their activities. On a daily basis, administrative staff do not have the necessary cubicles where they can work without interruptions, a place where they do not have any distractions; teachers sometimes cannot teach their class, since the cleaning staff makes a lot of noise and sometimes the family virtually. Regarding the workplace, it can be seen that in gender there is an average correlation with 0.452 in the lighting of the work area and 0.475 with the

cleanliness (sometimes the cleaning staff is not enough, so the collaborators have to clean their area).

The space of some work areas is small, the furniture is not well distributed and most of the administrative staff do not have a private space to properly carry out their work, there is a high correlation with 0.659. In addition, the noise does not let you concentrate, to mention there are people who pass by talking on the phone and distract the people who are carrying out their activities.

Table 2. Environment in collaborators of the UAPT

	Sexo	Edad	Edocivil	Estudios	E1	E2	E3	E4	E5	E6
Sexo	1									
Edad	0.535**	1								
Edocivil	-0.194	-0.085	1							
Estudios	0.006	-0.101	0.052	1						
E 1	.452**	0.014	0.042	0.158	1					
E 2	0.124	0.209	0.068	0.026	0.215	1				
E 3	0.114	-0.016	0.065	-0.152	0.342*	0.328*	1			
E 4	0.085	0.139	0.164	0.137	0.283	0.279	0.409*	1		
E 5	0.263	0.306	0.137	0.09	0.281	0.358*	0.590**	0.659**	1	
E 6	0.475**	0.031	-0.171	-0.158	0.267	0.076	0.088	0.066	0.2	1

** La correlación es significativa en el nivel 0.01 (bilateral).

* La correlación es significativa en el nivel 0.05 (bilateral).

Source: self made

Comunication

The communication block in collaborators of the UAPT finds a low level with 29%, a medium level with 45% and a high level with 26%. The staff of the unit, academic in the face of the situation of the pandemic, has managed WhatsApp groups where administrative and teachers of the bachelor's degrees (Administration and Psychology) are contemplated and where different notices concerning work activity are given; Sometimes personalized or

joint emails are used, and even telephone calls when an announcement is urgent: managers are concerned that there is efficient, timely and reliable communication in the different areas of space, horizontally and vertically. Written communication is mostly used to avoid misunderstandings among collaborators in the academic space. Information from the academic space is handled transparently, which has a high significant correlation with 0.833. In addition, it is objective with 0.863, which means that there is an attitude of openness in the dialogue between the members of the institution. In general, good communication is perceived between the areas to work on certain activities together.

Table 3. Communication in the collaborators of the UAPT

	Sexo	Edad	Edocivil	Estudios	CI1	CI2	CI3	CI4	CI5	CI6
Sexo	1									
Edad	.535**	1								
Edocivil	-0.194	-0.085	1							
Estudios	0.006	-0.101	0.052	1						
Com.1	0.122	0.097	-.505**	-0.093	1					
Com2	.411*	0.223	-.334*	-0.13	.573**	1				
Com3	0.214	0.088	-0.087	-0.083	.510**	.759**	1			
Com4	0.173	0.216	-0.29	-0.158	.616**	.679**	.733**	1		
Com5	0.181	0.06	-0.24	-0.152	.523**	.580**	.709**	.734**	1	
Com6	0.169	0.131	-.436**	-0.151	.621**	.770**	.673**	.863**	.833**	1
** La correlación es significativa en el nivel 0.01 (bilateral).										
* La correlación es significativa en el nivel 0.05 (bilateral).										

Source: self made

Formation and development

Table 4 shows that the training and development of UAPT employees are at a low level for 29% of the participants, a medium level for 45% and a high level for 26%. In this block, the UAPT, together with the UAEM, despite the pandemic, seeks to teach collaborators through courses, training workshops, develop skills, strategies, interrelated actions in the forecast and planning of activities that they need. when doing your job. There

is a correlation of 0.623 in benefit of organizational objectives, which will be reflected in the goals of the annual operating program, a disadvantage could be that with so many training courses and workshops they are not given the importance they should, so much so that there is a high correlation of 0.671. The marital status negatively influences the collaborators for not learning in the position where they carry out their activities of -0.452.

Table 4. Training and development of UAPT collaborators

	Sexo	Edad	Edocivil	Estudios	FD1	FD2	FD3	FD4	FD5
Sexo	1								
Edad	0.535**	1							
Edocivil	-0.194	-0.085	1						
Estudios	0.006	-0.101	0.052	1					
Form1	0.184	0.26	-.402*	0.022	1				
Form2	0.08	-0.048	-0.197	0.147	0.443**	1			
Form3	0.009	0.089	-0.224	0.376*	0.623**	0.765**	1		
Form4	-0.012	0.03	-0.132	0.166	0.576**	0.561**	0.671**	1	
Form5	0.03	0.078	0.047	0.055	0.426**	0.551**	0.595**	0.391*	1
** La correlación es significativa en el nivel 0.01 (bilateral).									
* La correlación es significativa en el nivel 0.05 (bilateral).									

Source: self made

Motivation

Table 5 shows that the motivation of the collaborators in the UAPT has a low level of 34%, a medium level of 45% and a high level of 21%. This block is very important for the administrative department, mainly human resources, because it allows to increase the performance of the collaborators. In addition, it is important to know the needs that each person has within the space to be able to offer them what is really going to motivate them in the labor aspect, among them they can have benefits such as a punctuality award, academic career, Christmas bonus, vacation bonus, vacations, definitiveness in the learning units and full-time professor, with a correlation of 1.0.

Marital status negatively influences motivation with a low correlation of -0.357 in job performance, support, staff integration process and how to assess the institution.

Table 5. Motivation in the collaborators in the UAPT

	Sexo	Edad	Estciv	Estudios	M1	M2	M3	M4	M5	M6
Sexo	1									
Edad	0.535**	1								
Estadocivil	-0.194	-0.085	1							
Estudios	0.006	-0.101	0.052	1						
Motiv. 1	0.291	0.206	-.357*	0.075	1					
Motiv. 2	0.162	-0.034	-0.123	0.224	0.514**	1				
Motiv. 3	0.2	0.292	-0.066	-0.295	0.630**	0.219	1			
Motiv. 4	0.247	0.018	0.009	-0.273	0.452**	0.322*	0.479**	1		
Motiv. 5	0.337*	0.167	-0.056	-0.2	0.620**	0.135	0.571**	0.612**	1	
Motiv. 6	0.2	0.292	-0.066	-0.295	0.630**	0.219	1.000**	0.479**	0.571**	1
** La correlación es significativa en el nivel 0.01 (bilateral).										
* La correlación es significativa en el nivel 0.05 (bilateral).										

Source: self made

Decision making

Table 6 shows that the decision-making of the UAPT collaborators is at a low level according to 26% of the sample, a medium level for 34% of the participants and a high level for 40%. As far as this decision-making block is concerned, it is essential that each of the space's collaborators be able to perform better at work, have more efficient productivity, and carry out their work in harmony. For this, it is recommended to externalize suggestions, that they can express their concerns, either by mailbox, by WhatsApp, by phone calls or in writing; here there is a high correlation of 0.874. With the arrival of teleworking, most of the collaborators have to plan their activities, either monthly or semi-annually.

The general coordinator is concerned about the general development of the collaborators, teachers and administrators, statistically it can be seen that there is a high correlation of 0.832; he assumes the role of leader by projecting cordiality, efficiency and justifying the tasks or activities entrusted to him. In addition, there is a dialogue between the collaborators, high

correlation 0.790. Likewise, he cares about the general development of his collaborators, a high correlation of 0.736.

Table 6. Decision making of UAPT collaborators

	Sexo	Edad	Edocivil	Estudios	TD1	TD2	TD3	TD4	TD5	TD6
Sexo	1									
Edad	0.535**	1								
Edociv.	-0.194	-	1							
		0.085								
Estudios	0.006	-	0.052	1						
		0.101								
TD1	0.116	-	-0.095	0.138	1					
		0.127								
TD2	0.144	0.112	-0.258	-0.058	.540**	1				
TD3	0.121	0.064	-0.27	0.048	.374*	.690**	1			
TD4	0.162	0.19	-.389*	-0.051	0.274	.662**	.874**	1		
TD5	0.12	-	-0.283	-0.1	0.312	.574**	.790**	.688**	1	
		0.194								
TD6	0.162	0.123	-0.367*	-0.185	0.194	.617**	.832**	.736**	.762**	1
** La correlación es significativa en el nivel 0.01 (bilateral).										
* La correlación es significativa en el nivel 0.05 (bilateral).										

Source: self made

Identity

Table 7 shows that the identity of the UAPT collaborators is 24% at a low level, 42% at a medium level and 34% at a high level. It is essential that collaborators have a feeling of belonging to the academic space, which will help to have better results; when they commit to their responsibilities for the benefit of the students' education, there is a high correlation of 0.788, values significantly influence identity, so that there is a good organizational climate with high correlation (0.839).

Regarding the marital status variable, it influences negatively since it has a correlation in the identity of -0.494, -0.333 with loyalty, -0.473 with the mission of the same UAPT. The

influence has to do with family problems, mainly with their sentimental partner, for being late, giving more time than usual and not compensating for it with overtime, instead of motivating the collaborators they discourage them, and as a consequence in the activities they give up less what is expected of them.

Table 7. Identity of the UAPT collaborators

	Sexo	Edad	Edocivil	Estudios	11	12	13	14	15
Sexo	1								
Edad	.535**	1							
Estadocivil	-0.194	-0.085	1						
Estudios	0.006	-0.101	0.052	1					
Identidad 1	0.287	0.036	-.494**	-0.086	1				
Identidad 2	0.126	0.011	-0.333*	0.235	0.460**	1			
Identidad 3	0.13	0.112	- 0.473**	0.074	0.645**	0.784**	1		
Identidad 4	-0.017	0.063	-0.189	0.107	0.683**	0.674**	0.676**	1	.
Identidad 5	0.13	0.112	-0.338*	-0.092	0.788**	0.669**	0.790**	0.839**	1
** La correlación es significativa en el nivel 0.01 (bilateral)									
* La correlación es significativa en el nivel 0.05 (bilateral)									

Source: self made

Teamwork

Table 8 shows that teamwork is found for 39% at a low level, for 48% at a medium level and for 13% at a high level. Teamwork enhances flexible and less hierarchical structures, helps to take responsibility, promotes friendship, interpersonal relationships, which are so important to generate a good work environment that contributes to the achievement of organizational objectives.

Gender is correlated in a medium way (0.402). With reference to the collaborators, they conduct themselves in a positive way, respectful of the points of view. Likewise, there is a high correlation of 0.742, where freedom of expression is respected even when the collaborator thinks otherwise. And in the face of errors, the collaborators of the work team show solidarity, having a correlation of 0.661, that is, when the support of others is required, it is demonstrated.

Table 8. Teamwork in the collaborators of the UAPT

	Sexo	Edad	Edocivil	Estudios	TE1	TE2	TE3	TE4	TE5
Sexo	1								
Edad	0.535**	1							
Edocivil	-0.194	-	1						
		0.085							
Estudios	0.006	-	0.052	1					
		0.101							
TE1	0.374*	0.215	-0.037	-0.209	1				
TE2	0.402*	0.297	-0.175	0.046	0.638**	1			
TE3	0.296	0.166	-0.255	0.029	0.408*	0.742**	1		
TE 4	0.266	0.298	-0.293	-0.021	.473**	0.536**	0.586**	1	
TE 5	.405*	0.208	-0.298	-.368*	.603**	0.635**	0.661**	0.454**	1
** La correlación es significativa en el nivel 0.01 (bilateral).									
* La correlación es significativa en el nivel 0.05 (bilateral).									

Source: self made

Discussion

By studying the organizational climate in educational institutions, it is possible to identify areas of opportunity that translate into strategic input to increase the level of productivity and teaching performance, since promoting optimal working conditions for education providers contributes to the proper functioning of the school system. , and allows reaching academic goals in terms of service quality (Caligiore and Díaz, 2003; Chávez, 2011; Sacca, 2010).

In various studies analyzed regarding the organizational climate, such as that of Rivera, Cegarra, Vergara and Matos (2016), Serrano and Portalanza (2014), Espinoza and Jiménez (2019), Parra, Rocha and Durán (2021), Arias, Lazo and Quintana (2018), Panchi (2018), Paredes, Ibarra and Moreno (2021), Machado, Haroldo, Dos Santos, Donizete and Alves da Cruz (2016), Cota (2017), Pedraza (2018), Charry (2018), Blanco, Lazo and Rojas (2015), Barrios, Alcalá, Carrillo and Vargas (2020), Riveros and Grimaldo (2017), Baño, Villacrés, Arboleda and García (2016), López, Cabrera and Palmero (2020), Agudelo, Peña, Hoyos, Jiménez (2020) and Goetendia (2020), it is determined that a good institutional climate generates a good job by the collaborators for the fulfillment of the organizational objectives.

Indeed, various studies have concluded that the organizational climate is the perception that people have of the environment where they carry out activities within the organization; that it is an important factor in the efficiency of institutions, and that it is made up of personal and organizational aspects.

The results of the work of Arias et al. (2018), who assessed the relationships between the organizational climate and interpersonal relationships at work, in addition to analyzing the causality between these variables through a regression analysis, point to a unidirectional causality in which the organizational climate is the cause of interpersonal relationships, but not the other way around.

Likewise, the different dimensions of the organizational climate have been moderately and positively related to satisfactory interpersonal relationships, except for the dimension of flexibility. This suggests that as long as there are no unnecessary rules, procedures or practices in the work environment, interpersonal relationships will be optimal. In other words, the weight that the organization of work has in the company has a significant and direct impact on the human relations of the workers. Hence, it is necessary to promote an efficient organization of work that is aligned with the vision, mission of the company, policies, standards, culture and organizational climate.

Climate is the focal point of a complex set of forces in an organization that affect those who work in it. Knowing the climate variables allows managers to take advantage of these forces to achieve organizational goals. When the organizational climate is rigid and unbalanced, that is, when the organization does not maintain coherence between its belief system and its operations, it triggers in the groups that make it up attitudes of conformity,

self-protection or negative behaviors such as absenteeism, apathy, intrigues, robberies, conspiracies and, therefore, a low commitment to the institution (Sánchez, 2007).

Conclusions

It is concluded that within the educational institution of the UAPT there is a good organizational climate, which can be interpreted as a favorable perception of the general work environment.

Regarding the blocks of environment, communication, teamwork, training, motivation, decision-making and identity, there is a significant correlation between the variables and each one influences the collaborators, whether teachers, administrators or managers, so that there is an adequate environment for the development of the entrusted activities and there is job satisfaction, which is reflected in society.

Likewise, it is recommended to implement constant motivational training, workshops or talks where employees are encouraged to increase their levels of organizational climate; create an anonymous reporting line for complaints where employees can talk about what they dislike with complete freedom of expression; Evaluate employees every six months to analyze whether the new strategies implemented are being successful, and design recreation programs that improve interpersonal relationships between directors, teachers and administrators once a month.

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