

La gestión directiva como potenciadora de la mejora del clima organizacional y la convivencia en las instituciones de educación media superior

The directive management as an enhancer of the improvement of the organizational climate and coexistence in high school

A gestão diretiva como potenciador da melhoria do clima organizacional e da coexistência nas instituições do ensino secundário superior

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Resumen

Este documento tiene como objetivo destacar la función que realizan los directores y equipos directivos de instituciones educativas de nivel medio superior en el plano específico de la gestión del clima organizacional y la convivencia con los diferentes actores que coinciden en la escuela. Para ello, se han tomado en cuenta las apreciaciones valorativas de los profesores de dichos centros educativos en torno al desempeño de sus directivos. La metodología empleada se sustentó en la investigación cualitativa, pues se procuró recabar información sobre el tema de estudio a través de un cuestionario y unas escalas de tipo Likert. Los principales resultados indican que el profesorado está en

desacuerdo con la manera en que sus directivos ejercen su liderazgo y los trabajos de gestión institucional, lo que se vincula con negativos resultados de aprendizaje en los estudiantes. En conclusión, se considera importante que los directivos impulsen el trabajo colaborativo y la comunicación dinámica y abierta en las instituciones de educación media superior para resolver sus problemas contextuales más apremiantes.

Palabras clave: clima organizacional, convivencia, equipos directivos.

Abstract

The purpose of this document is to highlight the role of directors and management teams in upper secondary educational institutions in the specific field of organizational climate management and coexistence with the different actors that coincide in the school. For this, the evaluative evaluations of the teachers of said educational centers have been taken into account regarding the performance of their managers. The methodology used was based on qualitative research, since it was sought to gather information about the study topic through a questionnaire and Likert type scales. The main results indicate that the teaching staff disagrees with the way in which their managers exercise their leadership and institutional management work, which is linked to negative learning outcomes in the students. In conclusion, it is considered important that managers promote collaborative work and dynamic and open communication in higher education institutions to solve their most pressing contextual problems.

Keywords: organizational climate, coexistence, management teams.

Resumo

O objetivo deste documento é destacar o papel dos diretores e das equipes de gestão nas instituições de ensino médio no campo específico da gestão do clima organizacional e da coexistência com os diferentes atores que coincidem na escola. Para tanto, os juízos de valor dos professores desses centros de ensino foram levados em conta em relação ao desempenho de seus gestores. A metodologia utilizada baseou-se em pesquisa qualitativa, pois buscou-se coletar informações sobre o tema do estudo por meio de

questionário e escalas do tipo Likert. Os principais resultados indicam que o corpo docente discorda da maneira como seus gerentes exercem seu trabalho de liderança e gestão institucional, o que está vinculado aos resultados negativos da aprendizagem nos alunos. Em conclusão, considera-se importante que os gestores promovam o trabalho colaborativo e a comunicação dinâmica e aberta nas instituições de ensino superior para resolver seus problemas contextuais mais prementes.

Palavras-chave: clima organizacional, coexistência, equipes de gestão.

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Introduction

The pretension of the Latin American governments to attend the pertinent formation of the directors of educational institutions has evolved of differentiated way. The Regional Office of Education for Latin America and the Caribbean (OREALC), belonging to the United Nations Educational, Scientific and Cultural Organization (UNESCO), reported that Guatemala was the country with the lowest percentage (35.4%) of managers who had made and completed specific studies in that area, followed by Mexico (72.4%), Cuba (80.9%), Argentina (89.4%), Peru (94.9%) and Chile (97.5%) (Murillo , 2012, cited by Weinstein, Hernández, Cuellar and Flessa, 2014).

This strategy is directly related to the possibility of advancing in the reform and innovation processes of Latin American education systems (Poggi, 2001), since the role of the manager is central in the construction of collaborative, flexible, innovative, implicative and organizational environments. friendly, baluartessustantivos that can enhance the perception of educational actors to induce the living conditions that are powerful for educational and school innovation (Ojeda, 2014, cited by Sandoval, Surdez and Pérez, 2017).

Certainly, through their management, managers must assume the leadership to reconstitute the human fabric of their schools, without neglecting the demands of different components in terms of objectives, resources (human, material and financial), organization, procedures and mechanisms with those that operate without leaving aside the school culture (values, beliefs or meanings shared by its members), as well as the environment where it is located

(Antúnez, 1993, cited by the National Institute for the Evaluation of Education [INEE], nd), all this with the purpose that students achieve positive academic results (Araiza, Magaña and García y Carrillo, 2014).

Having explained the above, it can be stated that the objectives of this study are the following: 1) to examine the work carried out by executives and management teams in relation to organizational climate management and coexistence in institutions of higher secondary education; 2) Analyze the value judgments of upper secondary education teachers in relation to the actions carried out by executives and management teams to establish an optimal management of the organizational climate and coexistence in the plants of the upper secondary level, and 3) promote new studies that allow the development of a culture organizational characterized by the collaborative work of all the actors that make up an educational community to face their most pressing contextual problems.

For this, this document will refer to the understanding of management, the organizational climate and coexistence. Subsequently, the methodology used in the research, its main results, as well as the discussion and the respective conclusions will be described.

The management directive

The function of the management teams has become more complex not only because they have increased their tasks, but also because the required level of demand rises progressively. At present, for example, it is necessary that the manager has certain knowledge, skills and abilities to be able to perform their function in a timely manner (Vázquez, Liesa and Bernal, 2016). Therefore, when the term management is implicitly used, responsibility is indicated. to organize a group of people to reach a predetermined goal. On the referred word, Cruzata and Rodríguez (2016) explain the following:

[Management] is defined as the set of integrated actions for the achievement of a goal at a certain time; it is the main action of the administration and it is an intermediate link between the planning and the concrete objectives that are intended to be achieved (p. 3).

Now, in terms of managerial management, this can be understood as "a capacity to generate an adequate relationship between the structure, strategy, systems, style, capabilities, people and the superior objectives of the organization considered" (Casasús, 1997, cited by

López et al., 2015, page 18). This means that managerial management impacts on the way in which the educational establishment is oriented, having as its central axis the strategic direction, the culture and the institutional climate, as well as the leadership in all the processes that are carried out, which contribute to the improvement and strengthening (Beltrán, 2017). Consequently, management is a determining factor for those who exercise it, since it helps to maintain the focus on the established objectives and on the tasks assigned to direct, if necessary, the administration of the organization (Beltrán, 2017).

The organizational climate and coexistence

Within any institution it is essential that there is a good organizational climate and a harmonious coexistence, key factors for the optimal development of managerial management. According to Forehand and Gilmer (1964, cited by Sotelo and Figueroa, 2017), the organizational climate is the whole of characteristics perceived by workers to describe an organization and distinguish it from others, hence influencing their behavior. On the other hand, Chiavenato (2006, cited by Pérez Maldonado, 2008) points out:

The organizational climate refers to the internal environment existing among the members of the organization and is closely linked to the degree of employee motivation and specifically indicates the motivational properties of the organizational environment, that is, those aspects of the organization that trigger different types of motivation among the members. Therefore, it is favorable when it provides the satisfaction of personal needs and the elevation of the morale of the members, and unfavorable when it fails to meet those needs. The organizational climate influences the motivational state of people and vice versa (p. 28).

Consistent with this idea, Goncalvez (1997, cited by Pérez y Rivera, 2015) describes the organizational climate as the personal expression of the perception that workers and managers are formed in the organization to which they belong, which directly affects their performance . Likewise, Brow and Moberg (1990, cited by Pérez and Rivera, 2015) consider that the organizational climate refers to a series of characteristics of the internal organizational environment as perceived by its members. Other authors, however, associate the concept of organizational climate with the school's institutional climate. Sandoval (2014), for example, refers to the organizational climate as follows:

The set of psychosocial characteristics of an educational center, determined by those factors or structural, personal and functional elements of the institution, which, integrated in a specific dynamic process, confer a peculiar style to said center, conditioning, at the same time of the different educational processes (p. 169).

For its part, Arias (2009, cited by Carmona et al., 2012) defines the institutional climate in the following terms:

The set of interactions and transactions that are generated in the educational task in a space-time situation. The climate has a global character and is determined by elements of diverse nature such as architectural spaces, physical structure, equipment, personal characteristics of the members of the educational community, system of relationships established, value system of different groups among other factors, the institutional climate has a dynamic and interactive nature and is susceptible to modification (p. 6).

Having indicated the above, it can be indicated that a suitable organizational climate is vital for the optimal functioning of educational institutions, "since this influences the behavior of people at work and, of course, the results obtained in a given institution" (López et al., 2015, p.15). In the words of Pérez (2008), "the influence of the organizational climate on the performance of any institution, whether public or private, makes it an essential element. Achieving it must be a basic concern at all levels to achieve educational objectives" (p.126). To these ideas, Ruiz and Chinchí (2016) add the following:

The organizational climate is a preponderant factor for the development of the bases in an institution because as a result of teamwork, job satisfaction, tolerance to conflict, a favorable climate is formed and even more so if the promotion of actions that collaborate to the personal and professional self-realization of its members, the multiple forms of social relations that are generated in the institution, in all the estates and they are chosen and adapted an appropriate management style for the institution (p. 89).

This means that the organizational climate refers to the working environment, which may or may not be perceived by the same members of the organization. This, logically, has an effect on group and individual behavior, which serves to establish differences between two organizations and even between different departments of the same company or institution (Pérez, 2008).

Currently, there are increasingly higher levels of competitiveness that require greater commitment by institutions towards the fulfillment of their objectives, which demands new strategies for decision making and to direct human capital (Marín, Segredoy Perdomo , 2013), since the quality of this last one determines the results that can be achieved. Human capital, therefore, can be defined as "all those skills and qualities that a person has at birth, that accumulate during life and that contribute to his work efficiently" (Vélez, Méndez and Vargas, 2016) . For this reason, it is that Navarro (2005) states:

Human capital is the most important thing in an organization because of the value that people generate through education, experience, the ability to know, to improve, to make decisions and to relate to others (p. 4).

Equally, it is worth highlighting about human capital that this "includes the competence, experience, knowledge, values and innovative potential of individuals within the organization" (Calderón and Montsalli, 2012, p.10), which is "aimed at improving the capacities of the individual and the innovation capacity of the work groups "(Ramírez and Duván, 2007, p.140). Added to this, Mora (s.f., cited by Marínet al., 2013) highlights the following:

With a good administration of human capital, its performance and development is promoted and it allows to encourage people to establish goals and objectives that boost the performance of the organization and stimulate their commitment to generate progress in it. (p. 4).

However, within the institutions there is the so-called social capital, which arises from the interrelation between government actors and civil society (Cabrera and García, 2018). For Navarro (2005), social capital is based on cultural content norms and signals, which cooperate to generate a climate of trust based on a set of symbolic constructs that simplify the interaction between people. In other words, social capital is a resource that depends on the links that people have with themselves and with others. Thus, it can be said that social capital has elements that serve to improve an organization's efficiency, trust, norms and civic association networks, with which it tries to promote initiatives taken by common agreement between its members (Bolívar and Flores, 2011).

In short, when a harmony is established between human capital, social capital and organizational climate, the benefits that can be achieved can be superlative, since - as Sandoval (2014) points out - coexistence and school climate play a fundamental role in knowledge management of educational establishments. In accordance with this, Robinson (cited by Ulloa, Nail, Castro and Muñoz, 2012) explains that the improvement in student learning outcomes is strongly linked to leadership. This means that effective leadership of the director can translate into the establishment of learning goals and expectations shared with the teachers. Incuso can favor the planning, coordination and evaluation of teaching and the curriculum, which can contribute to the promotion and participation of teacher development.

The task of an institutional leader, then, should focus on promoting a climate of collaboration. In this regard, Grojean, Resick, Dickson and Smith (2004, cited by Riveros y Grimaldo, 2017) affirm that leaders not only directly influence the behavior of the members of an institution, but their actions also determine the perceptions of the climate of the organization. Therefore, within the educational institutions the director must be erected as a leader with cognitive and emotional capacities to promote the established goals (Bolívar, 2011, Uribe, 2010). For Loera (2003, cited by the Secretariat of Public Education [SEP], 2010) the leadership is conceived as follows:

Ability to influence people to make voluntary and enthusiastic efforts to achieve group goals. This definition supposes four aspects: 1) Ability to use power (authority formally delegated by the institution) in a responsible way, 2) Ability to understand that human beings have different motivating forces at different times and situations, 3) Ability to inspire (the objective) and 4) Ability to act in such a way as to encourage a response environment to the motivations and promotion of these (pp. 88-89).

Therefore, Finhum and Rhodes (2005, cited by Bell, Chan and Nel, 2014).) State that leaders shape and develop the social reality of the organization for its members, because they give meaning to values and achieve the vision of the organization. Indeed, within the institutions, the director is the main responsible for generating a pleasant and effective work environment to enhance the educational project, the effectiveness of the teachers and the learning achievements of the students (Organization for Economic Cooperation and Development [OECD], 2009).

The great challenge of the directors, therefore, is to fulfill the educational mission in conjunction with their work team; therefore, "directors and school management teams are needed that have the necessary preparation to generate changes in the structure of the educational organization" (Marambio, 2016, p.208). The leader, therefore, besides delegating administrative functions, it must be accompanied by a collaborative work that fosters the collegial analysis of all the actors of the educational community (Hernández, Tobón and Vázquez, 2015).

Rowe et al. (1998, cited by Azeska, Starc and Keveresky, 2017) state that leaders must have vision and insight to inspire others to achieve their goals. As pointed out by Chiguay and Villagra (2016), "without a doubt, those who lead the Schools are fundamental agents in improving the quality of education "(p.104), which is why - as the Ministry of Education, the Government of Chile (sf) points out - they must be able to promote the following actions:

- Promote institutional values and a climate of trust and collaboration to achieve the goals of the organization / institution.
- Encourage a climate of collaboration between the establishment, students, parents and guardians.
- Guarantee the articulation of the institutional educational project with the characteristics of the context.
- Relate to institutions in your community to enhance the institutional educational project and student learning outcomes, generating relevant support networks.
- Inform the community and the supporter of the achievements and needs of the educational establishment.

Finally, as highlighted by Ruiz and Pinchi (2016), it is important to reiterate that the institutional climate is linked to management.

If in an educational institution a well-established organizational culture is developed and shared by its members, as well as a positive and positive institutional climate, only in this way would there be congruence between what one thinks, wants and does in an institution and the environment in which Institutional goals are achieved (p. 89).

In a few words, in order for the manager / leader of the institution to generate an organizational climate and a pleasant coexistence, it has to concentrate on developing an optimal strategic planning so that the institution can function efficiently. In this sense, Manes (2005) affirms that a timely response to the need for transformation in educational institutions requires a strategic planning that contemplates the holistic and complex condition of institutional management, since in this way the path of improving quality in education can be traced.

Methodology

The present work supported the quantitative paradigm, specifically in the field of so-called evaluative research (Bauselas, 2003). In this convergence, the diversity of perspectives and research approaches because their final purpose is focused on positively transforming a condition associated with a program, process, institution, policy, etc. To do this, it seeks to gather information about an object of study to offer proposals for improvement, to contribute to decision-making or to know more precisely the problems detected. Ridde and Dagenais (2015) explain that the key word in this analysis is transformation, The objective is to achieve the application of a program, process or policy that can be developed in the short and long term.

For the empirical approach to the object of study was used a questionnaire associated with the evaluation of management (originally designed by Seville, Medrano and Gaete), which is part of the School Quality Assurance of School Management (SACGE) of the Ministry of Education of Chile (2005). This questionnaire was designed using a Likert scale, to which the Cronbach's alpha was applied, which yielded a high reliability coefficient (0.959).

The questionnaire was answered by 2685 professors (universe = 3480), five subsystems of Higher Secondary Education of the State of Baja California, Mexico (College of Bachelors, School of Scientific and Technological Studies, Technological, Industrial and Services Baccalaureate Center, Lazaro Federal High School Cárdenas, National College of Technical Professional Education, and Agricultural Technical Baccalaureate Center). The

sample was calculated with the formula for finite populations, which showed 95% confidence (Herrera, s.f.).

Results

Table 1 shows the teachers' opinions about those actions where the director and the management team have great relevance to propitiate the organizational climate and favorable coexistence around the educational project and students' learning achievements.

Tabla 1. Acciones directivas asociadas a la gestión del clima organizacional y la convivencia

En esta institución...	De acuerdo %	En desacuerdo %	No sabe %
Se evalúa para mejorar.	21	75.5	3.1
Se generan planes institucionales para orientar la acción.	23.8	60	14.8
Los resultados institucionales retroalimentan nuevas acciones.	25.4	65.9	7.8
Se consideran objetivos y metas del personal.	39	52.6	7.6
Se incentiva a los mejores docentes.	44.1	47.9	7.1
Se realizan proyectos en equipo.	32.8	50.3	6.0
Participan activamente padres, alumnos, profesores y coordinadores.	36.3	56.8	6.0
Los reglamentos regulan las relaciones entre el personal.	29.2	66.9	3.2
Los directivos son promotores del buen clima de trabajo.	29	69	1.3
Se muestra satisfacción con los resultados de los estudiantes.	18.4	78.4	2.6
La resolución de conflictos justa y expedita.	37.8	56.7	5.0

Fuente: Elaboración propia

As can be seen in table 1, the teachers are mostly in disagreement with the way in which the managers carry out their functions, especially with regard to the low satisfaction with the results of the students and the inadequate use of the evaluation actions. In fact, it can be shown that, according to their perceptions, managers are not necessarily promoters of a good work climate.

Then, in table 2, the degree of installation of the organizational climate management systems and coexistence by institutional managers is identified. This table highlights the

attention given to the institutional educational project itself and the well-known possibility of generating support networks for the institution itself.

Tabla 2. Grado de instalaciones de los sistemas de gestión del clima organizacional y la convivencia

En esta institución...	De acuerdo %	En desacuerdo %	No sabe %
El director y equipo directivo promueven un clima de colaboración entre la escuela, los estudiantes y los padres.	31	50	17.4
El director y equipo directivo promueven los valores institucionales y un clima de confianza y colaboración para el logro de sus metas.	30.9	55.5	12.8
El director y equipo directivo transforman los resultados de los procesos de evaluación en prioridades de mejora y oportunidades de innovación pedagógica.	30.7	55.8	12.7
El director y equipo directivo utilizan los resultados de los procesos de evaluación en oportunidades para el aprendizaje organizacional.	31.7	52.8	14.8
El director y equipo directivo garantizan la articulación de la definición del proyecto educativo institucional con las características del entorno.	27.4	56.6	15.2
El director y equipo directivo se relacionan con instituciones de su comunidad para potenciar el proyecto educativo institucional y los resultados de aprendizaje de los estudiantes, generando redes de apoyo pertinentes.	34.8	55.2	8.0

Fuente: Elaboración propia

Table 2 shows that the management system visualized with the greatest deficiencies is related to the lack of articulation between the institutional educational project and the needs and characteristics of its environment. Likewise, the negative perception about the results of the evaluation processes in priorities stands out to improve and innovate the pedagogical.

Finally, table 3 shows the teachers' appreciation in relation to the processes that characterize the management of the good organizational climate and coexistence on the part of institutional managers.

Tabla 3. Grado de mejoría que requiere la gestión del clima organizacional y la convivencia

En esta institución...	De acuerdo %	En desacuerdo %	No sabe %
Está orientada hacia los alumnos, sus familias y la comunidad: la atención que la institución les brinda y la forma en que los incorpora en sus actividades.	54	39.8	5.5
La forma en que el director y el equipo directivo conducen la institución.	49.8	36.8	12.4

Fuente: Elaboración propia

Table 3 shows the poor attention provided by the educational institution to the community, since the latter is hardly considered in the institutional planning or in the daily actions. Likewise, 49.8% of teachers suggest that the way in which the director and the management teams lead the institution should greatly improve.

Discussion

According to the results presented in this research, the role of management in educational institutions should not lose sight of the fact that students obtain satisfactory academic results (Araiza et al., 2014). For this reason, it is vital that the person who assumes formal leadership in an educational institution of the upper middle level fosters the construction of the human fabric of their schools (Antúnez, 1993, cited by INEE, nd) to fulfill the goals set forth as an educational community, especially in this era where the task of a school director has become more complex due to multiple factors.

The directive function, therefore, should promote the management of the improvement of the organizational climate and the coexistence within the upper secondary education campuses, for which it is necessary to work constantly in the construction of a profile that adjusts to the challenges and demands of that educational level.

On the other hand, and according to the results presented in this study, it should be considered that the teachers consulted are mostly in disagreement, especially with the reduced satisfaction that the managers show with the results of the students and with the inadequate use of the actions of the students. evaluation. The above, without doubt, should be a matter of reflection to rethink the way in which managers are trained in this area, as

this is a vitally important work to enhance the learning of students, as well as the organization of the educational community.

Conclusions

The overview explored in this study teaches the importance of the management that the directors and their management teams must assume in order to progress positively in the construction of training spaces that are characterized by their flexibility to integrate work teams that can face the challenges and established goals. Likewise, it should be remembered that the responsibilities of this professional involve not only the promotion of school and pedagogical practices, but also the promotion of close harmonious links with the community, and not conflicting or distant, as the participants of this research have pointed out. .

Likewise, it is not enough for managers to present innovative plans for institutional development if they are not communicated in a framework of horizontality, respect and acceptance of the experiences and expectations of those who participate in the educational institution. In fact, they should take advantage of the potential of all to avoid falling into individual complacency. Therefore, managers must consider that the institutions they administer are part of a community, which, in short, is their true "owner", because they have expectations and needs that must be taken into account to boost their socioeconomic progress.

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