EFFECT OF A SOCIAL SKILLS PROGRAM ON THE IMPROVEMENT OF THE ORGANIZATIONAL CLIMATE OF EDUCATIONAL INSTITUTIONS FOR SCHOOLS

EFEITO DE UM PROGRAMA DE COMPETÊNCIAS SOCIAIS NA MELHORIA DO CLIMA ORGANIZACIONAL DAS INSTITUIÇÕES EDUCATIVAS PARA AS ESCOLAS

EFECTO DE UN PROGRAMA DE HABILIDADES SOCIALES EN LA MEJORA DEL CLIMA ORGANIZATIVO DE LOS CENTROS EDUCATIVOS

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ABSTRACT: The article aims to determine the effect of a social skills program on improving the organizational climate of teachers and administrative workers at the Germán Tejada Vela de Moyobamba educational institution. The research was of quantitative, quasi-experimental design, experimental type; the population was made up of 180 teaching and administrative workers; the sample was 90. The social health program was developed through workshops with the experimental group and a questionnaire about the organizational climate was applied as a pretest and posttest to both groups. The results were processed by the statistical program SPSS version 20.0; From the analysis of the results, it is concluded that the effect of the application of a social skills program in improving the organizational climate of the teaching and administrative workers of that institution is positive and significant.

KEYWORDS: Social skills program. Organizational climate. Teaching and administrative workers. Educational institution.

RESUMO: O artigo teve como objetivo determinar o efeito de um programa de habilidades sociais na melhoria do clima organizacional de professores e funcionários administrativos na instituição educacional Germán Tejada Vela de Moyobamba. A pesquisa foi quantitativa, desenho quase experimental, tipo experimental; a população era composta por 180 funcionários docentes e administrativos; a amostra foi de 90 pessoas. O programa social de saúde foi desenvolvido por meio de oficinas com o grupo experimental e um questionário sobre clima organizacional foi aplicado como pré-teste e pós-teste para ambos os grupos. Os resultados foram processados pelo programa estatístico SPSS versão 20.0; Da análise dos

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resultados conclui-se que o efeito da aplicação de um programa de competências sociais na melhoria do clima organizacional dos trabalhadores docentes e administrativos daquela instituição é positivo e significativo.

PALAVRAS-CHAVE: *Programa de competências sociais. Clima organizacional. Trabalhadores docentes e administrativos. Instituição de ensino.*

RESUMEN: *El artículo se propuso determinar el efecto de un programa de habilidades sociales en la mejora del clima organizacional de los profesores y trabajadores administrativos de la institución educativa Germán Tejada Vela de Moyobamba. La investigación fue cuantitativa, de diseño cuasi-experimental, de tipo experimental; la población estuvo constituida por 180 trabajadores docentes y administrativos; la muestra fue de 90. El programa de salud social se desarrolló mediante talleres con el grupo experimental y se aplicó un cuestionario sobre el clima organizacional como pretest y postest a ambos grupos. Los resultados fueron procesados por el programa estadístico SPSS versión 20.0; del análisis de los resultados se concluye que el efecto de la aplicación de un programa de habilidades sociales en la mejora del clima organizacional de los trabajadores docentes y administrativos de esa institución es positivo y significativo*

PALABRAS CLAVE: *Programa de habilidades sociales. Clima organizativo. Trabajadores docentes y administrativos. Institución educativa.*

Introduction

Education, at the end of the 20th century and beginning of the 21st century, was affected by a set of internal and external variables that require significant changes. The need to successfully respond to the demands of an increasingly demanding and changing society has led educational organizations to make significant efforts towards achieving total quality, adopting new concepts and valid theoretical schemes, oriented towards formal functional restructuring and the implementation of strategies in the management of material resources and, especially, human resources. This has become a challenge for the new management, people and especially young people, considering that we must learn to work effectively in a group project, how to go about solving a problem, how to develop a good reputation with the colleagues and how to manage a team; these are currently the most important aspects of management.

The school environment, with its social, moral and cultural manifestations in which both managers and educators are immersed, is a factor that influences the socialization of both so that the educational environment is in permanent contradiction between the vision introduced by the educator and the original vision of education.

DI enters this context, a series of interactions are developed between the various subjects of education, each one of them, contributing to their various problems of a personal,

family, economic nature etc., which consequently leads to human relationships within of the educational institution, are not the most adequate to reach an environment that favors the educational work in the educational institutions where the field work of this research was developed.

It is noteworthy that social skills not only evolve spontaneously, but, like any human behavior, they can be the object of intervention for the benefit of the individual. Thus, interpersonal behavior is learned and, therefore, it can be taught and modified, directly and systematically, to improve individual interpersonal competition (LÓPEZ, 2008).

Furthermore, the organizational climate is a multidimensional component of elements that can be broken down in terms of organizational structures: organization size, modes of communication, leadership styles, among others. All the elements mentioned constitute a particular climate where their own characteristics prevail that, in a way, present the personality of an organization and influence the behavior of individuals at work (QUINTERO; AFRICANO; FARIA, 2008).

Social Skills Program

The social skills program is an intervention procedure that integrates a set of techniques derived from the prayers of social learning, leadership and its various approaches, it is applied so that people acquire skills that allow them to maintain more satisfactory interactions in the different social areas of the life.

This program allows the teaching of interpersonal behaviors in situations at school, in the educational community, at home, in the neighborhood, respecting the characteristics of each context and extends to almost all daily activities.

Today, there is a certain difficulty in defining what is socially skilled behavior, by common sense we can have an idea of when a person is having competence in a certain social situation; for example, when giving an explicit and clear definition, some problems arise.

It results from the planning presented in the definition of the term organizational climate where that climate refers to the organization's own work environment. This environment directly influences the conduct of its members. In this sense, it can be said that the organizational climate reflects the organization's deepest culture. In the same order of ideas, it is possible to point out that the climate determines how the worker perceives his work, his performance, his productivity and satisfaction in the work he performs.

Definitions on the content of social skills often consider that content to be the expression of feelings, personal opinions, emotions, etc. The definitions about the consequences of social skills for the person who performs them often result in the possibility of obtaining social reinforcement both by creating sources of support and avoiding the loss of existing ones or even avoiding the possibilities of punishment or extinction. Among these definitions would be, for example, the ability to behave properly and receive a reward; receiving punishment or being ignored by others if the behavior is not relevant; another definition is to understand skills such as the set of identifiable and learned behaviors used by individuals in interpersonal situations to obtain or maintain the strengthening of their environment, such as the complex ability to emit behaviors or response patterns that maximize interpersonal influence and resistance to influence unwanted social (efficacy of goals), while maximizing gains and minimizing losses in relation to the other person (relationship effect) maintains its own integrity and sense of ownership (effectiveness in self-respect), another idea would be capacity to seek, maintain or improve reinforcement in an interpersonal situation through the expression of feelings or desires when this expression runs the risk of loss of strength or even punishment, with the most recent being learned behaviors that manifest themselves in situations of social interaction, oriented towards the acquisition of different goals which should be in compliance with situational requirements.

Garcia (2005) considers assertive behavior and social skills as equivalent terms. However, he denies the use of terms such as assertiveness or assertive person, as this would imply the acceptance of the existence of a unitary and stable trait, an assumption that, empirically, does not exist. Thus, a person can show skill in one type of social behavior, and this does not mean that he effectively deals with another type of situation. Furthermore, not even the same type of response is displayed consistently in all situations.

Phases of the social skills program

Caballo (2002) states that it is appropriate to consider two large clearly differentiated phases: a first phase of training planning and a second phase of implementation.

The planning phase of the social skills program is a phase close to the assessment of training and its needs. It seeks to define specific training objectives and delimit the conditions for its application. Considering both the social skills that one intends to develop, as well as the specific situations in which the training and assessment procedure will be carried out to determine whether the objectives have been achieved.

The second phase of application of the social skills program is when the subjects are trained. Implementation takes place, in turn, through three stages: preparation, the stage or phase of acquisition of skills or training itself, and a third stage of generalization of real-life behaviors.

In the preparation phase, a "tuning" of the people who will participate will be done. Thus, the professional who runs the training program must inform a) the basic principles that guide all training and its techniques, b) the need to express the desire to participate, knowing the advantages (material, personal, social relationship), c) and the subject's desire for active participation and, d) the need for their collaboration in the formation of others. It is also important to start with an analysis of the social situations that people in training must face in their real life.

Social skills and leadership

Fischman (2005) highlights that the director is concerned with eliminating sweeps that deprive the worker (teacher) of the right to be proud of their work, as this is one of the fundamental elements of the philosophy of quality.

The leader of a quality process must help teachers to work smart. The leader, instead of a judge who inspects and evaluates people, is a companion who advises and directs his people daily, learning from and with them.

The objective of leadership is to improve human behavior and, in this way, the quality of their work, eliminating the causes of failures and problems, helping people to do their work better. For that, you need to focus your attention on the system, that is, on the set of processes that are consistently put into practice within the school, so that everyone does the job better and with greater satisfaction. For this, it is essential to be in harmony with your employees.

Organizational climate

The organizational climate refers to the perception and what happens to the members of an educational institution. The organizational climate becomes those attitudes and behaviors that give dynamism to social interaction in the institution; that is, it is perceived by the senses: friendly and collaborative comments or also harmful and destructive, or warm and soft, polar or tempestuous.

For Gallegos (2004), in the educational institution, the institutional climate depends largely on the director and his relationship with the professors, on the ideas he defends and on adequate management, promoting an adequate institutional climate that significantly contributes to the efficiency of its management, where, in fact, the values proposed in the institutional educational project live.

In addition, Arias and Arias (2014) consider the organizational climate a variable that tends to represent the set of perceptions shared by workers about their internal work environment. In this context, job satisfaction has been positively related to another important construct in the direction of business: the organizational climate (CANTÓN; TÉLLEZ, 2016).

In the same context, for Torrecilla (2009), the concept of climate organization has important and diverse characteristics, among which we can highlight the specific permanence despite experiencing changes in conjunctural situations; it also has a strong impact on the behavior of company members; as well as effecting the degree of commitment and identification of the organization's members. Absenteeism and excessive rotation can be signs of a bad work climate.

Likewise, Cardona and Zambrano (2014) identified eight dimensions to measure the organizational climate: leadership, responsibility, clarity, openness, motivation, rewards, supervision and social interaction.

Dimensions of the organizational climate

System with authoritarian climate operating is characterized by the fact that the Board does not see confidence in its employees; the perceived climate is one of fear, the interaction between superiors and subordinates is almost non-existent and decisions are made only by the bosses.

Paternalistic climate in an authoritarian system is characterized by trust between the administration and its subordinates; rewards and punishments are used as sources of motivation for workers; supervisors manage the control mechanisms. In this climate, management plays with the social needs of employees; However, it gives the impression that you are working in a stable and structured environment.

Consultative climate system is characterized by the trust that superiors place in their subordinates, workers can make specific decisions, seek to meet needs out of esteem. This environment is defined by dynamism and functional management based on goals to be achieved.

System with participatory climate means that the management has full confidence in the workers, decision-making is aimed at integrating all levels, communication flows equitably. The motivation point is participation, work is done on performance goals; in terms of working relationships (supervisor-supervised), it is based on friendship, shared responsibilities. The operation of this system is done with the team as the best means to achieve the objectives through strategic participation.

Methodology

The research is based on the hypothetical deductive method, quantitative approach, supported by data collection for testing hypotheses, based on numerical measurement and statistical analysis to establish patterns of behavior and test theories (HERNÁNDEZ; FERNÁNDEZ; BAPTISTA, 2014); the design was quasi-experimental, that is, the variables are deliberately treated, at least independently, to observe their effect and relationship to one or more dependent variables, so they differ from "pure" experiments in the degree of safety or reliability that can be obtained in the initial equivalence of the groups. In this case, the design is with two groups, an experimental and a control, with pre-test, post-test and intact groups.

Results

Table 1 – The organizational climate of the teaching institution Germán Tejada Vela, Moyobamba, from the control and experimental group, according to pre-test and post-test

	Group				
Statistic	**Control (No.90)**		**Experimental (No.90)**		**Mann-Whitney U Test**
Pre-test	**N**	**%**	**N**	**%**	Z x 1.606
weakened	33	36.7	39	43.3	*p* .108
little strengthened	56	62.2	51	56.7	
strengthened	1	1.1	0	0	
Post-test	**N**	**%**	**N**	**%**	Z x 11.601
weakened	8	8.9	0%	0%	*p* < .000
little strengthened	76	84.4	54	60.0	
strengthened	6	6.7	36	40.0	

Source: Prepared by the authors

The organizational climate of the teaching institution Germán Tejada Vela, from Moyobamba, differs from 95% of reliability according to the non-parametric Mann-Whitney U test, in the scores obtained in the pre-test for both the control and the experimental groups, according to the pre-test, there is a slight advantage of teachers in the control group over teachers in the experimental group. Likewise, the organizational climate of the educational

institution Germán Tejada Vela is different from 95% reliability according to the non-parametric Mann-Whitney U test, p <000 below the significance level, so the error is low for both the control group as for the experimental group thus, according to the post-test, the teachers in the experimental group obtained better results compared to the teachers in the control group. Thus, the null hypothesis is rejected and the alternate hypothesis accepted, and we infer that the effect of applying a social skills program on improving the organizational climate of teaching and administrative workers at the teaching institution Germán Tejada Vela, Moyobamba is positive and significant.

Table 2 – D1 of the organizational climate (authoritarian operating system) of the teaching institution Germán Tejada Vela, Moyobamba, of the control and experimental group, according to pre-test and post-test

Statistic	Group				Mann-Whitney U Test
	Control (No.90)		Experimental (No.90)		
Pre-test	N	%	N	%	Z x 2.771
weakened	89	98.9	86	95.6	*p* .006
little strengthened	1	1.1	4	4.4	
strengthened	0	0	0	0	
Post-test	N	%	N	%	Z x 11.403
weakened	76	84.4	0%	0%	*p* < .000
little strengthened	14	15.6	0%	0%	
strengthened	0	0	90	100.0	

Source: Prepared by the authors

In D1 of the organizational climate of the teaching institution Germán Tejada Vela, of Moyobamba, of the control and experimental groups, the reliability is different from 95% according to the non-parametric Mann-Whitney U test, for both the control and the experimental groups, according to the pre-test there is a slight advantage for teachers in the experimental group over teachers in the control group. Likewise, according to the post-test on D1 of the control and experimental group, it differs from 95% of reliability according to the non-parametric Mann-Whitney U test, and p <0.000 below the significance level, so the error is very low for both the control and experimental groups, so teachers in the experimental group had better results after applying the social skills program compared to teachers in the control group. Thus, the null hypothesis is rejected and the alternate hypothesis is accepted and we infer that the effect of applying a social skills program in overcoming situations of an authoritarian exploratory climate system at the teaching institution Germán Tejada Vela, de Moyobamba is positive and significant.

Table 3 – D2 of the organizational climate (authoritarian paternalistic system) of the teaching institution Germán Tejada Vela, Moyobamba, of the control and experimental group according to pre-test and post-test

Statistic	Group Control (No.90)		Experimental (No.90)		Mann-Whitney U Test
Pre-test	**N**	**%**	**N**	**%**	Z x 5.657
weakened	65	72.2	85	94.4	*p* .000
little strengthened	23	25.6	5	5.6	
strengthened	2	2.2	0	0	
Post-test	**N**	%	**N**	%	Z x 11.279
weakened	65	72.2	1	1.1	*p* < .000
little strengthened	24	26.7	19	21.1	
strengthened	1	1.1	70	77.8	

Source: Prepared by the authors

In D2 the organizational climate (paternalistic authoritarian system) of the teaching institution Germán Tejada Vela, Moyobamba, in the control and experimental group, is different from 95% of reliability according to the nonparametric Mann-Whitney U test, obtaining p.000 for both the control group as for the experimental group, according to the pre-test, with a slight disadvantage the teachers of the experimental group in relation to the teachers of the control group. Furthermore, according to the post-test in D2, the control and experimental group is different from 95% of reliability according to the non-parametric Mann-Whitney U test, $p < 0.000$ below the significance level, so the error is very low for both the control and experimental groups, so teachers in the experimental group had better results after applying the social skills program compared to teachers in the control group. Thus, the null hypothesis is rejected and the alternate hypothesis is accepted, and we infer that the effect of applying a social skills program in overcoming situations of paternalistic climate of the authoritarian system in that institution is positive and significant.

Table 4 – D3 of the organizational climate (consultative system) of the teaching institution Germán Tejada Vela, Moyobamba, of the control and experimental group, according to pre-test and post-test

Statistic	Group Control (No.90)		Experimental (No.90)		Mann-Whitney U Test
Pre-test	**N**	**%**	**N**	**%**	Z x 6.879
weakened	72	80.0	87	96.7	*p* .000
little strengthened	18	20.0	3	3.3	
strengthened	0	0	0	0	
Post-test	**N**	**%**	**N**	**%**	Z x 11.643
weakened	69	76.7	0	0	*p* < .000
little strengthened	21	23.3	5	5.6	
strengthened	0	0	85	94.4	

Source: Prepared by the authors

In D3 the organizational climate (consultative system) of the educational institution Germán Tejada Vela, from Moyobamba, from the control and experimental group, is different from the 95% reliability according to the non-parametric Mann-Whitney U test, obtaining p .000 for both the control group as for the experimental group, according to the pre-test, with a slight disadvantage the teachers in the experimental group in relation to the teachers in the control group. Likewise, according to the post-test, in D3 of the control and experimental group, it is different from 95% of reliability according to the non-parametric Mann-Whitney U test, p <0.000 lower than the significance level, hence the error it is very low for both the control and experimental groups, so teachers in the experimental group had better results after applying the social skills program compared to teachers in the control group. Thus, the null hypothesis is rejected and the alternate hypothesis accepted, and we infer the positive and significant effect of implementing a social skills program on the adoption of positive situations from that institution's climate advisory system.

Table 5 – D4 of the organizational climate (participatory group system) of the teaching institution Germán Tejada Vela, Moyobamba, of the control and experimental group, according to pre-test and post-test

Statistic	Group Control (No.90)		Experimental (No.90)		Mann-Whitney U Test
Pre-test	**N**	**%**	**N**	**%**	Z x 2.120
weakened	86	95.6	87	96.7	*p* .034
little strengthened	4	4.4	3	3.3	
strengthened	0	0	0	0	
Post-test	**N**	**%**	**N**	**%**	
weakened	81	90.0	0	0	Z x 11.629
little strengthened	9	10.0	5	5.6	*p < .000*
strengthened	0	0	85	94.4	

Source: Prepared by the authors

In D4, the organizational climate (participatory group system) of the educational institution Germán Tejada Vela, Moyobamba, in the control and experimental group, is different from 95% of reliability according to the nonparametric Mann-Whitney U test, obtaining a p .034 lower than the level of significance so that the error is low for both the control group and the experimental group, according to the pre-test, with a slight disadvantage for teachers in the control group compared to teachers in the experimental group. Furthermore, according to the post-test, at D4, of the control and experimental group, it is different from 95% of reliability according to the non-parametric Mann-Whitney U test, p <0.000 below the significance level, so the error is very low for both the control and experimental groups according to the post-test, so that teachers in the experimental group obtained better results

after applying the social skills program compared to teachers in the control group. Thus, the null hypothesis is rejected and the alternate hypothesis is accepted and we infer that the effect of applying a social skills program on the adoption of attitudes of the participatory climate system in the group of the educational institution Germán Tejada Vela, from Moyobamba.

Discussion

The organizational climate of the educational institution Germán Tejada Vela is different from 95% of reliability according to the non-parametric Mann-Whitney U test, p <000 below the significance level, therefore the error is low for both the control and the experimental groups, according to the post-test, teachers in the experimental group had better results compared to teachers in the control group. Thus, the null hypothesis is rejected and the alternate hypothesis accepted and we infer that the effect of applying a social skills program in improving the organizational climate of professors and administrative staff of the institution Germán Tejada Vela, Moyobamba is positive and significant; unrelated to the research work of Córcega and Subero (2007), who claim that factors that affect the process of communication and information do not favor the organizational climate of the institution.

The organizational climate: authoritarian operating system, from the institution Germán Tejada Vela, from Moyobamba, from the control and experimental groups, is different from the 95% reliability according to the nonparametric Mann-Whitney U test, obtaining p.006 for both control groups and experimental, according to the pre-test, with the teachers in the experimental group having a slight advantage over the teachers in the control group. Likewise, the D1 of the organizational climate (authoritarian operating system) of the institution Germán Tejada Vela, of Moyobamba, of the control and experimental group, is different from 95% of reliability according to the non-parametric Mann-Whitney U test, and $p < .000$ below the significance level, so the error is very low for the control and experimental group, according to the post-test, teachers in the experimental group scored better after applying the social skills program compared to teachers in the control group. Thus, the null hypothesis is rejected and the alternate hypothesis is accepted and we infer that the effect of applying a social skills program in overcoming situations of authoritarian climate is positive and significant in system of the institution Germán Tejada Vela, Moyobamba. As explained by Brunet (1999), the authoritarian climate, authoritarian system, is characterized by a lack of trust in its employees, the perceived climate is one of fear, the interaction between superiors and subordinates is almost null and decisions are made only by the bosses.

The organizational climate: paternalistic authoritarian system, from the institution Germán Tejada Vela, from Moyobamba, from the control and experimental group, is different from the 95% reliability according to the nonparametric Mann-Whitney U test, obtaining p .000 for both the control group as for the experimental, according to the pre-test, with a slight disadvantage teachers in the experimental group in relation to teachers in the control group. Likewise, the D2 of organizational climate (paternalistic authoritarian system) of the control and experimental group is different from the 95% reliability according to the nonparametric Mann-Whitney U test, p <0.000 less than the significance level, so the error is very low for both the control and experimental groups according to the post-test, so teachers in the experimental group had better scores after applying the social skills program compared to teachers in the control group . Thus, the null hypothesis is rejected and the alternate hypothesis accepted and we infer that the effect of applying a social skills program in overcoming situations in an authoritarian paternalistic climate of the institution Germán Tejada Vela, from Moyobamba, is positive and significant, consistent with the predicted by Brunet (1999), by stating that the paternalistic authoritarian system is characterized by a lack of trust between the Board and its subordinates, rewards and punishments are used as sources of motivation for workers, supervisors manage the control mechanisms. In this climate, the Management plays with the social needs of employees, however, it gives the impression that they are working in a stable environment.

The organizational climate: consultative system, from the educational institution Germán Tejada, from the control and experimental group, is different from 95% of reliability according to the non-parametric Mann-Whitney U test, obtaining p .000 for the control and experimental group, according to with the pre-test, the teachers in the experimental group presented a slight disadvantage in relation to the teachers in the control group. Likewise, the D3 of the organizational climate (advisory system) of the control and experimental group is different from 95% reliability according to the nonparametric Mann-Whitney U test, p <0.000 below the significance level, so the error is very low for both the control and experimental groups according to the post-test, so teachers in the experimental group scored better after applying the social skills program compared to teachers in the control group. Thus, the null hypothesis is rejected and the alternate hypothesis accepted and we infer that the effect of applying a social skills program on the adoption of positive situations from the climate advisory system of the institution Germán Tejada Vela, from Moyobamba is positive and significant; being related to the research by Ramón (2011) who concludes that the director's leadership is

directly related to the organizational climate of the state educational institutions of Red Network No. 8 of UGEL 04-Comas.

The organizational climate: participatory group system, from the institution Germán Tejada Vela, Moyobamba, from the control and experimental group, is different from 95% of reliability according to the nonparametric Mann-Whitney U test, obtaining p .034, lower than the level of significance then the error is low for both the control group and the experimental group according to the pre-test, with a slight disadvantage teachers in the control group compared to teachers in the experimental group. Likewise, the D4 of organizational climate (participatory group system) of the control and experimental group is different from the 95% reliability according to the non-parametric Mann-Whitney U test, p <0.000 below the significance level, so the error is very low for both the control and experimental groups. According to the post-test, teachers in the experimental group obtained better scores after applying the social forest program compared to teachers in the control group. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted, and we infer that the effect of applying a social skills program on the adoption of attitudes from the group participatory system of that institution is positive and significant; as well as the research carried out by Anaya and Zenitagoya (2011), who conclude that the educational climate and pedagogical management are directly and positively related in secondary education institutions in the district of Oxapampa-Pasco.

Conclusions

First. It was found that the effect of implementing a social skills program on improving the organizational climate of work centers and administrative staff at the educational institution Germán Tejada Vela, Moyobamba, proved the general hypothesis, expressed in the following achievements: the teachers and administrative staff of the experimental group had better results (higher scores in the organizational climate), being effective in improving the organizational climate, it showed that the Board has confidence in the teachers and administrative workers, greater motivation for teamwork, in friendship relationships and collaborative work, decisions are made by consensus by all members of the institution, there are participatory leaders, workers work more vividly, are dynamic and feel committed to the work they do.

Second. It was found that the effect of applying a social skills program in overcoming situations of authoritarian climate in the operation of the institution's system Germán Tejada Vela, Moyobamba, proved specific hypothesis 1. Cited in the following achievements: the

institution's boards have greater confidence in workers, teachers and managers, they experience more respect for norms and rules, they work livelier and decisions are more consensual and participatory.

Third. It was found that the effect of applying a social skills program to overcome situations of authoritarian paternalistic climate at the educational institution Germán Tejada Vela, Moyobamba, after testing specific hypothesis 2, is positive and significant. It is expressed in the following achievements: greater trust between the directors and teaching and administrative workers of the educational institution, greater motivation and encouragement for work carried out in a stable and organized environment.

Fourth. It was found that the effect of implementing a social skills program on the adoption of the advisory system for consultative climate situations at the institution Germán Tejada Vela, Moyobamba, tested specific hypothesis 3. Expressed in greater fellowship and good treatment among managers and the teaching and administrative staff, greater dynamism and harmony among members, giving workers decision-making power.

Fifth. It was found that the effect of applying a social skills program on the adoption of attitudes in a system environment with group equity in the educational institution Germán Tejada Vela, Moyobamba, proved the specific hypothesis 4. Observed the following achievements: full trust in teaching and administrative workers on the part of managers, decision-making integrates levels of communication between everyone, there is greater participation and commitment because they work according to objectives and goals; Furthermore, friendship, shared responsibilities and mutual respect take precedence in working relationships.

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