

RELATIONSHIP BETWEEN THE ORGANIZATIONAL CLIMATE AND THE
COMPETITIVE TEACHER IN TALCA MUNICIPAL SCHOOLS

*RELAÇÃO ENTRE CLIMA ORGANIZACIONAL E PROFESSORES COMPETITIVOS
NAS ESCOLAS MUNICIPAIS DE TALCA*

*RELACIÓN ENTRE EL CLIMA ORGANIZACIONAL Y LA COMPETENCIA
DOCENTE EN ESCUELAS MUNICIPALES DE TALCA*



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ABSTRACT: In the vast majority of organizations there is a harmony at work that is observed and exercised by all its members, an aspect that encompasses the conception and reaction of employees to the events that arise, therefore the relevance of enlivening the climate organizational, where the leader must know where he can direct and balance institutional purposes. The general objective of this research is to analyze the relationship between the organizational climate and the competitive teacher of the Municipal Schools of Talca, for which it was framed in a basic, non-experimental, correlational, descriptive transactional investigation, the sample of 58 teachers, data collection through the survey and as an instrument, questionnaire with Likert scaling. The investigation revealed that there is a direct and significant relationship between organizational climate and competitive teaching with a value of 0.817. The rejection of the null hypothesis should also be highlighted, since the significance value is <0.05 , accepting that the variables are related to each other, concluding that any educational institution that develops an excellent organizational climate based on the initiative, commitment and performance of the teaching staff will achieve competitiveness in educational praxis.

KEYWORDS: Organizational climate. Competitive teacher. Initiative. Commitment. Action.

RESUMO: Na grande maioria das organizações existe uma harmonia no trabalho que é observado e exercido por todos os seus membros, aspecto que inclui a concepção e reação dos colaboradores aos acontecimentos que surgem, daí a relevância de dinamizar o clima organizacional, onde o líder deve saber para onde pode direcionar e equilibrar os propósitos institucionais. A presente investigação tem como objetivo geral analisar a relação entre o clima organizacional e o professor competitivo das Escolas Municipais de Talca, para isso foi enquadrado em uma investigação básica, não experimental, transeccional, correlacional, descritiva, a amostra de 58 professores, a coleta de dados por meio de questionário e como instrumento, questionário com escala Likert. A investigação revelou que existe uma relação direta e significativa entre clima organizacional e professor competitivo com um valor de 0,817, destacando-se também a rejeição da hipótese nula, pois o valor de significância é $< 0,05$, admitindo que as variáveis estão relacionadas entre si, concluindo que qualquer instituição de ensino que desenvolva um excelente clima organizacional baseado na iniciativa, comprometimento e desempenho do corpo docente alcançará competitividade na práxis educacional.

PALAVRAS-CHAVE: Clima organizacional. Professor competitivo. Iniciativa. Compromisso. Atuação.

RESUMEN: En la gran mayoría de las organizaciones existe una armonía en el trabajo que es observado y ejercido por todos sus miembros, aspecto que abarca en el concebir y reaccionar de los empleados frente a los acontecimientos que se suscitan, por ello la relevancia de avivar el clima organizacional, donde el líder debe saber hacia dónde puede dirigir y equilibrar los propósitos institucionales. La presente investigación tiene como objetivo general analizar la relación entre el clima organizacional y el docente competitivo de las Escuelas Municipales de Talca, para ello se enmarcó en una investigación básica, no experimental, transeccional, correlacional, descriptiva, la muestra de 58 docentes, la recolección de datos a través de la encuesta y como instrumento, cuestionario con escalamiento Likert. La investigación reveló que existe una relación directa y significativa entre clima organizacional y docente competitivo con un valor de 0.817, también se debe destacar el rechazo de la hipótesis nula, debido a que el valor de significancia es < 0.05 aceptando que las variables tienen relación entre sí, concluyendo que toda institución educativa que desarrolla un clima organizacional excelente basado en la iniciativa, compromiso y la actuación del personal docente logrará alcanzar la competitividad en las praxis educativa.

PALABRAS CLAVE: Clima organizacional. Docente competitivo. Iniciativa. Compromiso. Actuación.

Introduction

In the current times in the field of managerial management, in the international world, it is thought that institutions take advantage of the possibility and talent of people in all the modalities of this; not only creating excellent effects; but valuing that their members progress with a better speed, in the dignity of being subjects immersed in an organizational structure that are active and direct entities of the organization.

Therefore, in the organizational environment are detailed proportions that determine the management model that predominates in the organization and that define the insertion of guidelines for the management model that the organization has; therefore, the premises developed from the innovation of society, intensive assistance, driving leadership, among others that specify the fashion of management practice of the so-called era of competitiveness (YOPAN; PALMERO; SANTOS, 2020).

From this view, an organization is empowered by motivating the ability of its human talent to adapt to dynamic environments, guiding them to be competitive and capable by expanding their abilities to create innovative, visionary, and entrepreneurial ways and patterns of thinking. Consequently, Yopan, Palmero, and Santos (2020) point out that entrepreneurial institutions cultivate their entire work team, generating empathy with their employees, commitment, responsibility, social aptitude, working with intelligence, generate trust climates, and consequently increase performance in the organization.

Consequently, leaders have to shape practical events in the treatment aimed at the management of human talent for the expansion in the multiplicity of possibilities for progress in the work they do (JARA *et al.*, 2018). Its benefit is geared towards the subjects who obtain and channel the information in order to enhance the knowledge obtained through professional work and relationship; as well as the belief in recognition for effective decision making. Likewise, there is the ability of the motivated worker, with a holistic and globalized perspective of the context, both internal and external to the institution; this will lead to respond to the effectiveness of the mission and vision of the organization.

In this way, it focuses as the basis of the organization the people who integrate it and the perception they manifest of it, this is how this aspect is called organizational climate, referred to by Sumba, Moreno and Villafuerte (2022) as: "the contribution to the development of change, especially culture within organizations since the study of organizational culture focuses on the organization as a whole according to the systemic approach and all its characteristics" (p. 242, our translation). This refers to the fact that the climate is linked to the

relationships that workers have in the organization; giving as a derivation the practices in a personal and team way, once it incubates and belongs to the institution affects, directly to the staff that is in the Mass.

In this order and direction, faculty competitiveness is based on a composition of skills, experiences, instructions, incentives, ethical evaluations, qualities, emotions and other social and behavioral mechanisms that are achieved together so that activities are carried out in specific scenarios, effectively (ACEVEDO *et al.*, 2020). Moreover, the development of a managerial praxis is essential in promoting values, particularly collaboration, training faculty to join a dynamic interaction to their work, and enhancing competitive skills (LEVANO *et al.*, 2019).

In this scenario, at the national level, in Chile, according to Pereira and Solís (2019), the organizational climate "is improved through the application of a strategic vision with practices developed by the management team that allows to conduct and evaluate institutional processes through strategic alliances that admit both students and teachers to achieve the objectives" (p. 101, our translation). In other words, that the educational centers are exercising a proper climate that affects empowerment in the educational field.

Despite this, Pereira and Solís (2019) state that the organizational climate in educational establishments in Chile "is not always expected by the professionals and the reasons, which are unknown, are attributable to the gender of its members, or the years of service of the professionals and there are many who blame the type of leadership" (p. 97, our translation). It is observed that in some schools the climate has deteriorated due to gender violation and length of service in the institution.

Similarly, Acevedo and Azocar (2020), state that the organizational climate and teacher competitiveness, in some educational establishments, have deficiencies, such as: "a complicated environment or climate of different institutions is largely due to the absence of competitiveness and student development, lack of commitment and administrative monitoring and inadequate management of management agents" (p. 13, our translation). That is, there is an unprosperous climate, lack of consolidation of teaching skills, and lack of potential pedagogical activities.

The above, does not escape the Humberto Valenzuela School, municipality of Arica-region of Arica, through unstructured interviews conducted with teaching professionals indicated the little empowerment in skills that lead to competitiveness in the work environment, hostile organizational climate, absence of leadership that provides motivation in the formation

of skills in the development of pedagogical practice and the existence of a non-harmonious environment with managers.

Therefore, the absence of an adequate organizational climate and the strengthening of the competitiveness of teachers lead to an organizational behavior that will be directly harmed, the programmed purposes that can hardly be fulfilled, the results of the activities will not be optimal and, in the end, these weaknesses will be reflected in the educational quality of the students. Thus, the objective of this study is to determine the relationship between organizational climate and competitive teacher in the Municipal Schools of Talca.

Literature review

The organizational climate is considered a determining means in organizations, representing a procedure that accesses the knowledge of the structure of an organization in correspondence with the functioning of this, Brito, Pitre and Cardona (2020) define it as a mediation phenomenon that intervenes between the components that have results on the organization. This forms a proportion of the particularities of the institution that involve a set of factors that add up to constitute a professional and personal scenario, attributed to the appropriate characteristics that define the brand of the organization and influence the behavior of the subjects in the work context.

According to Blanco, Cerdas and García (2021) "it is influenced by internal and external factors, as well as by the structures of the organizational system, which affects both the behavior of employees and the functioning of the organization, which acts systemically" (p. 11, our translation). Therefore, the organizational climate is affected by mechanisms, internal and external, which are clearly reflected in the behavior of employees and, in turn, in the command of the organization.

Similarly, Gotera (2005), "if the organizational environment frustrates the satisfaction of members' needs, the organizational climate tends to be unfavorable and negative" (p. 25, our translation). This means that work situations are subject to transformation, since when the climate is prosperous for educators it reaches its highest and most insurmountable levels, however, it may happen that the manager has no interest in possible relationships between the team he directs runs the risk that the climate is negative; generating a hostile, unharmonious, conflictive environment and a heavy atmosphere.

The organizational climate, according to Pilligua and Arteaga (2019), includes the following successive variables: "attitudes, values, norms and feelings, which workers discover

that are in the company in which they work, therefore, the organizational climate, is the result of the interaction of the intimate motives of the individual" (p. 7, our translation). It means that climate involves qualities, abilities, rules, and emotions that workers reveal or find in the institution. This leads to climate as a combination of sense that subjects have about the role they play or in correspondence with other members of the institution.

In this sense, the labor factors that act on organizational climate are: motivation, organizational values, leadership, innovation, and change (PARRA *et al.*, 2018). Motivation is consonant with the components that achieve a definite in the behavior of the members of the institution, so that a fundamental element is derived in favor of the institution. According to Alemán *et al.* (2018), "the term motivation derives from the Latin verb "moveré", whose meaning is to move, therefore, motivation is the need to activate behavior directing it toward the proposed goal" (p. 125, our translation). It means that the word motivation has its genesis in the word "moveré" which involves a person to stay active, the provocation to stimulate their behavior toward a context, especially to achieve the ends and purposes.

In turn, García, Hernández and García (2018) show that "motivation determines behavior in the members of an organization, so it is an important factor for the benefit of that. Developing the ability to provoke, maintain and direct a certain behavior of workers" (p. 9, our translation). Motivation is directed to the behavior of the worker in terms of the job he or she holds; forming an advantage relevant to the duties he or she performs.

On the other hand, organizational values, according to Caro (2019) "set of structures or value systems is called ideology, or organizational philosophy" (p. 22, our translation). That is, the essential ideology of the institution of principle the mission and, this characterizes the organization. In addition, it represents the primary activity of reflecting what the institution is capable of doing or providing the good. This incorporates a relevant component that greatly benefits the organization to endure in time and space.

As leadership, Galarza (2019) refers to it by saying that this "is the process in which a person exercises the ability to intervene and motivate his followers to contribute to organizational purposes" (p. 15, our translation). Leadership is a continuum where a subject influences the motivation, provocation, and purposes that are achieved in an educational center. In other words, it is the art of influencing people for the promotion of spaces in the enhancement of their roles. Thus, the leadership of managers and the level of responsibility in institutions cultivate mastery over workers and establish the processes of dexterity, coexistence, skills and competencies (O'LEARY, 2017).

In this sense, innovation and change refer to the creative procedures to originate a positive disposition; becoming part of the cognitive state and its compilation in the behavior examined as invention (GUEVARA *et al.*, 2021). Therefore, educational innovation is the quality and the procedure to investigate new events, proposals and contributions, verified together, to respond to all situations of conflict that occur in practice; which will induce transformations in the contexts and the praxis of the educational organization (VÁSQUEZ; ORTIZ, 2018).

Similarly, quality training represents a path that exercises better human talent, ethical evaluations, responsibility that practices rights and coexistence for peace; generating legitimate opportunities for progress and prosperity for themselves and for the country. Thus, the consolidation of the competitive teacher represents the consolidation of the educator is conditioned from their innovative work (ESPINOZA; CAMPUSANO, 2019). This induces a force that encourages the development of transformative tactics that originate from within the organization.

When referring to the competitive teacher, it is reviewed a teaching professional who practices a competitive educational training that favors the obstruction of inequity, focusing on the educational center and in which the whole society is integrated; distinguishes that quality improvement involves the systematization of educators' actions, so that their praxis and didactic actions promote the competencies of learners, however, provides pedagogical methodologies for their instruction and learning; potentiating productive and meaningful development (ASTRÁIN, 2019).

In this regard, within the actions of the competitive teacher is the effective performance that is focused on the performance of duty, the fulfillment of the duties inherent to the job in a satisfactory manner that accesses the generation of a valid performance (ESCRIBANO, 2018). An important occupation of a leader is to define the institution's performance verification system so that the components, thoughts, and purposes in the institution's trajectory are clear. The procedure of the educator's work performance is focused on activities based on the perennial investigation of his proper performance, in this way he will walk taking knowledge of the scenarios that are displayed for his own evaluation.

In this context, the entrepreneurial actions within the consolidation of the competitive teacher are referred to from the way of rethinking, inferring and proceeding in the opportunities, designed from a globalized vision and performed through effective leadership and risk management, its consequence is the creation in the enhancement that favors the educational

center and the environment that surrounds it. In this regard, ALDANA *et al.* (2019), state that "entrepreneurship is known as the attitude and aptitude an individual takes to start a new project through ideas and opportunities" (p. 14, our translation). In other words, they symbolize the skills, abilities, and competencies that a subject takes to promote plans through knowledge and conformities.

Methodology

The study was located in the quantitative approach, which consists in the management of data collection and examination to answer the survey questions and verify the previously determined assumptions and, adhering to numerical calculations, the valuation and, often, in the use of the patterns of the population for the exact establishment of the statistics of the behavior of the subjects (HERNÁNDEZ; FERNANDEZ; BAPTISTA, 2014).

In this sense, the population, according to Hernández and Mendoza (2018) stated, "is the set of all elements of the same species that present a certain characteristic or that correspond to the same definition" (p. 73, our translation). That is, they compose the people they want to investigate, for this a population of 58 teachers from the Municipal Schools of the Commune of Talca was used. Similarly, the sample was obtained through a non-probability sample, according to Hernández, Fernández and Baptista (2014) "the choice of elements does not depend on probability, but on causes related to the characteristics of the research or who makes the sample" (p. 176, our translation). This means that in the selection of the sample the probability is not made, it does not deserve involuntary processes or the complexity in the action of the formulas.

On the other hand, the survey technique was used, which was applied under an instrument called a questionnaire. The questionnaire to be used is based on a Likert-type dimensioning, for which the following options were established as alternative answers: always, sometimes, and never. Therefore, the instrument was composed of seventeen (17) items.

The data processing was used in the Excel package. This facilitated the data analysis; and its organization in tables of (frequency and percentage). Next, we organized the presentation of the data in written form, that is, the statistical data collected will be incorporated, in text form, from a description of these, taking into account the nature of the variables and indicators, and contrasting these results with the theoretical bases developed.

Results

The results disclosed in relation to the organizational climate variable contain the indicators: leadership factors and organizational climate, in which the following measurement scale was used: Always (S, 5), Usually (QS, 4), Sometimes (AV, 3), Seldom (QN, 2), and Never (N, 1).

As for the leadership dimension, the results show, 57% pointed out that the management team always presents an authoritarian leadership. 54% of teachers said that always, the management team keeps control of all activities performed by teachers, while 60% of teachers interviewed indicated that, always the management team lacks integration in the immediate work, unless they have to instruct how it is done, the manager has only, Command and intuit. In this regard, Castaño (2013, p. 45, our translation):

Consider authoritarian leadership because it is based on authoritarianism. The leader makes the determinations and integrates them to carry them out. He lacks participation in the immediate work, unless he has to teach how it is done, what he does is command, organize, among others. He usually decides the tasks that each member does and the companions that each one will have.

Participation, in decision making on issues related to the managerial role, 51% of teachers indicated that they never allow them to participate, 74% of teachers indicated that leaders never create a work environment that is conducive to participation. 66% of the teachers indicate that the leader never helps in the relationship between the teaching staff and the rest of the members of the institution. According to Robirosa *et al.* (2011) Participation means to take part in something with others, it means to distribute or actively enter into the distribution (of responsibilities, commitments), it means to commit oneself.

Regarding collaboration, 54% of teachers stated that the management team never creates an environment where members feel part of and useful in achieving goals. 43% indicated that the management team is never able to engage the collective intelligence of teachers, while 54% say that there has never been collaborative leadership. Peñalver (2001), notes that collaboration is about being able to engage the collective intelligence.

The leadership that is observed in this institution is authoritarian, because the leader's authority is imposed, therefore, the leader indicates the way to work and determines all the employees' decisions without asking anyone's opinion. In addition, the leaders do not create a work environment that favors participation or interaction among teachers, which is reflected in their answers. Peña *et al.* (2013) pointed out that "organizational climate is related to people's

well-being at work, their quality of life at work, and consequently affects their performance" (p. 13, our translation).

Regarding the dimension: organizational climate factors, opinions in the category almost never are emphasized in 51%, respectively, which indicates that the management team does not maintain effective communication, since there is no organizational climate based on effective communication, where through formal or informal spaces, Constant communication is established. It is interesting to see that the common denominator refers to a communication that is limited to specific moments by the directors to listen and sometimes address certain concerns and needs, which shows that interpersonal relationships are never strengthened showing that there is no consideration for their own inadequacies and support for each of the subjects of the schools. According to Ansende (2014, p. 89, our translation) reviews:

Communication in the organization is essential for its development and for its adaptation to the environment and globalization. In this sense, there are two fundamental principles: first, to be able to develop appropriate communication strategies that help to improve the working environment in an organization; furthermore, every act and conduct is a communication; and second, that in a working environment, in which a team works and develops, communication is the main value that allows the formulation of solutions and joint strategies to achieve institutional objectives.

The author emphasizes that communication in an institution is essential for progress and for its accommodation in the context and global world. Therefore, reference is made to two fundamental principles, one being the application of actions that lead to effective communication and the second, a work scenario in which performance and teamwork are enhanced where solutions are proposed for conflicts that may arise in the institution. Suárez (1989) is inclined to define "human relations as that interaction between people that carries intrinsic a fundamental element, the personal acceptance and that of the other" (p. 45, our translation).

The percentages obtained for the indicators of the variable organizational climate, where evidenced percentages that are in the category disagree very much an average of 37.8% stating that the organizational climate, does not consider adequate effective improvement in actions related to pedagogical practice, does not have a leadership that allows to systematically establish the tactics to be carried out pertinently with an adequate management of Resources and intellectual capacity have to do with cognitive skills, so they lack the promotion of communication or interpersonal relationships between members of the institution.

On the other hand, 66% indicate that they are always willing and open to changes in the proposals that are generated in the institution, while 51% almost always consider it in the educational policy of the institution and the community and have willingness and openness to institutional changes, while 57% indicate that they are always committed to the organizational vision and mission.

Commitment presupposes a bond that involves the behavior or ability of people, where it is essential that this bond involves action and, especially, a sense of action towards things. Therefore, the teachers state that they are committed to the vision, mission, show openness to change, and that they are involved with the educational policies of the institution.

As for the hypothesis verifications performed through Spearman's Rho correlation coefficient, it states that it significantly influences the organizational environment at the level of action with a value of 0.835 and that this is directly proportional, it should also be noted the rejection of the null hypothesis because the significance value is < 0.05 and accepting that the variables are related to each other indicating that the climate The organization is directly and significantly related to the competitive teacher, with a confidence level of 95%.

Table 1 – Summary of the correlations of the variable with the indicators

		Organizational Environment	Competitive Teacher	Initiative	Commitment	Performance
Spearman's Rho	Organizational Environment	1,000	,817**	,785**	,787**	,845**
	Competitive Teacher	817**	1,000			
	Initiative	,785**	--	1,000	--	---
	Commitment	,787**	--	--	1,000	-
	Performance	,845**	--	--	--	1,000

Source: Prepared by the authors

Discussion

The feeling towards the organization expressed through the responsibility to take on tasks with challenges, risks and a high degree of willingness is not identified in the institution and its members; there is also a lack of a pleasant atmosphere and good social relations, so that the levels of cooperation and emphasis on mutual support, both higher and lower, are low. Consequently, the presence of a normative character is appreciated, so that the sense of belonging to it is not fully visualized.

Likewise, the leadership in management does not motivate participation and establish cordial relations and affective bond among the members of the institution; This is perceived through the attitude assumed by the manager when he does not consider or delegate functions for the development of an effective work among the members of the organization.

It is necessary to consider that the organizational climate is constituted from the perception that members have of the institution, resulting in this way in a shared vision, because, as part of the consolidation of the competitive teacher is necessary to present an effective performance from the mediating and guiding functions of the teacher's educational practice that highlights the innovative character, transforming and teaching change; providing help to the student, facilitating strategies that contribute to the acquisition of positive habits that generate well-being, harmony and quality of life in the human being.

In this sense, the design of competitive strategies defines a teacher who guides teaching towards the promotion of meaningful learning, in which knowledge is linked to the students' environment; therefore, those entrepreneurial attitudes, skills and knowledge are developed that allow transforming ideas into productive actions, which will have a favorable impact on the daily life of the being.

All the factors expressed need to be associated with the strategic components: communication, planning, administration, and teamwork. Thus, competitive skills are needed to consolidate the humanistic and leadership role of the teacher in the need to involve the educational environment in the pursuit of success as a fundamental principle of teaching action.

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