ORGANIZATIONAL CLIMATE AND TEACHER SATISFACTION IN THE MYPES OF THE TUMBES EDUCATION SECTOR

FERNANDO ESCOBEDO (CORRESPONDENCE AUTHOR)\(^1\), RONALD M. HERNÁNDEZ\(^2\)

\(^1\)Universidad Católica Los Ángeles de Chimbote, Perú
\(^2\)Universidad San Ignacio de Loyola, Perú.

ORCID: https://orcid.org/0000-0002-6443-1497
ORCID: https://orcid.org/0000-0003-1263-2454

ABSTRACT

This research determined the characterization of the organizational climate and the satisfaction of teachers in the MyPes of the Tumbes education sector, year 2018; Through a cross-sectional descriptive design methodology, focused on determining the characteristics of the contents of the dimensions of organizational climate and job satisfaction, its population was made up of teachers from 33 Private Educational Institutions of Initial Education of Tumbes and the sample by probabilistic sampling It was made up of 110 educators. Private Educational Institutions - IEP in Tumbes, belong to the MyPe Regime, of the Cradle - Initial modality; their educators present the necessary conditions and requirements for the profile with the professional title of Graduates in Education, of feminine sex. It was found that 36.4% of educators consider the level of organizational climate to be bad, and 33.6% regular; and that satisfaction with the organization regarding the decisions made by the director; It was found that 33.6% of educators believe that the level of satisfaction is medium, and 33.6% considered that the level is low. It was observed that educators show levels of bad organizational climate and level of medium and low job satisfaction, due to poor infrastructure, limited equipment and materials. These inequalities must be adhered to with greater initiative by the principal in encouraging the participation of their educators, regarding educational management and leadership styles.

Keywords: Organizational climate, job, satisfaction, Educational Institutions, Educators, Microenterprises, Small businesses, Facilities, Educational processes.

1. INTRODUCTION

The Pan American Health Organization (PAHO) considers the workplace a priority environment for health promotion in the 21st century. Occupational health and healthy work environments are among the most precious assets of individuals and countries. That is why a healthy environment contributes positively to the improvement of productivity, work motivation, team spirit, worker satisfaction and quality of life. (Barrios & Paravic, 2006).

The organizational climate and job satisfaction have been studied on numerous occasions, due to their influence on job performance. (Robles et al., 2005) This is why private education is not exempt from the problem. (Juarez, 2012). In view of this, research is being carried out that generates a response to the problem of teaching quality that private education has managed to implement at the basic, initial, primary and secondary levels. This motivates teachers to train and become more involved in the development of learning sessions, influencing the educational performance of students in private institutions.

Private educational institutions provide a very well structured and trained education, which would create a favorable organizational climate, allowing quality, efficiency and teacher satisfaction. (Zegarra & Torres, 2013) In this regard, previous studies on organizational climate and teacher satisfaction in Iquitos found that the institutional climate was positive and allowed for increased teacher relations and an identity with the institution. (Cubides, 2017)
In contrast, in the city of Tumbes, the low work climate caused staff to begin to leave their jobs in search of salary and motivational improvements to meet staff needs, proving that one of the most frequent causes for achieving satisfaction was a lack of staff motivation. (Nieves, 2014) Therefore, the organizational climate in these private institutions requires further study.

Therefore, the objective of this study was to determine the characteristics of the organizational climate and teacher satisfaction in the MYPES of the education sector, under the heading of Early Level Educational Institutions in Tumbes, in 2018. In this article, in addition to the organizational climate, teacher satisfaction is described, considering the contributions made by the MSMEs in this case by the educational institutions.

**Organizational climate**

Organizational or work climate is one of the definitions that in daily use acquires different connotations; it consists of characteristics that conceptualize an organization from others; which are of relative permanence in time, affecting the behavior and conduct of individuals. (Robles et al., 2005) Likewise, the organizational climate is defined as the perceptions shared by a series of people about their work environment such as their style of supervision, quality in training, interpersonal relations, business policies, communication, administrative procedures and work environment. (Iglesias & Sánchez, 2003)

The organizational climate influences the beliefs, behaviors, perceptions and values of human beings, which determine their behavior and their levels of satisfaction; it is also considered a phenomenon that groups characteristics of the physical environment that mark and direct the personality of the company and differentiate it from others. (Bernal, Pedraza, & Sanchez, 2015)

The organizational climate presents dimensions which influence the behavior of people coming from stimuli of the organization. Which considers that as a social system is characterized by dimensions that are susceptible to affect the behavior of people, therefore, the factors that are related to the climate are the decisive element, individual perception of stimuli, obligations, possibilities, responsibility, reward, clarity, team spirit. (Gómez, 2015)

The measurement of the organizational climate constitutes essential factors in change management for the growth of the company in search of achieving positive efficiency in the company, an important condition in the world today, characterized by intense competitiveness in different global environments, being defined as the set of perceptions of the staff in relation to the relatively stable factors of the company that influence the activities, conduct and behavior of its employees, psychosocial environment that the organization develops. (Segredo, García, López, León, & Perdomo, 2015)

**Teacher satisfaction**

Job satisfaction is the positive emotional response to the position and results from the assessment of whether the position meets or allows the worker's organizational values to be met. In addition, job satisfaction presents other emotional reactions involved in the job such as institutional commitment and involvement in the job that are counterproductive to satisfaction, although related to it. (Salgado, Remeseiro, & Iglesias, 1996)

Furthermore, job satisfaction is considered to be a determining factor in the well-being that an individual experiences in his or her workplace, and therefore today it is a central problem for research in organizations and is one of the areas of job quality that has attracted most interest. (Chiang, Gomez, & Salazar, 2014)

A perception of the definition of satisfaction implies the result of a comparison that arises as long as what is perceived exceeds expectations; I feel a psychological result that emanates from an experience. (García, Cepeda, & Martin, 2012)

**Educator**

It is a professional work, based on human processes of people, which requires intentional personal effort in the intellectual, emotional and practical fields. Applying pedagogical methodologies that stimulate students' creativity, empowering their skills and in the decision making process. (Vera, 2005) In addition, people who work in educational programs are called upon to commit themselves to their didactic areas, through the vocation of service to the profession, by fulfilling the corresponding profile, possessing psychosocial aspects, empathy, a
non-judgmental attitude, the capacity to resolve conflicts; guaranteeing an efficient basic education. (Viveros& Hernández, 2006) Educators have clearly defined functions, but we must indicate that it is of vital importance to bear in mind that education implies awareness of the responsibilities of taking advantage of information involving participation in society through the configuration of thoughts, feelings and actions. (Rodríguez, 2005)

**MyPes - Micro and Small Enterprises**

It is a norm given by the Peruvian state with the sole objective of boosting competitiveness and promoting the development of micro and small businesses, as well as achieving the formalization of these so this modality has labor and tax benefits to support the growth and generation of new sources of employment, thus contributing to the country's GDP, the law 28015 in its article 2° defines the MyPes as an economic unit constituted by a natural or legal person. The current law was given under the supreme decree No. 013-2013-PRODUCE, through this law was approved the TUO of the law to promote productive development and business growth. Micro, small and medium enterprises must be among the business categories: Micro enterprises must have annual sales of 150 UIT (S/592,500); small enterprises must have annual sales for both above 150 UIT (S/ 592,500) and a maximum of 1700 UIT (S/6715,00); and medium enterprises must have annual sales above 1700 UIT (S/6715,000), and a maximum of 2300 UIT (S/9'085,000).30056 law eliminates the maximum number of workers as one of the qualification factors of the M&E. (Congress of the Republic of Peru, 2013)

**PrivateEarlyEducationInstitutions**

An ostentatious definition, educational institutions are considered to be buildings, of so many that abound in a specific place, that they share common characteristics: advertisements with the name of the establishment, national flag in sight. It serves as the basis for demagogic policies that see in school infrastructure in order to reach and guarantee tranquility for students. (Señoriño& Bonino, n.d.) In addition, it alludes to and refers to norms of high significance for the life of a given society, formalized in the case of laws, with broad scope and penetration of individuals in their academic lives; considering also an establishment as the material concretion linked to the world of institutions. (Fernández, 1994) Therefore, educational institutions are infrastructures where the process of learning and teaching throughout life is carried out, contributing to the integral formation of human beings, their potential, family and community development, and world development; education being a fundamental right of persons thanks to the universalization of basic education. (Congress of the Republic of Peru, 2003)

### 2. MATERIALS AND METHOD

The objective of this research is to determine the characteristics of the organizational climate and teacher satisfaction in the MyPes of the Tumbes education sector, year 2018. To achieve this research, the following research statement was answered: What are the characteristics of the organizational climate and teacher satisfaction in the M&E sector in Tumbes, year 2018?

The study was of a cross-sectional descriptive design, focused on determining the characteristics of the contents of the organizational climate and job satisfaction dimensions. (Hernández, Fernández, & Baptista, 2017)

The population was made up of teachers from 33 private early education institutions in Tumbes. The probability sample was made up of 110 educators. They performed their duties according to the inclusion criteria.

Data for the study were collected during 2018. For this purpose, we requested the authorization of the directors of the Private Educational Institutions (IEP) of the city of Tumbes, for the application of the surveys to the educators; once the study was authorized, its objectives were presented and informed consent was requested, after signing the consent, we proceeded to collect the data. Data collection was carried out using the interview technique, where the researcher asked the questions and solved the survey based on the answers given by the educator.

The main variables were organizational climate defined as perceptions shared by a number of people about their work environment as their supervisory style (Robles et al., 2005). The questionnaire for the design, construction and validation of an instrument that evaluates organizational climate in Colombian companies, from the theory of the response to the item, which presents general reliability, has an Alpha of Cron Bach of 0. 94, contains 40 questions and 6 dimensions (organizational clarity dimension = 10 questions; rewards and incentives system dimension = 10 questions; decision making/autonomy dimension = 7 questions; leadership dimension = 3 questions; social interaction dimension = 5 questions; and organizational openness dimension = 5 questions),
which have 5 answer options in Likert scale (1= total disagreement up to 5 = total agreement). Each question had 5 answer options in Likert scale (1= total disagreement up to 5 = total agreement).

These variables were re-categorized by percentile scoring into three categories: (a) Good, between 203 - 222 points; (b) Fair, between 195 - 202 points and (c) Bad, between 153 - 194 points. (Gómez, 2015).

Job satisfaction as a positive emotional response to the position and results from the assessment of whether the position meets or allows the worker's organizational values to be met (Salgado et al.,1996). The evaluation questionnaire of customer satisfaction and its relationship with the perception of quality in Fitness Centers: use of the CALIDFIT scale; which presents general reliability has an Alpha of Cron Bach of 0.916, which consists of 35 questions and 5 dimensions (personal dimension = 10 questions; facilities and materials dimension = 10 questions; services and activities dimension = 7 questions; organization image dimension = 3 questions; and organization satisfaction dimension = 5 questions), which have 5 options for response on the Likert scale (1= total disagreement up to 5 = total agreement).

These variables were re-categorized by means of percentile scoring classified in three categories: (a) High, between 128 - 156 points; (b) Medium, between 120 - 127 points and (c) Bad, between 108 - 119 points. (Garcia et al., 2012).

In addition, the following covariates were collected on the characteristics of the educators, such as age, sex (female/male), degree of education (teacher/bachelor/graduate/postgraduate), monthly salary income and self-perception of professional development; in addition, the characteristics of the M&Es such as the number of educators per MPE, number of students enrolled in the 2018 academic year, the tax regimes (New Simplified Single Regime/MME Regime/Special Regime/General Regime) and education modalities.

The data were evaluated in the SPSS Version 22.0 statistical software. For univariate analysis, categorical variables were summarized in relative and absolute frequencies; and numerical variables were summarized in measures of central tendency and dispersion. They were presented in tables and graphs in accordance with the norms and criteria for writing established in the APA standards. (American Psychological Association, 2019)

3. RESULTS

This study explored the education gap according to age, gender, marital status and educational level of educators in the district of Tumbes, Peru. Of a population of 110 educators, the average age was 29 years ± 5.87, 91.8% were women, 79.1% were single, and 68.2% had a bachelor's degree in education.

With regard to the M&Es exclusively for private educational institutions, the study explored the type of tax regime, business modality, number of teachers and number of students. Out of a population of 33 M&E's, 84.8% belong to the M&E regime, 6.7% of which operate as Private Educational Institutions at the Cradle to Early Childhood level, with an average number of teachers of 3.4 ± 2.0, and an average number of students of 38.72 ± 33.69.

It was found that educators are not satisfied with the organizational clarity, system of rewards and incentives, decision making/autonomy, leadership, social interaction, and organizational openness regarding empowerment, initiative, empathy, assertiveness, and decisions made by the principal with respect to educators. It was found that 36.4% of educators consider the level of organizational climate to be poor, and 33.6% consider the level to be regular.

It was found that educators are moderately satisfied with the personal satisfaction, facilities and materials, services and activities, image of the organization, and satisfaction with the organization regarding infrastructure, equipment, environments, and decisions made by the director.

4. DISCUSSION

One out of every three educators in the private educational institutions of Cuna and Initial education in the district of Tumbes, considers that the average organizational climate that was developed in the M&E research subject is negative, specifically of bad option, because the directors do not know about the working conditions in which the educators develop, the participation in contribution of ideas, level of coercive leadership, therefore, the behavior
of the educators is conditioned by the perception that the director of the educational institution has. The working conditions are directly related in the Educational Institutions due to the recognition that the EI provides the material, economic and/or psychosocial elements necessary for the fulfillment of the entrusted tasks. (Torres & Zegarra, 2015)

Therefore, it is necessary that the directors seek a balance between the groups, with greater informal communication, applying the capacity to transmit ethical values, allowing an increase in the participation of the educators in decision making by virtue of improving the organizational climate of the Educational Institution.

Regarding the work satisfaction of the educators in the Private Educational Institutions of Tumbes, two out of three of them consider that the variable investigated reflects an average of medium and low option, therefore, in the M&E's they do not look for the professional growth of the educators manifested only in the fulfillment of their stipulated functions, besides the equipment and materials for the development of their psychomotor learning sessions for their students are not the correct ones, generating dissatisfaction regarding the psychomotor development taught in the classroom, causing that the educators cannot achieve efficiency in their activities. The satisfaction of the educators is a function of the physical environments, the work performance, development opportunities and the remunerative aspect, capacity that is related to the director of the Educational Institutions. (Chiang et al., 2014) Therefore, it is necessary for the director to be involved with his/her educators, showing characteristics of empathy and assertiveness, showing leadership, empowering his/her educators to generate the initiative to achieve their personal and professional development.

The study has representative strengths because when we requested information from the Tumbes Regional Office of Education - DRET, regarding the total number of private educational institutions and number of teachers, we had full participation to define our population and sample. Likewise, the Universidad Católica Los Ángeles de Chimbote and the Research Institute offered their advice and personalized and productive availability for each of the parts to be developed in the research.

The limitations were minimal, but it is indicated that the main disadvantage in the execution of the research was the availability of educators to apply the data collection instrument.

5. CONCLUSIONS

The Private Educational Institutions - IEP in Tumbes, belong to the MyPe Regime, of Cuna - Initial modality; their educators present the necessary conditions and requirements for the corresponding profile with the professional title of Graduates in Education, of feminine sex. It was observed that the educators show levels of poor organizational climate and medium and low job satisfaction, due to poor infrastructure, limited equipment and materials. These inequalities should be addressed with greater initiative on the part of the director to encourage the participation of their educators, with respect to educational management and leadership styles, facilitating the impact for the reduction of labor conflicts, and thus improving the climate and satisfaction of the educators.

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