

Perception of the labor-teacher climate at the Fidel Velázquez Technological University

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Abstract

The objective of this work was to evaluate the work environment of the teaching staff attached to the academic division of industrial and mechatronic maintenance of the Fidel Velazquez Technological University. This work belongs to the line of investigation of evaluation of social climate of the UTFV whose scope tries to evaluate all the actors and factors involved in the School system. The results showed that there is a difference between the perception of the working climate between full-time and subject teachers, the latter seem more satisfied with the work. In comparative with the perception of the academic director, he emphasizes that in the Control subscale, he considers that there is greater control than the teachers perceive. The results showed areas of opportunity to implement actions to promote group cohesion and spirit, to encourage innovation and positive recognition of well-executed teaching work.

Work Climate, Teachers, University Students

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1. Introduction

This paper presents the preliminary results of the UTFV's social climate assessment research line, regarding the teachers' working environment in the academic division of industrial maintenance and mechatronics. The term social climate refers to the perception that individuals have of the different aspects of the environment, in which their habitual activities are developed (Moos, 1995). The work environment is the internal environment and the atmosphere of an organization that includes factors such as: technology, policies, regulations, leadership styles, among others, are influential in the attitudes, behavior of employees, job performance and productivity of the organization (Chiavenato, 1990).

In the UTFV in 2015, a research was carried out whose objective was to identify factors predisposing students to drop out in order to use said information to generate academic retention strategies; part of these findings were that, there is a correlation between the school social climate and the number of temporary or definitive absences reported by each academic division in the UTFV (Hernández, Vargas and Romero, 2015) after two years of that investigation that was in search for a diagnosis that would allow to organize and make decisions but above all to design strategies that will systematically contribute to institutional improvement and educational quality for the training of university students; However, this plan was never designed, nor implemented.

The aforementioned study did not consider the evaluation of the teaching perception of the educational and labor social climate; For this reason, carrying out a similar investigation, delimiting the sample to an academic division, will allow the short term to complete the proposal of strategies that favor a social school and work environment for teaching.

Which generates a favorable academic environment for the integral development of the students, decreasing the desertion.

1.1 Justification

The research team intends to develop an evaluation of the social climate of the UTFV that involves all the actors and factors of the phenomenon, that is, the school social climate understood as the relationships established between students, teachers and directors of the institution as well as the conditions in the work environment in which teachers perform their functions.

The scope of this research project is ambitious because it seeks a systemic diagnosis of the phenomenon called social climate, which to achieve this involves the evaluating of large samples of students, teachers and managers (from a student community of approximately 6500 students and approximately 313 academics). There are precedents for the feasibility of this study, however, it must be guaranteed that the results will have utility and practical significance for the generation of strategies that will potentiate the organizational development in an integral way.

Therefore, it was decided to begin with the evaluation of the teaching work environment only in the academic division of Industrial Maintenance and Mechatronics. Teaching work, like any other work activity, is subject to a subjective motivation component and is liked by the function performed. Maslow (1957) in his theory of motivation and McGregor (1957) in the XY model (X-apaty for work, Y-Interest in development and job growth) have recognized these factors, as determinants of the quality of performance of the functions.

What makes us suppose that the satisfaction with the social - labor conditions could positively influence the school social climate that impacts the teaching - learning process of the students of the UTFV.

1.2 Problem

In the evaluation of the social climate in 2015 (Hernandez, Vargas and Romero, 2015), the social climate of the school was evaluated, but only from the perception of the students, for which elements that allow characterizing the perception of the teaching staff working in the UTFV are unknown. .

Evaluating the social climate of the institution would then involve all the actors in the process, in that research it was identified that, in a comparison between the six academic divisions, the students of the academic division of industrial maintenance and mechatronics, perceived that, in the dimension of help, there is a low level of concern, communication and trust between the teacher towards the students, in the implication dimension that describes the degree in which the students show interest in the activities of the class and participate in this the level is low as well as in the dimension of tasks since there is little emphasis on the interest that the teacher puts in completing the scheduled tasks or completing the syllabus of the subject.

Therefore, in order to develop a systemic vision of the phenomenon called social climate, it was imperative to make this evaluation in the teachers, but initially focused on the labor sphere and the relationship they have with the institution.

1.3 Hypothesis

The perception of social work-teacher climate is similar from the faculty and the director of the academic division.

The perception of social work-teacher climate is similar between full-time and subject teachers.

1.4 Objectives

1.4.1 General Objective

Evaluate the perception of social work climate in the faculty of the academic division of industrial maintenance and mechatronics of the UTFV.

1.4.2 Specific Objectives

To compare the perception of the social work climate between full-time and subject teachers of the UTFV industrial maintenance and mechatronics division.

2. Theoretical framework

2.1 Social climate

The term social climate refers to the perception that individuals have of the different aspects of the environment, in which their habitual activities are developed. The positive or negative feeling that a person has from their experiences in the system and their evaluation includes the perception that individuals who are part of the system have about the norms, beliefs and relationships that characterize that context (Aron and Milicic, 1999).

The factors that are related to a positive social climate are: an appropriate physical environment, varied and entertaining activities respectful communication between peers,¹ ability to listen to each other and value each other and is usually associated with the emotional intelligence that group members have to resolve their conflicts in non-violent ways (Astin, 1993).

In the social climate perceived in an institution, there are microclimates within the context that sometimes act as protectors against the broader social climate. For example, in the context of a school management perceived as very authoritarian some members can group and generate in their group a different climate, which is generally perceived as better or at least different that allows them to mitigate or cushion the adverse effect has on them the management mode.

2.2 working environment

In 1950 Cornell defined the work environment as the set of perceptions that people who are part of the organization have. Constructo that was elaborated until the decade of the 60's. (Fernández and Sánchez, cited in Williams, 2013).

The work climate is part of organizational culture, it comprises a complex social system that encompasses laws, values and customs that directly influence behavior, which does not only depend on their individual characteristics but also on the way in which they appreciate their climate work and everything related to the organization.

Social psychologist Kurt Lewin (1951) states that the behavior of employees is a function of the interaction of personal characteristics (P) with the environment (A) surrounding the person ability to listen to each other and value each other and is usually associated with the emotional intelligence that group members have to resolve their conflicts in non-violent ways (Astin, 1993).

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¹ Disponible en: eprints.uanl.mx/4820/1/1080179163.pdf

Thus, the work environment is a powerful determining force in individual and group behavior in institutions, through a set of assumptions, beliefs, values and norms that share the elements that are within the organization or in some way participate in it.

Seisdedos, N. (2003) makes mention of the studies of: Campbell, Beaty, Friedlander, Margulies, Payne, Pheysey, Schneider and Bartlett, who have studied the influence of certain climate variables on performance, and, in general, has come to point out that the performance depends on: the management style, the rules of the organization, the freedom of decision to innovate, the recognition, support and the perception of the individual of the main interest of the organization.

In 1935 Hoppoch (cited in Williams, 2013) published a paper on the work climate and its impact on job satisfaction. The results obtained focused on the diversity of factors that can affect job satisfaction, within these the physiological (conditions) and psychological aspects (opportunities for development, status and recognition).

It is necessary to bear in mind that the work climate is related to a set of parts that form a whole. With regard to an academic institution if what is desired is to generate an environment of security, stability and commitment in the performance it will be necessary to evaluate all the actors of the organization.

2.3 UTFV system

The Fidel Velázquez Technological University offers higher education since 1994 and currently teaches at the level of Higher University Technician (TSU) 14 educational programs and six at the engineering level.

The full-time and subject teachers belong to a trade union, called APAUTFV, and their employment relationship with the institution is governed by a collective work contract. For full-time teachers there are six categories, which begin with the associate professor A and end with the category of professor C, in the case of subject teachers there is only category B in the institution.

When there is a collective bargaining agreement, it is guaranteed that all teachers have the same responsibilities and rights as the rest of the same category, in this way the perception of them is what could be potentially different.

3. Methodology

Quantitative methodology

3.1 Kind of investigation

A descriptive and exploratory, quasi-experimental research was carried out.

3.2 Method

3.2.1 Subjects

Eight full-time teachers, 25 subject teachers and the director of the academic division of industrial maintenance and mechatronics of the UTFV.

3.2.2 Apparatus and materials

- Computer
- Software SPSS (Statistical Package for Social Science) for Windows V.23

3.2.3 Instruments

Social Climate Scale, WES version (Work Environment Scale) for social climate in Moss's work.

Name: *«the social climate scales: family, work, correctional institutions and classroom environment scales»*

Authors: *R.H. Moos, B.S. Moos, y E.J. Trickett*

Administration: *individual and collective*

Duration: *Variable, twenty minutes for each scale, approx.*

Application: *teenagers and adults*

Significance: *these are four independent scales that evaluate the socio-environmental characteristics and personal relationships in family, work and schools.*

Typification: *scales for each of the scales made with Spanish samples.*

3.2.4 Variables

- Labor social climate implies the following dimensions:
- Relations. It evaluates the degree to which employees are interested and committed to their work and the degree to which management supports them and encourages them to support each other, these are involvement, cohesion and support.
- Self-realization. Measures the degree to which employees are encouraged to be self-sufficient and to make their own decisions; the importance given to good planning, efficiency and completion of tasks and the degree to which pressure at work or urgency dominate the work environment, considers the subscales: autonomy, organization and pressure.
- Stability / Change. They evaluate the degree to which employees know what is expected from their daily tasks and how they explain the rules and work plans; the degree to which management uses standards and precision to control employees; the importance given to the variety, to the change and to the new proposals.

Finally, the degree to which the physical environment contributes to create a pleasant work environment. Integrated by the subscales; clarity, control, innovation. The comfort dimension, describes the degree of comfort provided by the physical environment.

3.2.5 Procedure

The Moss social climate survey was applied in its WES version for the full-time teaching staff assigned to the academic division of Industrial Maintenance and Mechatronics and the subject teachers who already have a greater part of their workload in that division.

The WES scale was answered by the director of the academic division, to compare the perception of the teachers and the director of the academic division. Subsequently, the scales were rated and analyzed with the SPSS v. Software. 23, to determine the results.

4. Results

33 teachers participated in this study, of which 8 are full-time, representing 21.2% of the teaching staff of the division and 25 of asigantura corresponding to 78.8%. By sex of teachers, 30.3% are women and 69.7% are men, with an average age of 42.7 years. In the Relationship dimension, it assesses the degree to which employees are interested and engaged in their work and the degree to which management supports them and encourages them to support each other. The subscale Implication (IM) refers to the degree to which employees care about their activity and give themselves to it, 81.8% of teachers think that the work they perform is really stimulating, even when it is routine, they do it with enthusiasm, and they put a lot of effort into it (72.7%).

But in the perception of group spirit only 45.5% recognizes it, 54.5% have the perception that there is no great willingness to do voluntary work among their peers and that only 57.6% seems to be proud of the institution. In the subscale Cohesion (CO) is the degree to which employees help each other and are friendly with their peers. 63.6% perceive that they strive to help newly recruited people to join the institution and that social contact for 60.6% is limited to the time they spend together eating, however, 63.6% admit that they rarely participate with their peers of work in activities outside the institution and 66.7% perceive that people do not care about others, but at 57.6% it seems that employees talk to each other about their personal problems.

33.3% consider that some of the problems between peers are generated because some talk about others behind their backs. The Support (AP) subscale describes the degree to which bosses help and encourage staff to create a good social climate. 63.6% of teachers acknowledge that the director really provides support, encourages the critical spirit (57.6%) and value the ideas contributed by them (51.9%), however, only 42.4% mentions that the teacher is usually congratulated when doing something good and 54.5% think that the director expects too much of them.

In the dimension of Self-realization, which measures the degree to which employees are encouraged to be self-sufficient and to make their own decisions; the importance given to good planning, efficiency and completion of tasks and the degree to which pressure at work or urgency dominate the work environment.

The Autonomy subscale (AU) measures the degree to which employees are encouraged to be self-sufficient and take their own initiatives. 60.6% consider that their responsibilities are important and 69.7% feel free to decide, 78.8% consider themselves encouraged to take the initiative when doing work activities.

69.7% perceive that the director encourages them to acquire new apprenticeships, even if these are not directly applicable to their work and 63.6% show that they are encouraged to act independently, however, 57.6% think that they are not encouraged to have confidence in themselves when a problem arises.

The Organization (OR) subscale is the degree to which good planning, efficiency and completion of the task are emphasized. The staff has the perception that a lot of attention is required to finish their work (66.7%), and that it is not customary to postpone the work (63.3%) and that it precedes the spreading or rest (78.8%), they are described as a very efficient and practical working group (75.8%) but at 60.6% it seems that a lot of time is lost due to lack of efficiency.

In the subscale Pressure (PR) that indicates the degree to which the urgency or the pressure in the work dominates the work environment. Teachers perceive that there is an adequate balance between the pressure to perform work and the time to relax within the working day.

However, there is a perception of "urgency", since 45.5% think that job assignments always have that understanding and 54.5% that they get "rushed" to develop activities. The Stability / Change dimension assess the degree to which employees know what is expected from their daily tasks and how they explain the rules and work plans.

The degree to which management uses standards and precision to control employees; the importance given to the variety, to the change and to the new proposals and, finally, the degree to which the physical environment contributes to create a pleasant work environment. On the Clarity subscale (CL), it describes the degree to which employees care about their activity and give themselves to it. 63.6% perceive the disorganized bastate things and 57.6% that the activities are not well planned; only 39.4% believe that the rules are clear and defined.

Regarding the instructions and specifications given to teachers on work activities to be developed, it is observed that 63.6% perceive that the details of an activity to be performed are explained, but 42.4% think that they are left with doubts about those instructions. They notice stability in rules and regulations (75.8%) and only 51.5% believe that the director encourages them to be precise and orderly.

The Control subscale describes the degree to which the person uses measures to supervise employees, for example, in the formulation of rules, in the scheduling of activities and in the relationships between employees and managers. 66.7% perceive that it is very important to maintain discipline and follow the rules, especially those related to work (78.8%), in addition it is perceived that the supervision and supervision maintained by the boss is adequate, as it is not authoritarian and 57.6 % do not believe that there is any type of pressure from the director towards the teachers that tense the work environment and for 63.6% it is important the freedom that is had to go dressed with the clothes that you want.

The Innovation sub-scale shows the degree to which bosses help and encourage staff to create a good social climate.

63.6% do not believe that doing things differently is positive and at 72.7% it seems that new and different ideas are not experienced, so activities are always developed in the same way and with the methods that have been used by a long time (69.7%).

On the Comfort subscale (CF), it is the degree to which the physical environment contributes to creating a pleasant work environment. In this subscale there is practically a polarization of 50/50%, in terms of lighting, 51.5% consider it adequate; 54.5% consider the property to be modern and pleasant, 48.5% that the temperature is adequate, 42.6% that the furniture is properly placed and 63.6% agree that it is necessary to modify the decoration of the space.

Regarding the analysis by the standardized score (table 1) in the subscales of the WES test, it was observed that the subscale Order (OR) is the one with the highest statistical average in the percentiles of the typified score and the subscale Pressure (PR) is the one with the smallest statistical average.

Dimension	Statistical average (typified score)
Implication	59.29
Cohesion	52.26
Support	52.70
Autonomy	61.76
Order	73.11
Pressure	47.67
Clarity	58.44
Control	53.05
Innovation	55.38
Comfort	52.55

Table 1 Means of the standardized scores of the WES test applied to professors of the academic division of industrial maintenance and mechatronics of the UTFV.

In the comparative analysis of the typified scores (table 2) by the faculty category, it was observed that in the pressure subscale (PR) the full-time professors recorded higher percentiles than the subject teachers.

In general the average of the percentiles obtained in each subscale is higher in the teaching staff of the subject, especially in Order (OR) and innovation (IN).

Dimension	Full time teacher	Professor of subject
Implication	54.00	61.00
Cohesion	49.50	53.60
Support	50.95	55.04
Autonomy	59.87	63.36
Order	56.12	80.04
Pressure	50.25	45.60
Clarity	50.37	61.85
Control	49.17	53.20
Innovation	43.87	57.76
Comfort	46.37	54.44

Table 2 Statistical averages obtained from the typified scores, in the WES subscales applied to the faculty of the academic division of industrial maintenance and mechatronics of the UTFV

The results of the application of the WES test to the director of the academic division (Table 3), were recorded as follows; the perception of Support (AP) is low (28th percentile) and as well as in clarity (CL), autonomy (AU) and order (OR). However, in the control subscale the director's perception is that more control is exercised than that perceived by the teaching staff.

Dimension	PTC	PA	DIR
Implication	54.00	61.00	59
Cohesion	49.50	53.60	41
Support	50.95	55.04	28
Autonomía	59.87	63.36	36
Order	56.12	80.04	36
Pressure	50.25	45.60	79
Clarity	50.37	61.85	37
Control	49.17	53.20	70
Innovation	43.87	57.76	43

Table 3 Comparison of the percentile scores obtained in the WES test in full-time teachers (PTC), subject (PA) and the academic director (DIR) of the industrial maintenance and mechatronics division of the UTFV

5. Conclusions

The percentiles recorded in each of the subscales of the WES test indicate that satisfaction with the work environment is within statistical normality. However, it is necessary to point out that in general analysis teachers' perception is that there is no group spirit, availability for volunteer work, which can make teamwork difficult when it is required. There is a need for teachers to recognize their achievements positively, which could strengthen their self-confidence and availability for work. In terms of innovation, the perception is of a static and unchanged work environment, which offers the possibility for teachers to experience stability in standards as an important element but which could hinder professional development.

There is a difference between the percentiles recorded by the group of full-time and subject teachers with respect to the perception they have about the subscales, since it seems that the PTC (Full-time Professors) feel more pressured, in the innovation subscale they are the subject teachers who have a more positive outlook compared to the PTC and in the order sub-scale the difference is 24 percentiles between one group and another, since the subject teachers have a positive assessment of the order in which the work is carried out .

Finally, in the perspective of the academic director, the perception of the support given to teachers is potentially less than that perceived by them, however in the sub-scale of control is perceived more rigid in the supervision and monitoring that has towards their team that what teachers perceive. The information provided by this evaluation is valuable material for the design of strategies for organizational management that have an impact on the overall improvement of the institution.

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