



THE INFLUENCE OF THE ORGANIZATIONAL CLIMATE ON THE MOTIVATION OF STAFF AT PRIMARY SCHOOL NO. 08 – SOYO

THE INFLUENCE OF THE ORGANIZATIONAL CLIMATE ON THE MOTIVATION OF EMPLOYEES AT PRIMARY SCHOOL N° 08 – SOYO

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SUMMARY

The school as an organization operates in compliance with legal criteria and respecting all organizational assumptions that deserve a deep appreciation. This article is entitled: The influence of organizational climate on the motivation of employees of primary school No. 08, Soyo. The objective is to characterize the influence of organizational climate on the motivation of employees of primary school No. 08, Soyo. The methodology, based on an exploratory-descriptive research, with a qualitative-quantitative approach, with a bibliographic review of the literature as well as the application of interviews to members of the board and questionnaires to teachers and non-teaching staff. As a result, it is confirmed that the organizational climate positively influences the motivation of school employees, due to the policies implemented, thus generating and ensuring job satisfaction of employees, good performance in carrying out their duties, recognition, organizational climate and appreciation at work. As conclusions, it can be stated that there is a lot of specialized literature that addresses the influence of organizational culture, it was possible to make a diagnosis of the determining aspects of organizational culture, and as results, the implemented communication model, the appreciation of employees, the motivation that generates satisfaction and its impact on organizational behavior are highlighted as being decisive in the success of the institution.

Keywords:organizational climate; organizational culture; motivational theories; motivation.



ABSTRACT

The school as an organization operates in compliance with legal criteria and respecting all organizational assumptions, which deserves a deep appreciation. This article with the title: The influence of the organizational climate on the motivation of employees at primary school no. 08, Soyo. The objective is to characterize the influence of the organizational climate on the motivation of employees at primary school no. 08, Soyo. The methodology, based on exploratory-descriptive research, with a qualitative-quantitative approach, with a bibliographical review of the literature as well as the application of interviews to management members and questionnaires to teachers and non-teaching staff. As results, it is confirmed that the organizational climate positively influences the motivation of school employees, due to the policies implemented, thus generating and guaranteeing employee job satisfaction, good performance in carrying out their duties, recognition, and climate. organizational and appreciation at work. As conclusions it can be stated that there is a lot of specialized literature that addresses the influence of organizational culture, it was possible to make a diagnosis of the determining aspects of organizational culture, and as results the implemented communication model stands out, the appreciation of employees, the motivation that generates satisfaction and its impact on organizational behavior is decisive in the success of the institution.

Keywords: organizational climate; organizational culture; motivational theories; motivation.

1. INTRODUCTION

The school, as an educational institution, follows a set of rules and procedures, hence the responsibility for its functioning lies with all its members, but above all, the school principal is the main person responsible for the organization, in accordance with the principle of representation which, according to Lukombo (2019), plays a fundamental role in the organization and functioning of the school institution, in all its aspects: physical, sociopolitical, relational, material, financial and pedagogical, considered to be of utmost importance for the development of all school work, from monitoring student learning to everyone's work.

Regarding the collaboration of all members, the aim is to create an organizational climate that provides a satisfactory working environment, based on established working relationships and a favorable environment that helps motivate the members of the organization, since the presence of management members in the school serves to assist the pedagogical process, allowing the objectives defined by the institution to be met. Therefore, it is necessary to think and reflect on the importance of the existence of an organizational climate in the school because it influences the motivation of its employees.

The importance of the actions of school management members makes it possible to ensure the effectiveness and democratization of good relationships and teaching. Therefore, on the part of management members, there is an urgent need to create all the favorable conditions so that teachers and other members of the school feel integrated into the projects, programs and decisions to be taken for the good functioning of the school, developing daily strategies with objectives and goals that can make the organizational climate more democratic and motivational. In other words, it constitutes a form of action that aims to promote the organization and articulation of all the material and human conditions necessary to guarantee the advancement and promotion of student learning, so that they are motivated and capable of facing the challenges of everyday life and feel an integral part of the school institution.

In the view of Gaspar and Diogo (2012) and Moisés, Aznar and Agreda (2017) apud Lukombo (2022), prescribe that “there is no agreement nor on the way to organize and exercise the school management, nor about the role that should be assigned to principals”, because everything depends within the scope of the pedagogical and work goals to be developed with teachers and students.

From this perspective, the members of the board assume a role of integrating and assisting the teaching and learning process that develops in the educational institution, which, above all, understands the dynamics to be implemented by the members of the board to create a pleasant organizational climate that will promote motivation within the school, that is, it will provide greater comfort among the employees. In this order, the work of the teachers and the performance of each one of them makes the school have a pleasant environment, which has a vision to achieve the objectives of education, always seeking the participation of everyone.

The actions of the board members appear to be a fundamental part of ensuring that the school functions in a way that meets expectations and objectives, always aiming for its members

can acquire continuous training to develop their autonomy and develop skills that allow them to integrate into society as beings who have rights and duties to be fulfilled and respected, that is, subjects who form their own history and opinion, but also respect the ideas and opinions of others.

It is based on this assumption that Lukombo (2019) states that collective construction presupposes a change in the way of understanding the functioning of the objectives and purposes of education, requires collaboration on the part of management members, in the relationships that are established in the school context and the function of the school as a social institution.

Since the school is also an organization, we corroborate Chiavenato's (2004) thinking, when he states that organizations are social units, deliberately idealized and recovered for a single purpose. And as these objectives are achieved, organizations redefine themselves to find great goals, as well as strive to achieve them with the minimum of effort and cost.

Therefore, the success of the school as an organization depends on some preponderant factors considered indispensable in the existence of organizations, from organizational culture, organizational climate and organizational behavior, as supported by Cody's (1997) view, which considers organizational climate to be an indicator of the degree of satisfaction of the company's members, in this specific case the school, in relation to various aspects of organizational culture or apparent reality, such as people policy, management model, school mission, communication processes, professional development and identification with the school, considered in another way as the set of internal aspects of the organization that make different types of motivation that then affect the perception of the quality of the organizational environment, influencing behavior, motivation, performance and job satisfaction.

According to Guimarães, Silva and Monteiro (2023), organizations are made up of people who have needs, desires, personal and professional expectations, so it is essential to understand how they work and how they interact within the organization, that is, a set of distinct behaviors and it is the responsibility of those who manage, to aim to guarantee the necessary conditions for the progress and development of work, using techniques that motivate and engage people in predetermined objectives and results.

According to Bolgar (2002), people management must have a long-term strategy and short-term operational strategy, combining process and people management. Through this aspect, people management needs to group its application in the purposes and implications of the organization to be acquired, which will offer the organization a successful prosperity.

The organization can only grow as an integrated body when all sectors are aligned with its objectives. It is important that co-operators remain firm in this process. To do this, the organization must encourage a sublime and innovative atmosphere among its co-operators. The success of corporations lies in a path beyond the quality of the company's achievements.

Due to these and other situations, this article arises with the general objective of characterizing the influence of the organizational climate on the motivation of employees of primary school No. 08, Soyo. Therefore, in order to materialize the general objective, the following specific objectives are defined: Systematize the theoretical and methodological references that support the influence of the organizational climate on employee motivation; Diagnose the current state of the influence of the organizational climate on the motivation of employees of primary school No. 08, Soyo; Describe the main characteristics that influence the organizational climate on employee motivation.

2. THEORETICAL FRAMEWORK

2.1. Organizational climate

The literature on the approach to the theme is supported by several authors, with each author making an analysis from an objective perspective. In this context, paraphrasing Chiavenato (2006), he makes an approach in which he summarizes different perceptions that he considers as organizational climate, stating that it is a context existing in the internal environment of an organization with its psychological atmosphere and characteristics specific to the organization, as well as a true environment of human interaction with defined purposes and objectives that can occur from the macro to the micro structure of the organization.

In the perspective of Closs (2019), considers the organizational climate as the “set of measurable properties of the work environment perceived, directly or indirectly, by the individuals who live and work in this environment and which influence motivation and co behavior of these people”. Therefore, the climate is like the thermometer that indicates the

employee satisfaction with aspects of organizational culture, human resources policies, management model and communication processes, for example. To identify this climate, it is possible to conduct surveys over time and analyze everyone's opinion on various aspects, such as the workplace, what demotivates them, the level of knowledge about the company's policies and values.

According to Schein (1978 apud Tamayo and Paschoal, 2003), he considers the climate organizational as “the rational coordination of the activities of a given number of people, who pursue a common and explicit purpose and objective through the division of functions and work”, considering that they imply the consideration of two fundamental factors, the fact that they are composed of people and groups of people and that they have specific purposes.

2.2. Organizational culture

The theme “organizational culture” constituted as a relevant concern for those who investigate phenomena in organizations, with the expectation of better understanding the relationships between cultures and organizational environments. The possible influences that cultural manifestations exert on the behavior of individuals and groups, and vice versa, are examined. However, the profusion of studies reveals a disaggregated and multifaceted theme, presenting different forms and distinct approaches to its achievement, as highlighted by Cavedon and Fachin (2002), Carrieri and Pimentel (2005) and Leite-da-Silva, Junquillo and Carrieri (2010), Quaresma Júnior and Carrieri (2015), apud Corrêa and Cruz (2021). These authors understand that the main debates on the topic develop around the following issues: (i) regarding the possibility of organizational culture being manipulated; (ii) regarding the research method that allows the deepest insight into organizational contexts; and (iii) regarding the homogeneous or heterogeneous nature of the construct.

For Cavedon (2003), contemporary debates on the construct “culture”, within the scope organizational culture, focus especially on two aspects, namely: culture as a variable, with a functionalist bias; and culture as a metaphor, analyzed from ideological and symbolic terms, with a predominance of the interpretative character. It is noted, therefore, that the conception of organizational culture was based on different perspectives, some more

close and others more distant from anthropological research. From the understanding of the different approaches to the construct of culture, one can see the lack of hegemony or disagreement of a single way of dealing with the subject. Each approach proposes a specific form of understanding, enabling the emergence of different research techniques, each appropriate to its assumptions (Zanelli; Borges-Andrade; Bastos, 2014).

Chiavenato (2004) considers organizational culture as a complex mixture of assumptions, beliefs, behaviors, stories, myths, metaphors and other ideas that represent the way in which one works, reflecting the way in which the organization has learned to deal with its environment; a system of beliefs, expectations and values; a form of interaction and relationship typical of a given organization.

2.3. Motivation

In the specialized literature on the subject, there are several definitions of motivation, based on a study on the concept of motivation in psychology carried out by Tamayo and Paschoal (2003), in which they present more than 20 definitions from different authors, some of which have several points of convergence and divergence, showing that the study of this issue still lacks a certain human domain. There is a broad conceptual understanding of motivation in the sense of provoking an action of movement in the individual towards work and maintaining this action for as long as possible. Given the concept of motivation, it must be said that it works in a particular way in the employee, since he or she needs to be motivated both internally and externally, which turns out to be a difficult task for managers of educational institutions.

According to Robbins (2005, p.132) motivation is “the process responsible for intensity, direction, and persistence of a person's efforts to achieve a given goal”. Motivation determines man's action at work and to motivate is to maintain situations that stimulate their desire to carry out their tasks.

Based on the above, motivation would be a set of physical, emotional and psychological factors that drive an action, aiming to keep it constant in a task. For this, one can, as an example, cite motivational factors such as achievement, recognition, the work itself, responsibility and progress/development (Ribeirthe, Passos and Pereira, 2018).

Human motivation, especially in the workplace, is susceptible to the influence of several factors, including cultural limitations (beliefs, values, etc.), individual objectives, and diagnostic and intervention methods (analysis variables). Combined with these factors, the different theoretical bases of mechanistic, humanistic, behavioral, etc. orientation allow for multiple perspectives on the phenomenon of human motivation. It can be seen that these theoretical models are efforts at coherent conceptual and empirical articulation, produced with the purpose of allowing the analysis and understanding of behavioral phenomena in different organizational environments, including those specific to the public sector. Despite the explanatory limitations that cover any theoretical construction, it is necessary to recognize that each of them provides a relative approximation for a better understanding of the phenomenon of motivation (Bergue, 2011).

Brunelli (2008) states that human motivation for work is one of the greatest challenges within the reality of organizations. Despite the numerous and complex theories, which will be discussed in greater depth in this study, in practice, motivation continues to be seen as simple, but with greater attention it is identified that people are unmotivated in their work.

Therefore, if the themes of motivation and satisfaction are fundamental for human resources management in the private sector, it could not be different in public administration, even if they have peculiar and very distinct characteristics (Brunelli, 2008).

According to Santos, Paula and Fernandes (2010), building a good relationship between coworkers, leadership and also in serving the population is essential for a public organization, so that everyone feels satisfied with the service they seek in this network, which is often seen as a place where people who are part of it are complacent and uncommitted employees.

However, the success of organizations depends largely on the degree of satisfaction of employees, encouraged by motivational indicators that may be internal or external, and also dependent on the attention they deserve and receive from their superiors or those who directly lead them.

2.4. Main motivational theories

2.4.1. Taxonomy of motivation theories

There are two sets of motivational theories, exogenous and endogenous, as mentioned by Katzell and Thompson, apud Tamayo and Paschoal (2003). Exogenous theory is directed towards the relevant aspects of work to value and stimulate the worker. Normally, two sets or factors are used, these being the content of the work and the characteristics of the work environment. There is the possibility of these factors being modified by the organization. Endogenous theory is something that goes against personal motivations, which study the variables that mediate motivated behavior (Tamayo and Paschoal, 2003).

From the perspective of Sá and Sacheti (2015), motivation can be described as an inner energy that acts and changes constantly throughout our lives, at all times, influenced by external factors that trigger internal feelings and impulses.

In other words, motivation is a stimulus that the human body has to do something. "Motivation constitutes an important field of knowledge of human nature and explanation of human behavior.

2.4.2. Abraham Maslow's Theory of Needs

The hierarchy of needs theory was proposed by the North American psychologist Abraham Maslow, with the aim of demonstrating the relationship between motivational behavior and different human needs (Matsuoka; Silva, 2013).

It argues that there is a hierarchy of human needs that guides people's behavior, even reflecting in the work environment.

Silva et al. (2006) define the needs addressed by Maslow as follows: a)

Physiological needs: refer to the basic needs of human beings, such as hunger, thirst, sleep and heat, housing and clothing;

b) Security needs: they seek a stable environment that guarantees protection of the individual. For Vitória Regis and Porto (2006), in a company, these needs correspond to the health plan, social security and adequate work environment, transportation, stability, physical safety and integrity and benefit plans;

c) Social or participation needs: arise from participation and acceptance of an individual by others, or the individual's membership in a formal or informal group;

d) Self-esteem needs: these are related to the way the individual evaluates himself, leading to feelings of power, capacity and aptitude, the possibility of career advancement and social visibility and, finally, to the highest stage;

e) Self-actualization needs: consist of the individual's potential fulfillment, and are manifested at the moment in which all other needs are satisfied, and the possibility of full development of people's skills or potential.

According to Vieira et al. (2011), Maslow's needs can be classified into two groups: primary or low-level needs (physiological and safety), influenced by external stimuli; and secondary or high-level needs (social, esteem and self-actualization), influenced by internal stimuli.

2.4.3. Douglas McGregor's Theory X and Theory Y

According to Ribeiro, Passos and Pereira (2018), they consider Douglas McGregor's Theory X and Theory Y (1992) as the comparison of two opposing and antagonistic styles used to manage: on the one hand, a style based on traditional, mechanistic and pragmatic theory (which he called Theory X). And on the other, a style related to the concepts regarding human behavior (which he called Theory Y).

Chiavenato (2003) classifies workers, which he defined as Theory X "based on erroneous and incorrect beliefs about human behavior", which they consider people to be indolent and lazy by nature; they lack ambition; their very nature leads them to resist change, as they seek their security and are willing to take risks that put them in danger and the other perspective for those of theory Y, as people who cannot despise work, that is, depending on certain conditions, work can be a source of satisfaction and rewards or a source of punishment, it requires dedication of physical and mental effort in a job.

It is considered that people are not, by nature, passive or resistant to the needs of the company; people have motivation, development potential, standards

appropriate behavior and ability to assume responsibility; and problem-solving ability is highly distributed among people.

2.4.4. Herzberg's Motivation-Hygiene or Two-Factor Theory

Frederick Herzberg's Two-Factor Theory, from the perspective of Ribeiro, Passos and Pereira (2018), seeks to understand the factors that satisfy and dissatisfy people in the organization.

This theory considers that a person's relationship with their work is fundamental, and this attitude can determine their success or failure. Thus, based on an investigation, it was concluded that intrinsic factors were associated with job satisfaction and extrinsic factors were related to dissatisfaction.

Therefore, Herzberg, Mausner and Snyderman (1959, cited by Ribeiro, Passos and Pereira, 2018, p.112), consider that “hygiene factors do not motivate by themselves, but if they are not present they cause dissatisfaction and/or demotivation.” Thus, Herzberg (1973) called the factors that generated satisfaction motivational factors and those that only prevented dissatisfaction hygiene factors.

Herzberg (1973) also defined hygienic (or extrinsic) factors as those related to the conditions surrounding work, such as quality of supervision, remuneration, company policies, physical working conditions, among others. Furthermore, hygienic factors refer to the conditions surrounding the person, the physical and environmental working conditions, salary, social benefits, company policies, supervision received, the climate among colleagues, regulations, possibility of growth and opportunities.

In the same perspective, citing Rodrigues (2009), hygiene factors are characterized as those located in the external environment of the organization. They are related to the physical conditions of the work environment, covering all the benefits that the organization offers to its employees, such as salaries, social benefits, organizational policies, organizational climate, working conditions, status, and safety.

Furthermore, Pereira (2014) states that they refer to the content of the position, the tasks and duties related to the position itself, that is, autonomy in carrying out the work, the full use of skills, recognition, the feeling of achievement and personal development.

However, this theory tests the worker's will and desire to be able to make certain decisions, because, although there are factors that encourage dissatisfaction, often the feeling of belonging makes the employee prioritize the company over satisfying their needs.

2.5. Some factors causing motivation

Authors such as Arnold, Robertson and Cooper (cited by Freixo, 2010) state that motivation is related to the factors that incite or influence us to behave in a certain way, structured into three components:

- The direction (what the person is trying to do);
- The effort (how the person tries);
- Persistence (how hard the person tries).

Consequently, it is important that conditions are created within the organization that aim to provide employees with opportunities to demonstrate their capabilities and skills, since the aspects associated with the meaning of work vary according to each individual, with some people finding it in the activity they perform, feeling satisfied with it, while others feel fulfilled in developing voluntary activities.

According to Kanaane (1999), from a psychological point of view, work provokes different degrees of motivation and satisfaction in the worker, mainly regarding the form and environment in which the task occurs. Therefore, the variables present in the organizational environment can influence the way in which the employee performs the tasks assigned to him. The three variables, the factors, the relationships and the consequences of motivation and satisfaction.

According to Locke's Theory, cited by Gonçalves (2017), several causal factors of motivation at work are identified, related to the work environment, among them, we have:

Event and conditions:

Work: where the worker feels like another member of the team with the possibility of developing his/her talent and skills, thus performing a more capable job, where there is no conflict of functions or interpersonal conflict.

Pay: where workers also take into account the equity factor (comparison with others)

Promotion: Possibility of career advancement, feeling justice and clarity.

Recognition: where employees are recognized for their work and achievements.

These activities can be done through praise or even a public announcement in the company.

Working conditions and environment: where employees have the necessary resources to carry out their work as well as the necessary conditions for doing so. As for the agents:

Colleagues and subordinates: relationships of trust, competence, collaboration and friendship. Supervision and management: attentive, fair, competent supervisors who recognize and reward the good development of employees.

Company/Organization: Respect for employees and their values, employee policy benefits, payments and also the competence of the organization” (Martinez and Paraguay, 2003).

Motivational relationships depend on the meaning given to work and feelings of usefulness and responsibility condition the awareness and professional pride of work performance.

3. MATERIALS AND METHODS

The research process followed strict criteria regarding methodological procedures. The research objectives are exploratory-descriptive with a qualitative-quantitative approach, based on a bibliographic review of the literature on the subject and the application of interviews and questionnaires to management members and teachers and non-teaching staff.

Interviews were the main instrument used to analyze the cultural manifestations present in the organizational context analyzed. A semi-structured interview script was used with a set of open questions, organized in a planned order with the possibility of the interviewer adding, during the process, possible questions to obtain a better understanding of the phenomena under analysis (Laville; Dionne, 1999).

This article is based on qualitative-quantitative research, which is a set of systematic, empirical and critical research processes involving the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion to make inferences resulting from all the information collected (metainferences) and achieve a better understanding of the phenomenon under study (Hernández-Sampieri and Mendoza, 2008)..

In mixed or non-mixed research, two different paradigms intervene, one being quantitative research, which is best known for using questionnaires to ask about relevant subjects and obtain direct answers about them using statistical data, numbers and precise information, given mostly by percentages, to obtain precise information, and one being qualitative research, which does not need or resort to a large mass to obtain its desired result, using a small group of individuals, in order to ask more in-depth questions that can provide a more complete assessment of how they think and act.

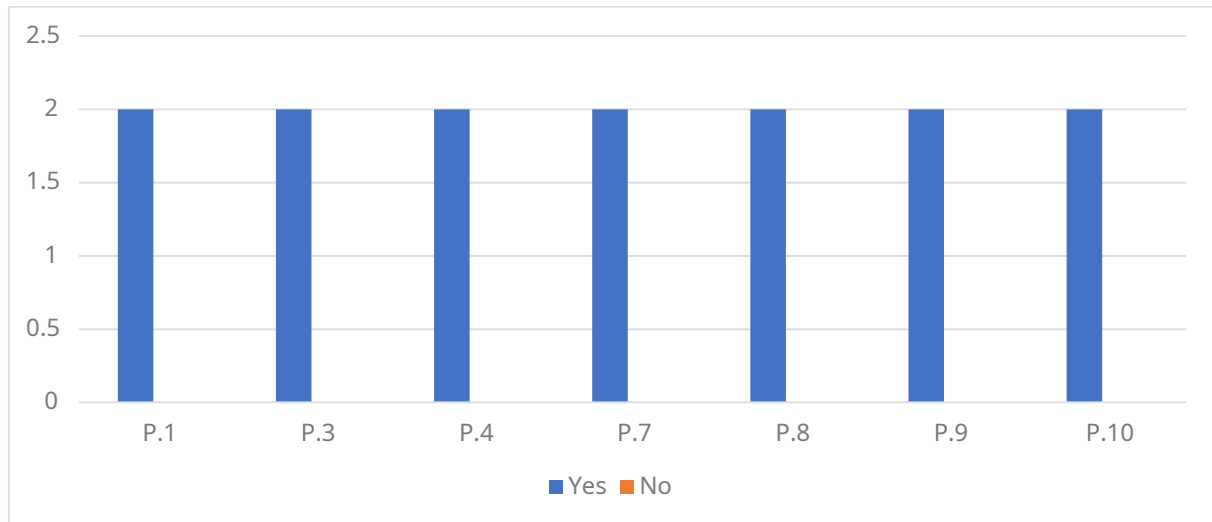
4. RESULTS AND DISCUSSION

Any research work aims, in the end, to produce results resulting from the data collection instruments applied..According to Gil (2008*apud*Oliveira, 2018, p.19), states that:

Analysis aims to organize and summarize data in such a way that it enables the provision of answers to the problem proposed for research. Meanwhile, interpretation aims to find the broadest meaning of the answers, which is done by linking them to other previous knowledge (, p.19).

The research results presented here demonstrate the perception that participants have about the influence of the organizational climate on teacher motivation, however, it brings together a set of elements that support motivation to stimulate each member of the school institution with the aim of everyone contributing to improving educational quality.

Chart 01 – Responses from Board Members



Source: Survey Data (2024)

Regarding the results of questions 1, 3, 4, 7, 8, 9, and 10, addressed to the board members, the answers demonstrate that there is a convergence of ideas and opinions regarding the procedures used as motivational influence factors for improving the functioning of the institution.

From this perspective, as stated by Luck (2004), the school principal has the ultimate responsibility for the effective implementation of the system's educational policy and the full development of educational objectives, organizing, streamlining and coordinating all efforts in this regard and controlling all resources for this purpose. His/her duties and position in terms of hierarchy make him/her a factor of influence, and can therefore influence positively as desired or negatively as the opposite effect.

Volpato and Cimbalista (2002) also follow the same path when they state that it is extremely important for organizations to reevaluate their behavior towards their employees, aiming to create a healthy and better work environment, where employees have the freedom to express ideas, share and propose solutions to possible problems. Furthermore, a healthy environment in the workplace where employees can identify with themselves and feel like an important part of the organization is undoubtedly a motivating factor that can contribute to the overall performance of the institution and consequently to the quality of the services provided.

Still, authors such as Lemos and Martinis (2007) point out that every organization has a culture and the organizational climate is a result of it, however, this climate encompasses the employee's perception of the organizational environment and this perception influences aspects of motivation, performance and productivity. Among the different influencing factors is remuneration, which ends up being an important indicator and the organizational climate could be closely linked to it, as it constitutes an important factor that motivates teachers to carry out their work activities.

Without fluid communication, teachers will not be motivated to fulfill their work duties, which is why effective and fluid communication is needed to create an organizational climate that will result in the motivation of teachers. The organizational climate is a very important indicator that will motivate teachers in their social environment, the educational institution.

Table 01 - Responses questions 2, 5 and 6 of the Board of Directors -(MD)

No.	Question	Answers	
		Board Members 1	Board Members 2
P.2	Regarding the factors that influence the climate organizational and that directly affect motivation	<ul style="list-style-type: none"> - Good Collaboration - Teamwork - Motivation of those responsible 	<ul style="list-style-type: none"> - Environment of trust; - Good leadership; - Flexibility and innovation - Transparency in relationships between management members and other employees.
P.5	What indicators help motivate the organizational climate?	<ul style="list-style-type: none"> - Assessment; - Organization; - Motivation; - Good understanding 	<ul style="list-style-type: none"> - Environment of trust; - Good leadership; - Flexibility; - Innovation; - Transparency in relationships between management members and other employees
P.6	What methods used to create a pleasant atmosphere in motivating teachers.	<ul style="list-style-type: none"> - Fluidity in communication; - Frank and open dialogue; - Awareness raising; - Mutual respect; - Good understanding 	<ul style="list-style-type: none"> - Dialogue; - Good policies and forms of communication; Feeling of Satisfaction.

Source: Research Data (2024).

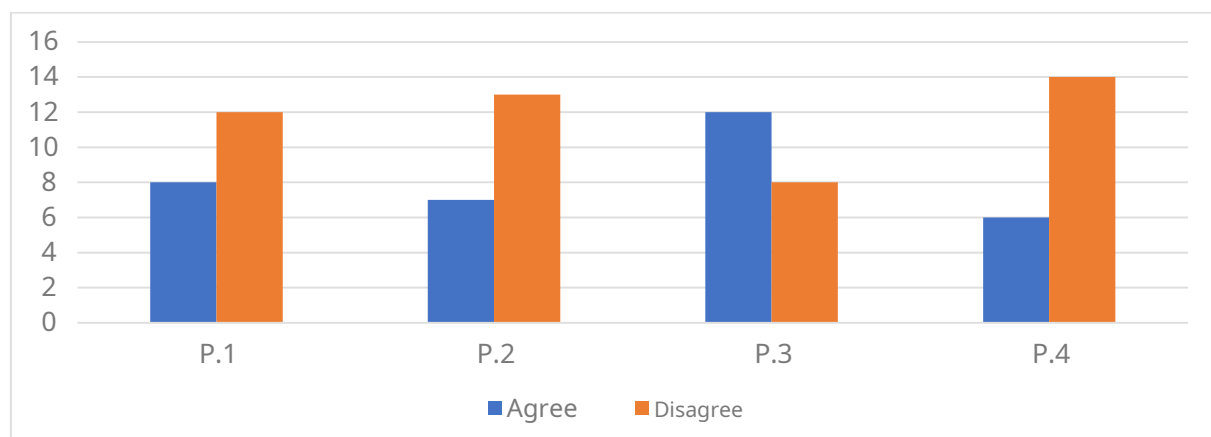
In the context of organizations, there may be three types of factors that can contribute to a positive organizational climate according to Sirota, Mischkind and Meltzeri (2005 apud Araujo, 2006), who mention: equity, achievement and companionship. However, when

The author refers to equity: it refers to the sense of fairness on the part of the hierarchy in interpersonal relationships, remuneration, evaluation and upcoming conflicts. While in implementation, it makes us understand that it reflects at the operational level that is associated with knowledge and respect for the work done. Therefore, companionship shows that people should have friendly relationships that may or may not affect the organizational climate in the motivation of teachers.

To define which indicators influence organization, MD1 points out the following: evaluation, organization, motivation and good understanding; MD2 points out the following: providing an environment of trust, good leadership, flexibility and innovation, transparency in the relationship between the institution and employees. Once again, their statements are not contradictory; on the contrary, they are indicators of compatible coexistence, which is why they complement each other.

Regarding the methods used to improve the climate, MD1 highlighted fluid communication, dialogue with everyone, awareness, mutual respect and good understanding; while MD2 highlights that the methods are directly linked to opting for dialogue, having good internal communication policies to generate a pleasant climate and awaken feelings of satisfaction. Both coincide in the aspects of dialogue and communication, variables that have been proven to be essential for the healthy functioning of any organization.

Graph 02 – Teachers' answers to questions 1, 2, 3 and 4



Source: Research Data (2024).

Answering the first question, trying to find out about the twenty teachers (20) respondents, among them eight (8) answered yes, which corresponds to forty percent

(40%), which makes us understand that these teachers argue that the management of the educational institution has provided a favorable organizational climate, at their level, which demonstrates, through it, the motivation to fulfill their work activities and the twelve (12) teachers that corresponds to sixty percent (60%) answered no; which makes us understand that there is a controversy, taking into account the high number, and this translates into the relevance of an in-depth study on the subject with regard to the organizational climate in the motivation of teachers.

Only if there is a pleasant organizational climate will teachers be able to perform their work with excellence, showing that they are motivated to do so. However, there is a need to apply all the factors that influence their motivation.

In the second question, of the twenty teachers questioned, thirteen (13) answered no, which makes a total of sixty-five percent (65%), which makes us understand that in terms of relationships between teachers at work, it does not correspond to the organizational climate that allows for motivation within them and this leads us to the need to apply this study in the primary school institution so that all the necessary elements can be observed that will allow for a regular organizational climate, aiming at motivating teachers in their environment. However, eight (7) of the teachers questioned said yes, which is equivalent to thirty-five percent (35%).

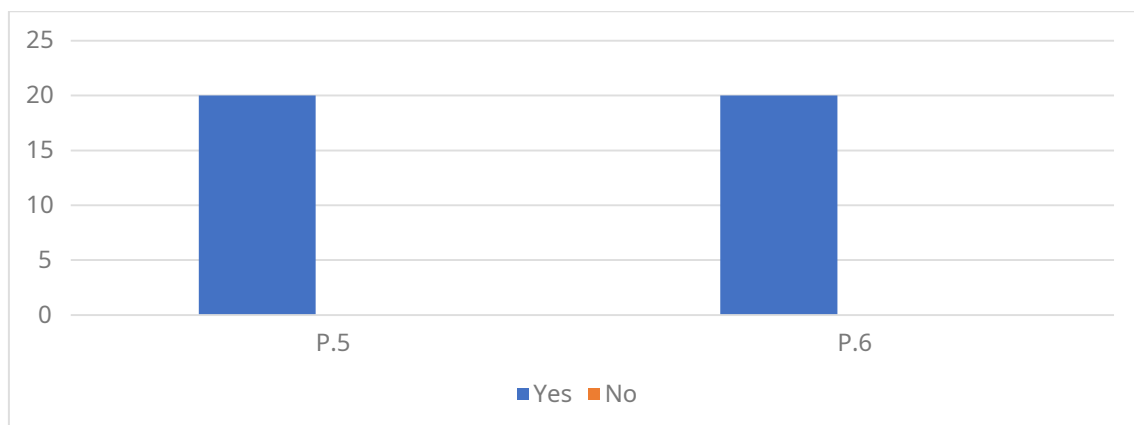
According to the two responses, we highlight that since the majority of teachers responded yes, this means that we are calling attention to the need to work more on matters linked to the organizational climate that allow teachers to be motivated, despite the urgent need to apply the study in question to change the situation at an institutional level.

Following the question, twelve (12) of the teachers responded that they agree, totaling sixty percent (60%), which gives us the understanding that many teachers are aware that the organizational environment is a fundamental indicator that enables motivation among teachers. Despite this, eight (8) of the teachers responded that they disagree, corresponding to forty percent (40%), which makes us understand that the teachers in question do not lack this knowledge, so the organizational environment is the main indicator in promoting teacher motivation, and that this will facilitate

that a motivational spirit is provided and developed on their part in implementing the institution's objectives.

In this question, of the twenty teachers questioned, six (6) responded that they agreed, which corresponds to thirty percent (30%) of the survey, and this led us to conclude that the management of the primary school has made a great effort to maintain, in a pleasant way, the organizational climate for the motivation of the teachers in the institution. Fourteen (14) teachers responded that they disagree, corresponding to seventy percent (70%), which refers us to the analysis of the subject, focused on the effort that the management should have to value the teachers in an adequate way to provide motivation within their work activities, as stated by (Robbins, 2005 p. 67) “the employee who has a high level of satisfaction with the organization demonstrates satisfactory attitudes, on the other hand, the dissatisfied employee demonstrates bad attitudes”.

Chart 03 – Responses to questions 5 and 6 from Board Members



Source: Own elaboration (2024)

Regarding questions 5 and 6, it was found that of the twenty teachers surveyed, all were unanimous in stating that they agreed, corresponding to one hundred percent (100%), and this led us to understand that they understand that motivation is a very important element that drives the development of their activities, however its lack significantly conditions the good environment in the execution of the activities. However, considering if pertinent to the topic in question, as stated by Robbins (2002, p.341), motivation is a key piece in achieving the highest level of performance and pleasure among employees.

According to the answers given, all the teachers asked answered yes, which makes up one hundred percent of the twenty respondents. And this shows us that teachers

They know that in order to maintain a good working environment, dialogue is necessary within the educational institution, however, it is not possible to achieve an organizational climate the other way around.

Table 02 – Responses question 7 of the teachers

No.	Question	Teachers' response		
		8	7	5
P.7	What methods are used to create a pleasant climate in motivating teachers?	- Dialogue	- Meetings	- Participatory management

Source: Research Data (2024).

In question 7, it was possible to note the divergence of opinions, taking into account their perception. Regarding the observance of the methods used by the management, eight (08) teachers pointed out communication (dialogue) as the fundamental method, facilitating the resolution of disagreements within the institution, corresponding to forty percent (40%); seven (7) teachers, corresponding to thirty-five percent (35%), responded that the management uses meetings as the method for ensuring that the organizational climate is effective within the educational institution, since it results in the gathering of everyone, allowing everyone to be heard; and the last five teachers, representing twenty-five percent (25%), indicated the application of participatory management, in which each one actively participates in the process of integration of the school environment, facilitating the organizational climate in the motivation of teachers.

However, according to Sirota, Mischkind and Meltzeri (2005 apud Araujo, 2006), who mention three types of factors that can contribute to a positive organizational climate: equity, achievement and companionship. In this order, the author refers to equity when there is a sense of fairness on the part of the hierarchical level in interpersonal relationships, remuneration, evaluation and upcoming conflicts. Achievement leads us to reflection at the operational level that is associated with knowledge and respect for the work done. Finally, companionship shows that people should have friendly relationships that may or may not affect the organizational climate in the motivation of teachers.

It is worth concluding here that all factors that can influence the organizational climate are dependent on an element that can be called trust, as a condition that can guarantee mutual respect among all members of the organization.

since the more it exists, the more passive and cordial the relations between leaders and those led will be in order to achieve the organization's objectives.

5. FINAL CONSIDERATIONS

The approach on the organizational climate, based on the literature consulted, it was possible to find several authors who write about it and the majority of them converge that it is a transversal theme and its concretization depends to a large extent on the resolution of the internal and external factors that can influence it.

Regarding the diagnosis made, the results demonstrate that there are a set of factors that can determine the quality or type of organizational climate in the school and it is recommended that they should be worked on by everyone in order to maintain a favorable climate among employees.

When characterizing the factors that affect the motivation of primary school staff, one must first characterize the main factors that the members of the board of directors must have as managers, their influence as leaders to enable the organizational climate in the institution, providing motivation to teachers in the teaching and learning process. Some teachers claim that the organizational climate does not confirm its applicability based on what is intended, but rather that the specific reality of each school, depending on the challenges it intends to meet, where the members of the board of directors play a decisive influence.

Therefore, the influence must be inclusive to allow the interaction and integration of the organizational climate in the motivation of teachers in the search for solutions to the problems that the school presents. As a result of this reality, the influence that the organizational climate has in improving work is recognized, even knowing the complexity of the existing problems, considering, therefore, that the members of the management must facilitate and promote a pleasant environment that facilitates the motivation of teachers.

As for the limitations, we can therefore think that with this investigative work, and aiming at improving the processes regarding the organizational climate, some aspects and some questions were suggested that still need to be further explored, such as: always considering the importance of effective participation in all aspects of everyone involved in this process, as a fundamental requirement to provide the organizational climate



in the motivation of teachers, starting from the essence of the influencing factors: equity, achievement and companionship; creating a conducive school environment that facilitates reciprocal dialogue, both from the manager to subordinates and vice versa, as well as with the school community, where there can be reflection, debate and motivation applied to teachers who evaluate all processes; and encouraging training programs aimed at creating an organizational climate in the motivation of teachers that allows them to know their responsibilities. Even so, for the organizational climate of teachers to influence their motivation, it is necessary for the school to develop and implement seminars, debates, lectures and their actions for everyone.

Therefore, the preparation of this article is not considered a finished work from the perspective of making an approach to the analysis, but rather, the need to continue to deepen these studies because there are many theories that support the influence of the organizational climate on teacher motivation, although the complexity of their application lies in the paradigms of the organizational climate implemented in schools.

Therefore, it is proposed to resume the debate and reflections on the influence of the organizational climate on teacher motivation, seeking to unveil the disjunction between what is proclaimed in the legislative guidelines of governments, sometimes contrasting with the practices embodied in the education system, without, however, losing sight of the advances and possibilities resulting from these practices.

In short, we understand that the organizational climate does not represent the definitive solution for educational institutions, but it constitutes a very important step towards uniting everyone's skills in motivating teachers. However, its implementation still faces challenges such as the conservative stance of society resulting from the positions taken by many managers and the distance that exists in the current communication model. This is why it is necessary to open up space in schools for dialogue and to think about an organizational climate, placing motivation as an indicator for the development of activities at the level of the teaching and learning process.

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