Strategic factors in people management in an educational institution in Brazil

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Abstract

It is proposed here to analyze the validation of the essential variables of organizational behavior (OB) as a tool for people management at campi the Federal Institute of Education of Mato Grosso (IFMT). The collection instrument was applied to 19 campuses of the IFMT, contextualized in three cases. We sought to identify the variables of human behavior and its indicators in the conception of managers, according to each case. A quantitative methodology was used, applying inferential statistics techniques Cronbach's alpha,

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Kruskal-Wallis test and Wilcoxon's test. Statistical analysis validated 3 levels of analysis with 11 OB variables and 33 indicators. The research provided an empirical theoretical reference panel organization of essential variables BO, the being configured as: Group Level: Groups; Leadership; Communication; Policy; Organizational System Level: Culture; Structure; Change; Individual Level: Perception; Attitude; Motivation. The results obtained show that the questionnaire was structurally well prepared and its questions valid, since practically all of them presented statistical relevance in relation to the result of the signal test at 0.05. It is concluded that the essential OB variables proposed here no are perceived as a strategic reference similarly from the perspective of cases, however, the most important are: group, leadership, communication, structure and change, becoming focus for the management.

Keywords: educational management, human resources management, organizational behavior, public administration, talents.

INTRODUCTION

Institutions today live in the paradigm of real-time connection with the globalized market and oriented towards human relations, starting to conceive people as an essential factor and not just a resource that adds value to work (Drucker, 2017). Studies on strategic people management have focused on the relationship between human resources policies, management practices and other intervening organizational variables, but the participation of organizational actors in administration is still insignificant, providing little attention to implementation actions in people management. (Bianchi *et al.*, 2017).
The changes that occur in the organizational environment lead to the need to combine the process of generating professional skills, abilities and attitudes and not just creating personal competition at work. The interest of researching the contributions that factors the behavior of the company, this can contribute to the management in both private and public. Organizational behavior has been shown to be an instrument in retaining people as a way to obtain competitive advantage (Wagner III & Hollenbeck, 2012). In this sense, one cannot refute the need for educational institutions in the aggregation of

competent people, just as it is essential to keep them in the company. (Salles & Villardi, 2017).

The authors capture in this study the perception of camp group managers (cases) of the Federal Institute of Education of Mato Grosso (IFMT) regarding the essential variables of organizational behavior as a strategy for people management in the institution. Thus, the objective is to deepen the discussion about the verification of the essential variables of organizational behavior empirically cut from the specialized literature and validated by the different IFMT campuses groups, aiming to compose a strategic map for managing people in the organization, observing the multiple existing contexts.

Literature review

The perception of management in the fact that in people resides the competitive differential to companies and the behavior in this bias is fundamental for achieving competitiveness and organizational effectiveness has expanded (Tinti et al., 2017). The area of people management in the public sector has a theoretical void on the comprehension of the topics to be studied, but the CO has expression today in the conception of importance for administration. (Lustosa Bandeira et al., 2017).

Strategy and people management

Companies have increasingly demanded the strategic alignment of people management with organizational objectives. Organizational talent has assumed a role of high competitive value to drive the success of organizations, as they are the source of innovations, whether operational, tactical or strategic. Recognition of the importance of organizational talent in terms of their distinctiveness and complexity has required companies to strive to develop techniques for how to conduct them.(Soto, 2009; Barreto & Costa, 2010;).

As a consequence of the remarkable changes that have taken place in the economic, political and social scenarios, people management has also undergone transformations in relation to its original purposes, that is, mediating the relations of conflict between companies and people. People management has as its main objective to develop activities that deal with aspects related to the human element in companies in general, that is, it is the area that deals with the problems of personnel or any organized human grouping. Due to

its subjective character, people management needs to go through frequent evaluations, assessing the level of perception of involvement policies within the company. (Tinti *et al.*, 2017).

According to the researches made by Paiva *et al.* (2017) the people management area has been facing a great challenge, as the alignment of three principles is required: 1- the understanding of the company's strategy; 2- the management of a sustainable organizational culture in relation to the formulated strategy; 3 - the elaboration of people management policies and instruments that strengthen the organizational culture combined with the business strategy. Bohlander & Snell (2015), contribute to the configuration of this context, bringing that people management has taken a truly strategic dimension, seeing that people are the builders of organizational skills to achieve the desired results, as they generate knowledge and innovation that are indispensable factors for the organizational development. In the elaboration of the strategies, the management under their bias is based on the various organizational characters, always considering the analysis of the organizational environment. (Queiroz & Albuquerque, 2009).

A counterpoint to this new dimension gained by the management of people applied to educational institutions is contained in the narratives of Doria et al. (2017), which indicate that there are few educational institutions in which the Human Resources area actually assumes a strategic role, compromising the increase of value in the educational activity, through programs of evaluation, certification and permanent qualification of the teachers. The management of people in the case of universities must consider the peculiarities of their staff, taking into account the importance and relevance of all professional categories in the path to the institution's success, aiming at equity in the elaboration and management of standards, incentives and employee development. In this perspective, it is clear that really people management plays a fundamental role in the strategic management process of the company, collaborating with the statement by Certo & Peter (2005) that bring the correct action under the strategic management approach, which implies encouraging commitment of members of the company to actively participate in defining organizational strategies.

The strategic conception of people management from the private sector has gained strength and has been adapted to public

management in recent years. In this context, other projects have been gaining ground in order to improve organizational performance (Ranzini & Bryan, 2017); In this plan, organizational analysis, through studies of human behavior and meritocracy, become important for people management. One of the current challenges is how to run a productive company, but also by showing employees that the company cares about them too (Soto, 2009; Robbins & Judge, 2014). CO studies in the context of strategic people management have the challenge of overcoming the tendency in companies to expect short-term returns on investments associated with behavioral programs.

Organizational Behavior Analysis

CO is a designation considered linguistically inappropriate because it is not really about studying how companies behave, but about studying the behavior of the individual in an organizational environment. This includes the study of how the individual behaves alone, as well as in groups and organizational systems (Wagner III & Hollenbeck, 2012; Robbins & Judge, 2014). Soto (2009) reports that CO is an applied field of knowledge gained about individuals in order to make companies more effective, having as central themes motivation, leadership and power behavior, interpersonal communication, group structure and process of learning, attitude and perception development, process of change, conflict, work design and work stress (Wagner III & Hollenbeck, 2012). Specifically in the context of public administrations, job satisfaction is considered an indicator of well-being and psychosocial health of public servants. (Diaz-Funez *et al.*, 2016).

The purpose of organizational behavior is to gain a greater understanding of the factors that influence individual and group dynamics in an organizational environment so that the individuals, groups, and companies to which they belong can become more efficient and effective (Soto, 2009). Much of the research on organizational behavior is ultimately aimed at providing human resources management professionals with the information and tools they need to attract, select, train and retain employees in order to produce maximum worker benefit. as an individual as well as for the companies (Wagner & Hollenbeck, 2012; Robbins & Judge, 2014). One of the main reasons for this interdisciplinary approach is because the

field of organizational behavior involves the many levels or dimensions of analysis needed to understand behavior within companies and why people do not act in isolation. That is, workers influence their environment and are also influenced by the environment.

The first dimension of analysis is the individual, in which organizational behavior involves the study of learning, perception, creativity, motivation, personality, turnover, task performance, cooperative behavior, deviant behavior, ethics and cognition. At this level of analysis, organizational behavior is based on Psychology, Engineering and Medicine (Vieira et al., 2016). In the group analysis dimension, organizational behavior involves the study of group dynamics, intra and intergroup conflicts and cohesion, leadership, power, norms, interpersonal communication, networks and roles. Therefore, organizational behavior is based on the social and socio-psychological sciences. The third dimension is the analysis of the organizational system and in this organizational behavior involves the study of themes such as organizational culture, organizational structure (Schuster et al., 2013), cultural diversity, inter-organizational cooperation and conflict, change, technology and force of natural causes. Thus, organizational behavior is based on anthropology and political science. (Robbins & Judge, 2014).

Vecchio (2012) presents three main fields related to CO at the macro level, first inferring the Organizational Theory that emphasizes company as a unit of analysis and, thus, addressing attributes, technology and culture. Another field is Human Resource Management or People Management, which adopts workplace behavioral science principles. In this regard, it pays more attention to applied techniques and behavioral technology in an attempt to establish a link between the individual and the company. For Vecchio (2012) Organizational Development transits as a relational field to CO, within a perspective of acting in the introduction of successful experiences on changes in companies and focused on the structure and values of the company.

In Brazil, several studies were developed aiming to deepen the scope of CO; Zeilmann (1982) analyzes and analyzes applied research at the Universidade Estadual of Mato Grosso, addressing the administrativo-organizacionais aspects relating to the behavior of the development and the development of it. In another study, in Brazil, a

comparative research was conducted seeking to obtain distinctions and similarities in the behavior of the staff of the technical-administrativa staff of the Federal University of Mato Grosso (Campus Rondonópolis), Faculty of the Public Sector and the Union of the Supreme Court of Rondonópolis, a Private Faculty. The study found that in the UFMT (public sector), the model of the model is the collegiate, but in private college it was found that the support model (Piñol *et al.*, 2010).

CO has been used to improve services provided to North American and European companies. In the United States, researchers John Dowling of Stanford University and Jeffrey Pfeffer of the University of California Berkeley conducted a study on Organizational Legitimacy: Social Values and CO. As these two value systems are congruent, the authors suggest that one can speak of organizational legitimacy. The US research presents a number of examples, including a discussion by the American Institute for the Study of Foreign Affairs as a demonstration of these ideas in action. Both the particular circumstances that can lead to organizational legitimacy issues and some of the actions that can be taken to legitimize an company, these actions are illustrated. (Dowling & Pfeffer, 1975).

The studies presented imply the presence of CO factors influencing the composition of the results, denoting various fields and research applications and also proving to be a topic of great significance for the management of companies. Publications about CO are few in number among the organizational studies in Brazil, but they have a wide theme because of the multidisciplinarity of their influences, distinct from international studies. (Sobral & Mansur, 2013, s.p).

METHODOLOGY

The field research was undertaken with the survey method to meet the proposed objectives, classified as quantitative with inferential statistics (Cooper & Schindler, 2016). In the analysis of the problem, a mixed approach was chosen, combining qualitative aspects complementing the quantitative ones for a more complex understanding of phenomena related to variables and management practices in IFMT campuses. In this research, we adopted the multi-

case strategy with the "sample calculation" computing 52 campus managers, (Case 1, population on 6 campuses and 17 managers; case 2, population on 8 campuses and 22 managers; and Case 3, population on 5 campuses and 13 managers), constituting the total research population, favoring the option for the census survey.

When designing a case study, the people must understand that the unit of analysis is the essence of the case under investigation, in which it can be understood as an event, an entity type, or some process modality (Rossi, 2004: 99). For Voss, Tsikriktsis and Frohlich (2002), it is possible to investigate different cases in the same company to study different issues, or to investigate the same object in a variety of contexts in the same companie. The unit of analysis is critical in determining whether the research project will adopt a single (traditional) case study or a multiple case study (also known as a comparative). Yin (2015) points out that the most important thing when choosing multiple case studies is to follow a replication logic and not sampling. Blau (1971: 126) refers to comparative case studies as "quantitative comparisons that make it possible to determine relationships between organizational attributes.".

The definition of the units of analysis in this research took into consideration the research contexts: Case 1, refers to the teaching units classified as campus and which were implemented and were in operation before the enactment of Federal Law 11.892 / 2008; Case 2, refers to the teaching units classified as campus and which were implemented, became operational after the enactment of Federal Law 11.892 / 2008; and Case 3, refers to the teaching units classified as advanced campuses and which were implemented, became operational after the enactment of Federal Law 11.892 / 2008.

The composition of the cases studied was contextualized in the campus groups according to the criteria in Table 1, where: Case 1 - Campus Bela Vista in Cuiabá, Campus Cárceres, Campo Novo do Parecis, Campus Octayde Jorge da Silva in Cuiabá, Campus Pontes e Lacerda and Campus São Vicente; Case 2 – Campus Alto Floresta, Campus Confresa, Campus Barra do Garças, Campus Juína, Campus Primavera do Leste, Campus Sorriso, Campus Rondonópolis and Campus Várzea Grande; and Case 3 – Campus Avançado Diamantino, Campus Avançado Guarantã do Norte, Campus Avançado Lucas do Rio Verde, Campus Avançado Sinop and Campus Avançado Tangará da Serra.

As for the collection instruments, the questionnaire was prepared in a self-administered *survey* format, it has been divided into two distinct sections. The choice of an online method considered criteria related to cost, time and response compliance for the study, configuring fundamental questions for choosing this internet application strategy. The first section collected general data on the profile of research participants, and the second section on organizational behavior conceptions (Soto, 2009; Wagner III & Hollenberck, 2012; Robbins & Judge, 2014). The first section of the questionnaire contained 4 questions presented in multiple choice form. In the second section, 66 assertive questions were answered based on an ordinal scale of 1 to 5, as follows: (1) Irrelevant; (2) Unimportant; (3) Important; (4) Very important; (5) Essential.

The treatment of the data was developed in steps: (a) codification of the questionnaires to facilitate the access and linking of the answer to the campus group; (b) data tabulation; (c) preliminary data analysis for descriptive measures; (d) evaluation of sample adequacy, extraction method, factors, and rotation decision; and (e) exploitation of data through statistical analysis (Lakatos & Marconi, 2017; Cooper & Schindler 2016). In a preliminary analysis in the data tabulation phase, it was found that there were 8 questionnaires compromised due to the excessive number of lost data, making their analysis unfeasible, which led to the decision to exclude them from the valid database.

In the exploration of the data, to meet the research objectives, the free software R-project, version 3.3.1, 2016 of The R Foundation for Statistical Computing was used, where Cronbach's alpha was calculated to verify the reliability of the variables - research instrument - and the correlation between them, determined through exploratory factor analysis. The Kruskal-Wallis test, which is equivalent to the ANOVA F test, determined the comparison between the campus groups to determine their similarities and the Wilcoxon sign test to test the research hypotheses. The 11 variables of organizational behavior and their thematic indicators extracted from the literature were analyzed.

Below are organized into levels of analysis of variables and variables: Level Group: Groups; Leadership; Communication; Politics; Conflict; Individual Level: Perception; Attitude; Motivation; Organizational System Level: Culture; Structure; Change. After the

data analysis step with the statistical techniques, they were crossed with the qualitative data for compromise and final configuration of the information. In the qualitative stage, key informants were selected using the criteria of accessibility, typicality and intentionality of judgment. (Cooper & Schindler, 2016, page 169).

RESULTS AND DISCUSSIONS

The analysis began with a description of the sample under study through frequency tables of each of the variables. The proportion of men was lower in Case 3, being 36% against 63% in Case 1 and 67% in Case 2, but this difference is not statistically significant. For the position in which the manager was occupying, a greater proportion of Directors and Planning Directors were found in Case 1 with 50%, followed by Case 2 with 42%. Regarding the Director General, in Case 3, 36% were the respondents, followed by Case 1 with 25% and the highest percentage was Director or head teacher in Case 3 (45%) and Case 2 (42%; Table 1). However, these differences are not statistically significant..

Table 1: Campus sample description regarding variables (gender, function) followed by Fisher's exact test for the dependency relationship between variables

Variable	Category	Cases (Campus Groups)						Total		P-value
		1		2		3				
		N	%	N	%	N	%	N	%	
Gender	Female	3	38	4	33	7	64	14	45	0,35
	Male	5	63	8	67	4	36	17	55	
Position	Director of Administration and Planning or Person in charge for this sector	4	50	5	42	2	18	11	35	0,60
	General Director	2	25	2	17	4	36	8	26	
	Principal or Head of Teaching	2	25	5	42	5	45	12	39	
Total		8	100	12	100	11	100	31	100	

Case 3 Campus Managers (Advanced Campuses) had a higher average length of service than case 2, which is comprised of older and already deployed campuses. This different average can be explained by the fact that these managers (in case 3) are "pro tempori" (appointed by the dean). The rectory, seeing that it made possible the expansion of the Federal Network of Vocational, Scientific and Technological Education in the interior of the State of Mato Grosso, strategically adopted as one of the appointment criteria servants for

the management functions, those with more experience in the public service than in This thesis aims to shape the organizational culture of the new environment that will be formed (Ranzini & Bryan, 2017).

Table 2. Description of managers' average length of service in relation to different cases

Variable	Category	Years	Months
Average length of service of managers.	Case 1	6	11
	Case 2	5	7
	Case 3	6	5

The next action was to evaluate the reliability regarding the theoretical construct of the research involving the CO variables. In order to contribute to a better understanding of this statistical technique, the reliability classification was adopted as a parameter from the Cronbach's alpha coefficient calculation according to the limits presented by Freitas & Rodrigues (2005).

Table 3: Cronbach's alpha coefficient between the variables of each aspect in levels and variables of organizational behavior.

Feature	Aspects	Cronbach's Alpha
Variable: CO	Attitude	0.79
	Communication	0.84
	Conflict	0.70
	Culture	0.82
	Structure	0.79
	Group	0.57
	Leadership	0.85
	Motivation	0.69
	Change	0.65
	Perception	0.77
	Politics	0.64
General		0.81

On screen research from a general perspective, it can be said that questions of the same measured aspect are indeed consistent, seeing that most of Cronbach's alpha values were above 0.75. The values below this reference value were the CO variable group (0.57) aspects, followed by CO variable policy (0.64), CO variable change (0.65) and CO variable motivation (0.69). The overall cronbach's alpha was 0.81, which is a high value, indicating that the instrument produces stable and consistent measurements.

The following analysis seeks to establish the congruence and discrepancy factors between cases (1, 2 and 3), performed through the Kruskal-Wallis test. It is observed that in fact there are some differences between the cases studied, which can be perceived with the verification of the aspects whose statistical differences of p-value

were less than 0.05 in the applied test, but it is important to emphasize that the formation of the essential variables in the perception was found. of the campus groups studied.

Table 4: Mean, median and standard deviation of the mean scores generated from the constructors and their aspects, followed by the p-value of the kruskal wallis test for comparison between cases.

| Aspectos | Campus Groups | | | | | | | | | P-Value |
| | Case 1 | | | Case 2 | | | Case 3 | | | |
	Average	Median	Standard deviation	Average	Median	Standard deviation	Average	Median	Standard deviation	
Attitude	4.1	4.1	0.6	3.7	3.7	0.6	4.1	4.0	0.5	0.09
Communication	4.3	4.2	0.5	3.9	3.9	0.5	4.3	4.3	0.6	0.04
Conflict	3.7	3.8	0.6	3.6	3.7	0.5	3.8	3.8	0.6	0.31
Culture	4.0	4.0	0.7	3.5	3.7	0.5	4.1	4.0	0.6	0.02
Structure	4.3	4.2	0.5	3.9	3.8	0.4	4.3	4.3	0.5	0.60
Group	4.3	4.3	0.3	4.1	4.3	0.4	4.5	4.5	0.4	0.01
Leadership	4.3	4.5	0.6	3.6	3.6	0.6	3.9	3.8	0.6	0.15
Motivation	3.9	3.8	0.6	3.7	3.8	0.6	3.7	3.8	0.6	0.18
Change	4.0	4.0	0.2	3.8	3.8	0.6	4.1	4.0	0.5	0.48
Perception	4.0	4.0	0.5	3.6	3.6	0.6	4.0	4.0	0.6	0.31
Politics	4.0	4.0	0.5	3.6	3.7	0.5	3.9	3.8	0.6	0.30

Table 4 provides an interesting articulation of data regarding the cases studied and their requirements and aspects. Importantly, all variables proposed in the research were validated with an average score higher than 3.0 in the cases studied. For the analysis between studied cases, we searched for similarities and differences, through the findings and the positive and negative evidences of each one. As the comparison between the cases is described below.

In CASE 1, the campuses that compose it were the federal autarchies (federal agricultural technical schools and the CEFET´s), companies that were in full operation of their activities and with the promulgation of the Federal Law 11.892 / 2008 (creates the Federal Institutes Education in Brazil) became part of the Federal Network of Professional, Scientific and Technological Education and consequently had impacts on the organizational structure and management. A legal change that affected the entire campus organizational system, groups and individuals.

These companies had their budgets and management restricted from the standpoint of autonomy, but also had new perspectives with the investments that took place. The management of each municipality stopped reporting directly to the MEC bodies and now has a Rectory (located in Cuiabá) to articulate the governance of the various campuses. Paradigms were broken for a strategic composition at Mato Grosso and not only local level, which demand adaptation to new policies and strategies. (Tinti *et al.*, 2017).

The quantitative analysis the most important aspects that obtained the highest average in the test according to Table 4, were communication, group, leadership and structure with average score 4.3. Considering the same table, it was verified that there was no disqualification of variables, seeing that all obtained higher evaluation than the average cutoff score. The least important factors measured were CO variable conflict with an average of 3.7.

In CASE 2, the campuses that compose it are the campuses that had their activities in operation after the enactment of Federal Law 11.892 / 2008 and were already created within the conception of the Federal Network of Professional, Scientific and Technological Education and consequently the organizational structure and management were planned within the new institutional guidelines. The implementation of the Federal Institute of Education of Mato Grosso had little impact on the organizational system of campuses (although some may have resulted from the planning of the former municipalities), however, it can not be heard that most of the servers came from the former municipalities, thus the dynamics of groups and the perception of individuals existed as traces of a changing culture.

Another factor that characterizes: case 2, as well as Case 1, is that they are Campus, an organizational structure intended for the exercise of permanent teaching, applied research, innovation and extension activities and to meet specific demands in this area, in its territorial coverage area. Still based on Table 4, the most significant articulation was measured in relation to the aspects of the CO variables: group, communication, structure and change. By observing: case 2 regarding the less important aspects (lower average score), culture in CO variable obtained an average score of 3.5.

In CASE 3, the component campuses are the undergraduate campuses (Advanced Campuses), that is, those units with incomplete organization of structure and infrastructure, without budgetary autonomy and are administratively linked to the Rectory. They are intended for the development of vocational education through teaching and extension activities limited to thematic or specialized areas, primarily through the provision of technical courses and initial and continuing education courses. They were allowed to operate under the aegis of Federal Law 11.892 / 2008, so they also emerge within the new institutional philosophical conception.

The implementation of the Federal Institute of Education of Mato Grosso had little impact on the organizational system, group dynamics and the perception of individuals, even though having employees of the former municipalities, most are not. And also regarding the articulation of data related to the CO variables, the most important measured are group, communication and structure. Aspects related to organizational behavior group obtained average score of 4.5, communication and structure obtained average score of 4.3. The least important aspects were motivation in a CO variable with an average score of 3.7.

Analyzing the most relevant data expressed above, in relation to the 3 cases surveyed, it can be summarized as the main variables of the study: group, communication, leadership, structure and change, due to the high score, demonstrating the importance in the organizational context. (Paiva et al., 2017). Thus, in order to articulate and establish communication between the chosen literature and the results obtained in the investigation, some emphases must be presented. It is verifiable from the data that the organizational behavior variables belonging to the levels: group and organizational system are the most relevant.

All these aspects discussed, inherent to organizational behavior, identified in this research make an important contribution to institutional governance by introducing new strategies, presenting the possibility of innovation and changes in the management paradigm. This finding could also be captured in the qualitative instrument. The Federal Audit Court (TCU) has required changing paradigms in the public sphere, focusing on innovations and new management models. But there are great difficulties of this change in public administration, due to the bureaucracy and also the organizational culture in which people are inserted, used to do only their routine and therefore promoting this change is very difficult in public companies. (Barbosa, 2016).

With the results, it is observed that in fact there are some differences between the cases investigated, based on statistical test (P <0.05). We perceived the differentiation of perception between the three cases, where statistically significant: *communication, group and culture* are perceived differently between the groups of campus in relation to the other variables investigated demonstrating the diffuse

meaning existing in the organizational environment (Magro et al. 2017).

CONCLUSION

Initially, the study aimed to verify the validation of the CO variables considered essential by the campus groups (established in 3 cases) and to compare the distinctions of the statistically relevant results. It can also be inferred that the variables of organizational behavior: **group, communication, leadership, structure and change** are the most important, contrasting the conception refined in the 3 cases in question, also found that group and organizational system are the most impacting CO levels.

Thus, it can be concluded that the OC variables and their indicators investigated in this study were recognized as valid within a strategic conception for the management of the servers, as they obtained punctuation and relevant statistical significance in all cases that were considered essential in function of the obtained result and that the perception although not uniform among the studied cases, allows a strategic conception as institutional reference for the improvement of the behavioral performance and consequently influences in the organizational development.

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