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Organisational Behaviour and Leadership: A Case Study of the Technological University of Acapulco

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ABSTRACT

This study examines both the organisational climate and leadership practices of the Technological University of Acapulco (UTA) in Mexico, using a quantitative descriptive approach. In total, 29 administrative staff, of a total population of 107, answered two validated instruments: The Multifactor Leadership Questionnaire (MLQ-5X) and the Organisational Climate Survey. The data compiled from the respondents revealed significant areas for improvement, particularly in internal communication, recognition, motivation, and professional development, given the low levels observed. The respondents also reported insufficient resources, limited recognition, and a lack of alignment between individual and institutional goals, which negatively affect intrinsic motivation and job satisfaction. The evaluations for leadership perceived that transformational leadership and transactional leadership were weak, while showing tendencies of passive or laissez-faire leadership, producing confusion and leading to a poor cohesiveness of teams. The findings also indicate that, despite feeling overwhelmed, staff members exhibit an overall moderate level of job satisfaction. Overall, these findings establish arguments for developing strategies related to strengthening leadership and enhancing internal communication, and also calls for improvement in relation to creating a more positive and productive organisational climate. The implications of this research include presenting practical recommendations to the organisation to aid institutional change and providing important insights into the use of leadership and organisational behaviour in the context of higher education in Latin America.

INTRODUCTION

Organisational climate and leadership are significant workplace concerns in organisations because they directly inform employee satisfaction and employee work output (Robbins & Judge, 2023). Similarly, they influence institutional outcomes and the value of services delivered to customers/clients. In higher education, these concepts are intensified because they definer not just the efficiency and effectiveness of administrative processes, but quality of educational processes itself, as well as overall student experiences. Motivation is important, as is recognition, and effective leadership is critical for an organisation to be effective at attaining institutional goals, and finding value in their sustainability during these competitive educational contexts.

This research is stablished in the Technological University of Acapulco (UTA), a public higher education institution in the state of Guerrero, Mexico; which offers higher technical university and engineering programs based on a competency approach to education. Despite its mission and commitment to quality higher education, UTA continues to deal with structural and administrative interruptions (Guerrero, 2016). The institution continues to be faced with issues such as poor internal communication, indistinct leadership practices, and unfavorable organisational climate, ultimately limiting institutional performance and employee wellbeing.

Given this context, the study centres on the construct of administrative innovation, which is described as the application of methods that promote better internal processes, facilitates a better working environment, and enhance leadership capabilities. This research is motivated by a desperate desire to create constructive change in UTA's administrative structure to develop a more cohesive and ultimately productive communicative and harmonious workplace culture.

The study into organisational climate and leadership will collect administrative staff perceptions and experiences, and will provide evidence towards informed decision-making. The relevance of this study is to illustrate how effective leadership and a strong organisational climate can boost job satisfaction, decrease employee turnover and reinforce a common organisational culture (Camacho, 2022). Furthermore, it is expected that all prospective positive changes would be of benefit to not only the administrative staff but also to the academy and student services.

The main issue addressed was the current situation of an unhealthy organisational climate and leadership practices that do not encourage operational efficiency or employee satisfaction. In order to find answers to this, the research utilizes a descriptive, quantitative research design and uses a structure survey to gather responses from administrative professional. The findings will be analysed using Microsoft Excel, allowing the identification of patterns, relationships, and opportunities.

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The general objective of this research is to propose strategies that improve organisational climate and leadership at UTA as part of a broader effort to innovate administrative performance during the January – April term. The specific objectives are as follows:

1. To assess the current state of organisational climate and leadership at UTA.
2. To determine the main factors that have a negative impact in regard to the university's organisational climate.
3. To select appropriate strategic options to ensure improvements to the organisational climate and strengthen institutional leadership.

In summary, the study aims to develop conclusions for UTA's leadership to take action and support reform to a more functional, inclusive and productive work environment. Amongst the significant limitations are that participation was voluntary for the administrative staff, restricted access to internal data, and time constraints when collecting and processing the data. In addition, the inherently subjective nature of climate and leadership perceptions may present challenges in the interpretation of findings.

LITERATURE REVIEW

Organisational Climate

Organisational climate is an important term in the field of management because it impacts three relevant outcomes: satisfaction, commitment, and performance of employees. Robbins and Judge (2023) define organisational climate as members of an organisation collectively perceiving the policies, practices, and procedures of that organisation. Perceptions among members influence the behaviours of individuals and groups in an organisation. Organisational climate includes a variety of dimensions such as communication, motivation, structure, and leadership (Cota Luevano, 2017). When there is incongruence in relation to institutional needs, these dimensions can create tension, dissatisfaction, and a decline in productivity.

In educational institutions, organisational climate, or collective "comfort" in how policies, practices, and procedures create working conditions, is paramount for academics and administrative effectiveness. Evidence suggests a positive climate contributes to retention of talent, service quality, and professional development (Díaz Gómez & Díaz López, 2021; Serrano Orellana & Portalan, 2014). On the other hand, poor communication and lack of transformational leadership can lead to the deterioration of collaboration and motivation (Luz-Alvidrez *et al.*, 2023).

Leadership: Theoretical Perspectives and Styles

Leadership is the process by which an individual influences a group of individuals to achieve a common goal (Robbins & Judge, 2023). Leadership theories have come a long way since completely inherited traits models, that define the individual characteristics of a leader, to much more fluid theorisations that include a variety of behaviours and situations.

Some of the Models Include

- Trait theory: which further explores their traits, or characteristics, such as confidence, and emotional stability as a leader.
- Style theory: concerns itself with the manner in which the leader relates to their followers, before dividing leadership style into three categories: authoritarian, democratic, laissez-faire (Robles & Morales, 2022).
- Transformational leadership: leadership that concerns itself with the leader's ability to influence and motivate followers, foster innovation, and the ability for leaders to influence change within an organisation (Bass & Riggio, 2006). The Multifactor Leadership Questionnaire (MLQ-5X) found that the transformational leadership style is made up of four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Moreno-Casado *et al.*, 2021).
- Transactional leadership: which uses exchange and reward to obtain compliance and completion.
- Situational leadership: indicates a flexible leadership style modulating leader behaviour based on the maturity and competence of followers (Robbins & Judge, 2023)

Transformational leadership is particularly effective in educational environments, which has also been shown to impact motivation, commitment, and educational organisation innovation (Díaz Gómez & Díaz López, 2021).

Leadership and Organisational Climate

Leadership style influences the organisational climate there is a connection between leadership style and organisational climate. Transformational leaders are known to foster trust, open and honest communication, job satisfaction and creating a healthy work environment (Bass & Riggio, 2006; Díaz Gómez & Díaz López, 2021). Effective leadership plays a key role in creating a community culture and can also help institutions to navigate change (Camacho, 2022).

Training in leadership skills such as: communication, decision-making, and conflict management is a necessity for the development of effective leaders to maintain a healthy organisational climate (Valdez-Rodríguez *et al.*, 2017).

Organisational Structure and Communication

A flexible and sound organisational structure enhances, effectiveness of operations, and positive climate (Robbins & Judge, 2023; Robles & Morales, 2022). Monitoring climate effectively and frequently can illuminate possibilities for change, whilst established and clear communication channels are necessary for coordination and possibly alleviate conflict.

Job Satisfaction

Job satisfaction very much correlates to organisational climate and leadership. Theories such as Maslow's hierarchy of needs, Herzberg's two-factor theory, and Adam's equity theory outlines how recognition, employee considerations of fairness, and opportunities for growth and development enhance the motivation to stay with an organisation. (Robbins & Coulter, 2018; Robbins & Judge, 2023).

MATERIALS AND METHODS

Research Design

This study employed a mixed-methods paradigm, combining quantitative and qualitative approaches to comprehensively analyse the perceptions of administrative staff at the Technological University of Acapulco regarding organisational climate and leadership. The quantitative approach enabled objective measurement and analysis of numerical data, while the qualitative component provided deeper understanding of participants' perceptions and experiences (Robbins & Coulter, 2018).

Type of Study

The research is descriptive in nature, aiming to detail and characterise the organisational climate and predominant leadership styles within the institution. This approach allows for the identification of current features of these variables and provides a foundation for future interventions (Robbins & Judge, 2023).

Population, Subjects, Sample, and Sampling

The target population consisted of 107 employees at the Technological University of Acapulco. The sample was selected using non-probabilistic convenience sampling, with inclusion criteria being administrative staff available and willing to participate. The final sample comprised 29 individuals representing the main administrative departments of the university.

Instruments

Two main instruments were used for data collection:

Organisational Climate Survey

Adapted from Luz-Alvidrez *et al.* (2023), this questionnaire measures employees' perceptions of working conditions, interpersonal relationships, and other key aspects of the work environment (Annex A).

Multifactor Leadership Questionnaire (MLQ-5X)

Originally developed by Bass and Avolio (2000) and adapted and validated for educational contexts by Moreno-Casado *et al.* (2021), this instrument assesses predominant leadership styles and their impact on staff (Annex B).

Both instruments were administered via Google Forms.

Organisational Climate Survey

Structure

Likert-type scales measuring perceptions related to the work environment, including communication, physical conditions, work relationships, and organisational policies

Items

25 items organised into five key categories: communication, work relationships, working conditions, recognition and motivation, and overall satisfaction.

Question Type

Closed statements evaluating the dimensions mentioned above.

Multifactor Leadership Questionnaire (MLQ-5X)

Structure: The MLQ-5X comprises several dimensions evaluating transformational, transactional, and passive/laisser-faire leadership styles.

Items: 25 items divided into four dimensions:

- Transformational Leadership: 8 items
- Transactional Leadership: 7 items
- Passive/Laissez-faire Leadership: 5 items
- Leadership Outcomes: 5 items

Features

Clear language adapted to the administrative-academic context of UTA; items reflect organisational needs such as innovation, problem-solving, and effective communication.

Question Type

Five-point Likert scale statements (1 = Never, 5 = Always) measuring the frequency of observed leadership behaviours.

Data Collection and Analysis

Both surveys were designed in Google Forms and distributed to administrative staff via institutional email. Respondents had two weeks to complete the surveys, with periodic reminders sent to ensure adequate participation.

Data analysis was conducted quantitatively using Microsoft Excel. The following techniques were applied:

Measures of central tendency: Mean, median, and mode were calculated to identify patterns in perceptions of organisational climate and leadership.

Graphical representation: Tables and charts were generated to clearly illustrate and facilitate interpretation of the results.

This analytical approach provided a detailed diagnosis of the current state of organisational climate and leadership styles at the university, offering an objective basis for the development of improvement strategies.

RESULTS AND DISCUSSION

Organisational Climate

This section presents the findings from the organisational climate survey and the Multifactor Leadership Questionnaire (MLQ-5X) administered to 29 administrative staff at the Technological University of Acapulco. The analysis provides a detailed overview of employees' perceptions regarding internal communication, work relationships, working conditions, recognition, motivation, and overall job satisfaction. Additionally, the results evaluate prevailing leadership styles and their impact on the work environment and team performance. These insights highlight both strengths and critical areas for improvement, serving as a foundation for targeted strategies to enhance organisational climate and leadership within the institution.

Organisational Communication

Clarity and Timeliness of Information

"Relevant information for carrying out my tasks is communicated clearly and promptly" (item 1), this item revealed that 51.7 % of respondents indicated that relevant information is not communicated clearly or promptly, highlighting a significant area for improvement. Only 13.8 % rated this item highly (4 or 5 on the Likert scale), with a mean score of 2.62.

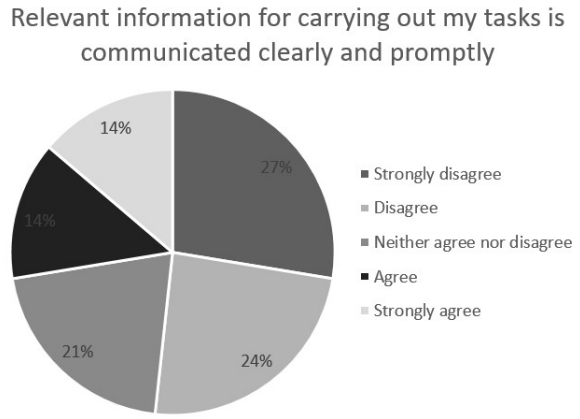

Figure 1: Communicates a clear and motivating vision of the university's goals

Effectiveness of Communication Channels

"Communication channels within the institution are effective in resolving work-related issues" (item 2), this item shows a predominant negative perception, with 62.1 % of participants who rated the effectiveness of communication channels for resolving work-related issues as low (categories 1 and 2), with a mean of 2.38. This suggests that current channels are not perceived as effective for problem-solving.

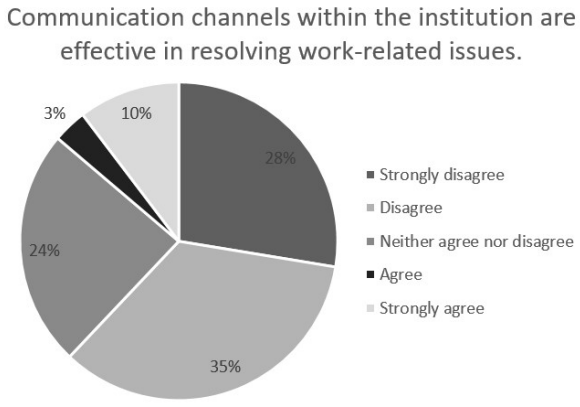

Figure 2: Item 2: Communication channels within the institution are effective in resolving work-related issues

Work Relationships

Respect and Cordiality

"There is an atmosphere of respect and cordiality among administrative team members" (item 6), responses were mostly neutral (41.4 % selected category 3), indicating a moderate level of cordiality that is insufficient for a fully positive work environment. Only 27.6 % gave high ratings (4 or 5), with a mean of 2.97.

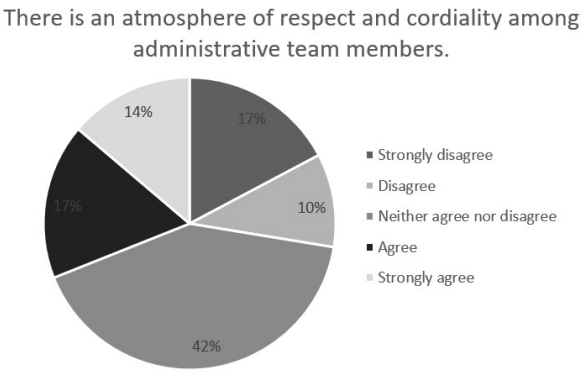

Figure 3: Item 6: There is an atmosphere of respect and cordiality among administrative team members

Peer Support

"I feel supported by my colleagues in fulfilling my responsibilities" (item 8), this item shows a balanced perception, 51.7 % reported medium or high levels of support from colleagues, but 27.6 % rated this aspect as low, indicating that not all employees feel consistently supported.

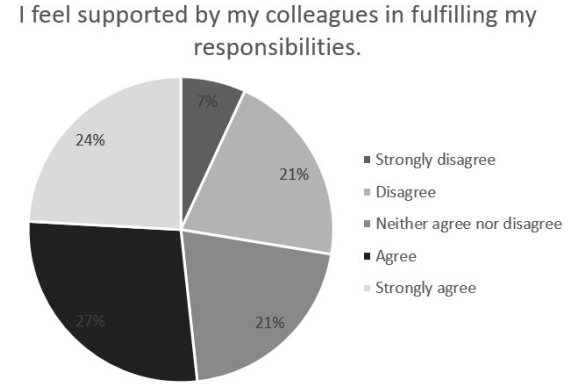

Figure 4: Item 8: I feel supported by my colleagues in fulfilling my responsibilities

Working Conditions

Resources and Facilities

"Facilities and resources available are adequate for performing my daily tasks" (item 11), 51.7 % gave low ratings (1 or 2) regarding the adequacy of resources and facilities, reflecting significant dissatisfaction.

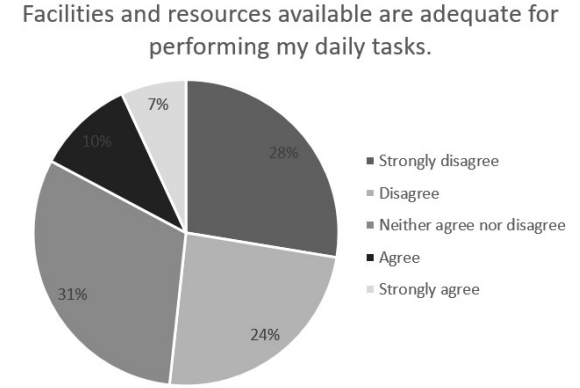

Figure 5: Item 11: Facilities and resources available are adequate for performing my daily tasks

Technological Infrastructure

"Efforts are made to constantly update technological infrastructure" (item 15), this item obtained the worst evaluation in its category, with 68.9 % of participants rating the efforts to update technological infrastructure as very low (1 or 2), marking this as a central concern for administrative staff.

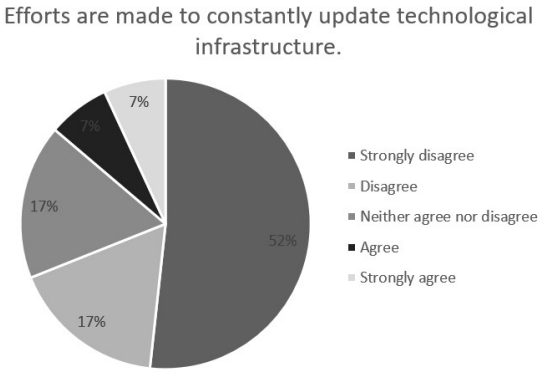

Figure 6: Item 15: Efforts are made to constantly update technological infrastructure

Recognition and Motivation

Fair Recognition

"My work is fairly recognized by my supervisors" (item 16), 34.5 % of responses were neutral, but 34.4 % rated recognition from supervisors as low (1 or 2), indicating insufficient acknowledgment of employee contributions.

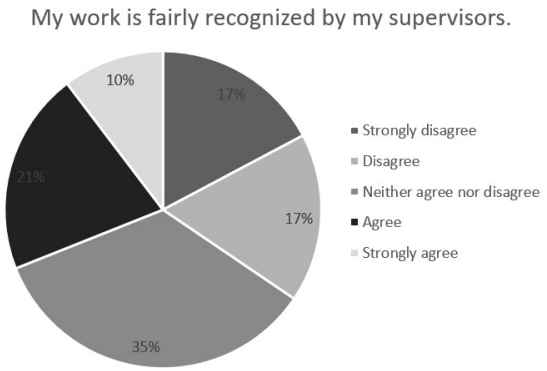

Figure 7: Item 16: My work is fairly recognized by my supervisors

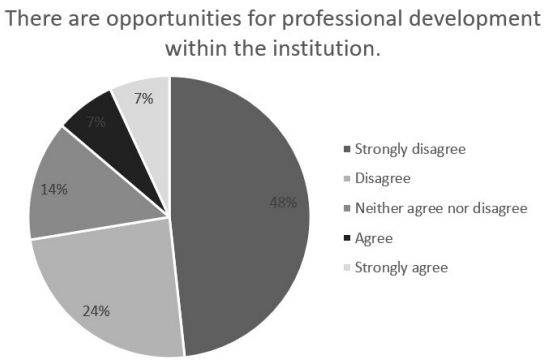

Figure 8: Item 18: There are opportunities for professional development within the institution

Opportunities for Professional Development

"There are opportunities for professional development within the institution" (item 18), this was the lowest graded item of the category, 72.4 % rated opportunities for professional growth as low (1 or 2), revealing a widespread perception of limited advancement prospects.

Overall Satisfaction

Job Satisfaction

"I am satisfied with my job at the institution" (item 21). Despite challenges in other areas, 65.5 % of respondents expressed high satisfaction with their work (ratings of 4 or 5).

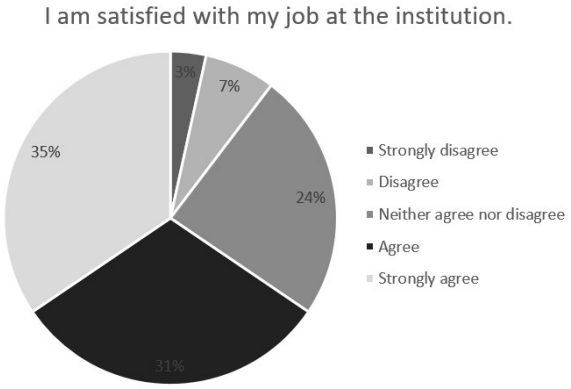

Figure 9: Item 21: I am satisfied with my job at the institution

Sense of Value

"I feel like an important part of the administrative team and I value my contribution" (item 25), ratings for this item were concentrated in the intermediate level (3), 37.9 % were neutral, while 44.8 % felt their contribution to the administrative team was valued (ratings of 4 or 5), these results show that many employees feel that they do a valuable work, even though there is still room to improve this area.

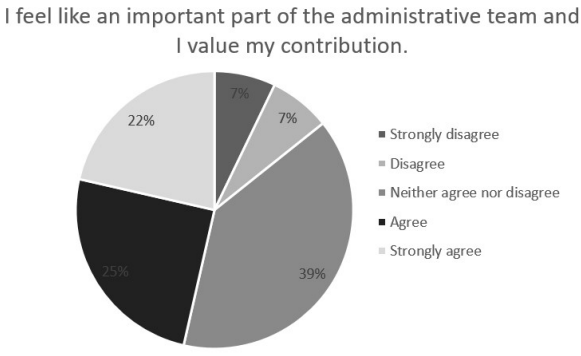

Figure 10: Item 25: I feel like an important part of the administrative team and I value my contribution

The results highlight critical areas for improvement, particularly in internal communication, recognition, motivation, and professional development. While there is a general sense of satisfaction and value among staff, significant dissatisfaction exists regarding resources, technological infrastructure, and career advancement.

Multifactor Leadership (MLQ-5X)

The MLQ-5X assessed four leadership dimensions: Transformational Leadership, Transactional Leadership, Passive/Avoidant Leadership, and Leadership Outcomes.

Transformational Leadership

Vision Communication: "Communicates a clear and motivating vision of the university's goals" (item 1). The mean score for communicating a clear and motivating vision was 2.86, with 24.1 % rating this item as very low (1), 34.5% as neutral (3), and only 13.8% as very high

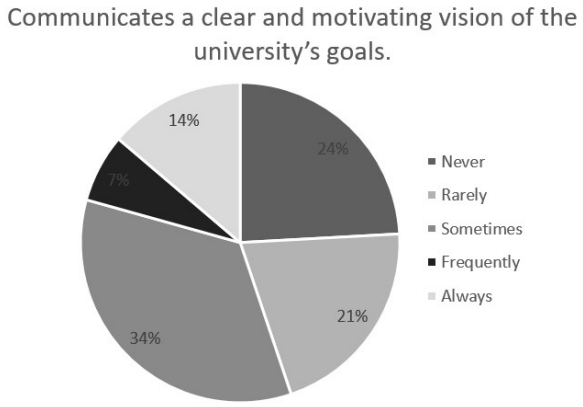

Figure 11: Item 1: Communicates a clear and motivating vision of the university's goals

Ethical Role Modelling

"Acts as a role model in terms of values and ethical behavior." (Item 5). The mean for this item was 2.93. A notable 37.9 % rated this aspect as very low (1), and only 17.2 % as very high (5), indicating inconsistency in leaders serving as ethical examples.

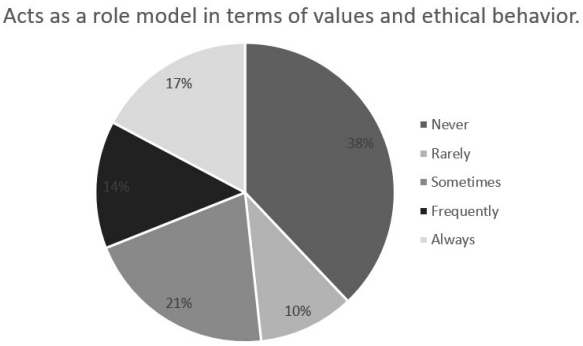

Figure 12: Item 5: Acts as a role model in terms of values and ethical behavior

Transactional Leadership

Supervision and Rewards

"Offers rewards or recognition upon achieving established objectives" (item 10), with a mean of 2.31, this item received the lowest evaluation (1), representing a 48.3 %, followed by a 17.2 % of participants who responded 2. The results indicate that while some expectations and standards are set, this leadership style may limit growth and autonomy among staff.

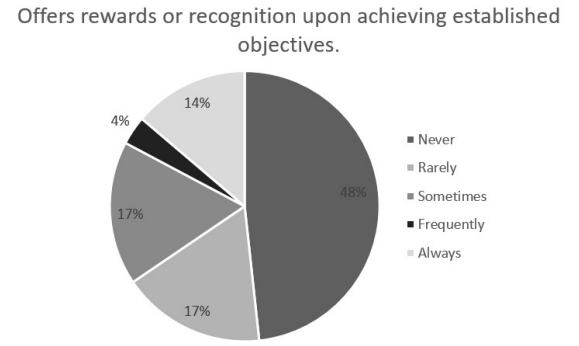

Figure 13: Item 10: Offers rewards or recognition upon achieving established objectives

"Prioritizes critical tasks, ensuring deadlines are met" (item 14), this item got a mean of 3.21, with 27.1 % of participants evaluating 1, while 17.2 % gave the best score (5). Overall perception is intermediate, with 24.1 % choosing sometimes (3). This outcome shows that some employees feel that leaders focus on critical priorities, however, opinions are divided.

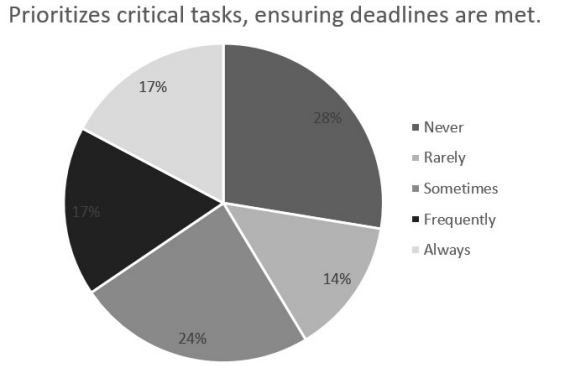

Figure 14: Item 14: Prioritizes critical tasks, ensuring deadlines are met

Passive/Avoidant Leadership

The MLQ-5X identified a tendency among some leaders to avoid decision-making and active supervision, which can generate uncertainty and lack of direction within teams.

Decision-Making and Conflict Resolution

"Avoids getting involved in team conflicts or problems" (item 17), with a mean score of 3.62, this item received mixed opinions. 27.6 % of respondents rated it with the

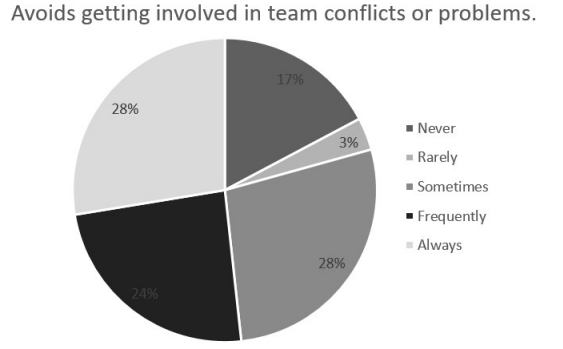

Figure 15: Item 17: Avoids getting involved in team conflicts or problems

highest score (5), while 17.2 % gave it the lowest score (1). Most responses were distributed between 3 and 4. Although some leaders tend to avoid conflicts, the negative ratings suggest that this approach is not always effective or well perceived.

"Allows problems to persist without seeking proactive solutions" (item 19), this item received a mean score of 3.31, with 27.6 % of respondents rating it with the highest score (5) and another 24.1 % giving it the lowest score (1). Overall, perceptions were divided, but there is a noticeable trend toward inaction. This result highlights a significant concern regarding the lack of proactivity in problem-solving.

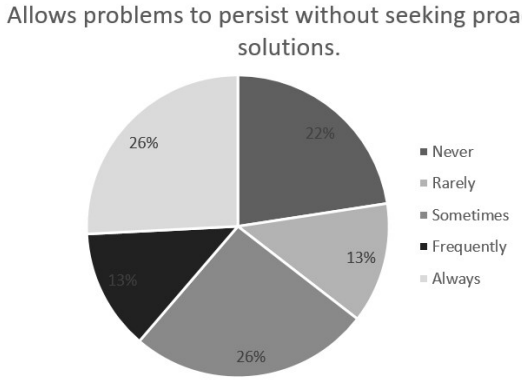

Figure 16: Item 19: Allows problems to persist without seeking proactive solutions

Leadership Outcomes

The impact of leadership on team motivation, operational efficiency, job satisfaction, and trust was rated as moderate to low, suggesting room for significant improvement.

Organisational Impact

"Contributes to outstanding results in administrative activities." (Item 24). With an average score of 2.69, this item had 34.5 % of respondents selecting the lowest rating (1). The highest ratings (5) were scarce, representing only 6.9 % of responses. The low average reflects that employees do not perceive outstanding results in administration as a consequence of current leadership practices.

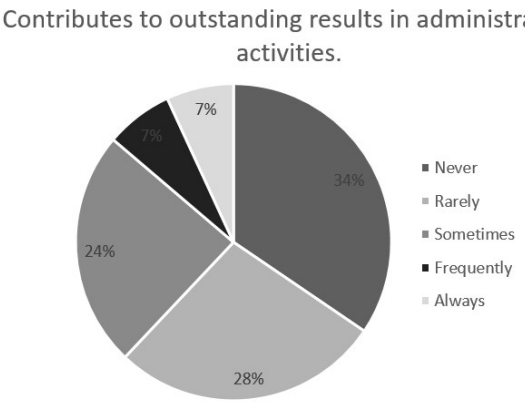

Figure 17: Item 24: Contributes to outstanding results in administrative activities

Item 25: "Promotes a relationship of trust and respect among team members", with an average score of 2.66, this item received its highest percentage of responses at rating 2 (31.0 %), and no participant assigned the highest rating of 5. This result indicates an absence of strong and respectful relationships, which may weaken teamwork and the overall work environment.

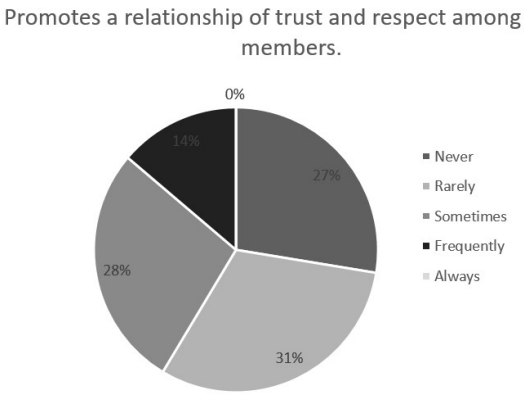

Figure 18: Item 25: Promotes a relationship of trust and respect among team members

Transformational leadership received moderate evaluations, with low averages and a limited range of positive responses. There is a clear need for leaders to focus on communicating an inspiring vision, promoting personal development, and modelling ethical behaviour. Passive and transactional leadership tendencies were also observed, which may contribute to organisational uncertainty and limit staff growth.

Recommendations

Through the analysis of the organisational climate and leadership at the Technological University of Acapulco (UTA), several potential areas were identified. This study recognised all the strengths and pressing challenges that can create a significant influence on work environment and institutional performance. With that in mind, the study provides a series of evidence-based recommendations to address these challenges, opportunities and strengths. This aims to develop a more positive, inclusive and high-performance organisational culture, while at the same time build leadership capacity that can provide supportive contexts for the development of the institution and the wellbeing of its employees.

Enhance Internal Communication

- Develop and sustain timely, transparent, and consistent means to communicate as an institution.
- Set up regular ways to share goals, change, and accomplishments through staff bulletins, institute newsletters or platforms.
- Provide training in communication skills to leaders and staff which promote active listening, constructive feedback, and confidence building.

Foster a Culture of Recognition and Motivation

- Develop systematic models for staff recognition, to

formally acknowledge exceptional performance, risk-taking, and teamwork in regard to staff contributions in the workplace.

• Assist directors in building an organisational habit of providing timely, constructive feedback and recognizing accomplishments of staff at either the individual or group level in a public way.

• Design fair and transparent incentive programs that effectively tie quantitative performance metrics/ workplace values expectations.

Invest in Professional Development

• Provide continual education opportunities that promote leadership development, team collaboration, digital competency and administrative efficiency.

• Encourage staff to engage in external workshops, seminars and certification sessions, as well as in-house workshops, seminars and certification programs related to the ongoing advancements and needs of higher education institutions.

• Identify individual development plans (IDPs) so that staff can advance in their careers and the institution can retain high functioning staff.

Strengthen Leadership Practices

• Promote transformational and ethical leadership styles through intentional programs and coaching mechanisms.

• Encourage leaders to articulate a clear vision of the institution, motivate and inspire their teams and exemplify integrity and innovation.

• Implement shared leadership style models that promote participatory decision-making processes, establishing paths for engagement, ownership and accountability among all staff.

Improve Working Conditions and Resources

• Address systemic gaps in physical spaces, equipment and digital tools that impact productivity and organisational morale.

• Ensure that workplaces reflect acceptable ergonomic factor and safety considerations as defined by occupational health, safety and ergonomic standards, including undertaking regular space evaluations.

• Budget responsibly to improve existing physical workspaces and maintain basic infrastructure needs; ensure staff have access to reliable internet, necessary software, computers and office supplies.

Promote Collaboration and Teamwork

• Promote collaborative and interdepartmental work projects, and initiatives to achieve synergy and institutional cohesiveness.

• Allow staff regular time for organized staff meetings, interdepartmental forums, and collaborative work environments, where knowledge can be shared and discussed.

• Facilitate team-building activities that promote inclusion of all staff and help build interpersonal relationships in the workplace as well as a sense of community.

Establish Clear Policies for Conflict Resolution

• Create, communicate, and enforce clear policies and procedures to manage workplace conflict and grievances. This could include confidential mediation services, counselling services, and appropriate mental health resources to ensure that anything raised is considered seriously and resolved appropriately.

• Training all supervisors and staff in conflict management and emotional intelligence is also important to minimize potential conflict and explain how to diffuse tension and manage conflict.

Prioritise Employee Well-being

• Introduce a comprehensive well-being program that recognizes mental health, stress management, and physical activity.

• Support a work culture respecting work-life balance through flexible work schedule options, manageable workloads, and wellness days.

• Encourage psychological safety through an environment of trust, empathy, and support.

Monitor and Evaluate Organisational Climate

• Commission and conduct an annual organisational climate survey and qualitative feedback sessions to gauge progress and new risks and issues.

• Use data and insights when making institutional decisions, to guide policies based on staff needs, and to flex and adapt plans and strategies.

• Be transparent with staff regarding finding and actions, thereby fostering accountability with the university community.

Promote Equity, Diversity, and Inclusion

• Afford staff with equal access to professional development, recognition, and promotion opportunities regardless of gender, age, or background.

• Create inclusive workplaces where diversities of thought, experience and identity are embraced.

• Enact policies and training on anti-discrimination, unconscious bias and inclusive leadership.

Implementing these recommendations requires a sustained institutional commitment and a people-centered approach. By prioritising internal communication, recognition, leadership development, and well-being, UTA can cultivate a resilient and empowered workforce capable of driving innovation and academic excellence. These strategies no only respond to the identified challenges but also lay the foundation for transformative organisational culture aligned with the university's mission and strategic objectives.

CONCLUSION

The study revealed critical deficiencies in both organisational climate and leadership practices at the Technological University of Acapulco (UTA). Analysis

of the survey data points to issues with working conditions, recognition, and alignment between personal and institutional objectives. These shortcomings hinder intrinsic motivation and overall job satisfaction. The findings are in sync with Robbins and Judge's (2023) comments regarding measures such as employee basic and psychological needs, which are necessary to improve performance.

In terms of leadership, the evidence suggests passive or laissez-faire leadership where transformational and transactional behaviour received low scores. Lack of visionary and supportive leadership contributes to a cycle of disengagement, low-trust, and limited team cohesion (Bass & Avolio, 2000).

Breaking this cycle will require a strategy focused on improving the environment and building productive and motivated leadership. This includes the need to improve the physical and psychological work environment as well as the necessary investments to develop leadership, particularly transformational competencies like vision, individualised considerations, and inspirational motivation.

In conclusion, it is essential to invest the time, effort, and resources into building a productive, inclusive, and high-performance institutional culture that prioritises the mission of the academy and the goals of the organisation in a coherent way.

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Annexures

Annex 1: Organizational Climate Survey

Instructions: Carefully read each statement and mark with an "X" the option that best represents your level of agreement, using the following scale:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

Category 1: Organizational Communication

1. Relevant information for carrying out my tasks is communicated clearly and promptly.
2. Communication channels within the institution are effective in resolving work-related issues.
3. Managers listen to and consider the opinions of administrative staff.
4. There is adequate feedback regarding my job performance.
5. Work meetings are useful and focused on clear objectives.

Category 2: Work Relationships

6. There is an atmosphere of respect and cordiality among administrative team members.
7. Work conflicts are resolved fairly and promptly.
8. I feel supported by my colleagues in fulfilling my responsibilities.
9. My supervisor fosters a collaborative work environment.
10. Relationships between administrative departments are effective in achieving institutional goals.

Category 3: Working Conditions

11. Facilities and resources available are adequate for performing my daily tasks.
12. I have the necessary equipment to do my job efficiently.
13. Hygiene and safety conditions in my workplace are satisfactory.
14. The institution shows interest in improving the working conditions of administrative staff.
15. Efforts are made to constantly update technological infrastructure.

Category 4: Recognition and Motivation

16. My work is fairly recognized by my supervisors.
17. I feel motivated to do my job because of the work environment.
18. There are opportunities for professional development within the institution.
19. Incentive or reward policies are clear and equitable.
20. I feel that my effort contributes to the institution's success.

Category 5: General Satisfaction

1. I am satisfied with my job at the institution.
2. I believe that the objectives of my position align with UTA's goals.
3. The organizational culture fosters a sense of belonging among employees.
4. The institution's policies and procedures are clear and fairly applied.
5. I feel like an important part of the administrative team and I value my contribution.

Annex 2: Multifactor Leadership Questionnaire (MLQ 5X)

Instructions: Evaluate how often your leader (supervisor or immediate boss) demonstrates the behaviors described in the statements. Use the following scale:

1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Always

Dimension 1: Transformational Leadership

1. Communicates a clear and motivating vision of the university's goals.
2. Inspires pride and confidence among the administrative team members.
3. Encourages the personal and professional development of each collaborator.
4. Urges employees to propose innovative ideas to solve institutional problems.
5. Acts as a role model in terms of values and ethical behavior.
6. Speaks enthusiastically about the achievements of the university and its team.
7. Stimulates critical thinking to address administrative challenges.
8. Recognizes individual strengths of employees and uses them for the team's benefit.

Dimension 2: Transactional Leadership

9. Sets clear expectations regarding goals and desired outcomes.
10. Offers rewards or recognition upon achieving established objectives.
11. Monitors team activities to ensure compliance with standards.
12. Provides immediate feedback when something is not working properly.
13. Intervenes quickly to correct administrative issues before they escalate.
14. Prioritizes critical tasks, ensuring deadlines are met.
15. Ensures that administrative policies and procedures are properly followed.

Dimension 3: Passive / Laissez-faire Leadership

16. Delays making important decisions that affect the administrative team.
17. Avoids getting involved in team conflicts or problems.
18. Delegates tasks without providing clear guidance.
19. Allows problems to persist without seeking proactive solutions.
20. Appears distant or indifferent to the needs of the team.

Dimension 4: Leadership Outcomes

21. Fosters an environment where collaborators are willing to make an extra effort.
22. Improves the operational efficiency of the administrative team.
23. Increases overall employee satisfaction with their job.
24. Contributes to outstanding results in administrative activities.
25. Promotes a relationship of trust and respect among team members.

Annex 3: Raw Data Tables

Table 1:. Organisational climate frequency data base

N	Items														Dimension (sum)																sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	communication	relationships	working conditions	recognition and motivation	general satisfaction	total
1	1	1	1	3	1	1	1	3	4	1	2	2	2	1	1	4	4	1	1	1	5	4	1	1	1	7	10	8	11	12	48
2	2	2	2	3	2	1	1	3	4	1	2	2	2	1	1	4	4	2	1	1	4	4	2	1	2	11	10	8	12	13	54
3	2	1	1	3	1	4	2	4	3	2	1	1	2	1	1	3	2	2	1	3	3	3	2	1	3	8	15	6	11	12	52
4	1	2	3	2	3	1	4	1	1	1	3	1	2	5	1	3	1	5	1	1	1	1	1	2	1	11	8	12	11	6	48
5	1	1	1	2	2	3	1	3	4	1	1	2	1	1	1	4	1	1	1	4	3	5	1	1	3	7	12	6	11	13	49
6	3	2	2	1	3	3	3	4	4	4	3	4	3	1	3	3	3	2	2	2	3	4	2	3	3	11	18	14	12	15	70
7	2	2	1	2	1	1	1	2	2	2	1	2	2	1	2	2	1	1	2	2	4	3	3	2	1	8	8	8	8	13	45
8	4	3	4	2	3	2	2	5	4	4	3	2	2	3	3	3	4	3	3	5	4	4	3	4	5	16	17	13	18	20	84
9	2	2	2	2	2	4	2	3	2	2	2	2	2	2	2	1	1	1	1	1	2	3	2	3	3	10	13	10	5	13	51
10	3	3	1	3	2	4	3	4	4	2	3	2	3	1	1	3	3	2	2	2	3	3	3	3	3	12	17	10	12	15	66
11	2	1	1	2	2	3	1	3	3	3	3	3	4	2	2	2	3	1	1	5	3	2	3	1	5	8	13	14	12	14	61
12	5	3	3	4	3	5	3	5	4	4	2	4	3	2	2	2	4	1	1	1	5	5	4	4	5	18	21	13	9	23	84
13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	25	25	25	25	25	125
14	4	2	2	1	2	3	2	5	4	3	4	5	3	2	1	5	4	1	1	3	4	4	2	2	4	11	17	15	14	16	73
15	1	1	1	1	1	3	2	4	1	3	1	1	1	1	1	1	1	2	1	5	5	4	1	1	4	5	13	5	10	15	48
16	3	3	2	3	2	1	3	4	2	1	4	3	4	1	1	1	3	1	1	4	4	4	1	1	5	13	11	13	10	15	62
17	3	3	3	3	3	3	2	3	3	2	3	4	4	4	4	4	4	3	5	1	2	2	3	2	3	15	13	19	17	12	76
18	4	5	4	3	4	3	4	4	5	4	5	5	4	4	4	4	3	4	3	4	5	5	4	4	4	20	20	22	18	22	102
19	3	3	3	2	3	3	2	4	4	4	4	4	4	4	3	3	3	1	1	4	4	4	4	2	4	14	17	19	12	18	80
20	1	1	1	3	1	3	1	1	3	2	1	2	1	1	2	3	3	2	1	5	5	3	3	1	3	7	10	7	14	15	53
21	1	1	1	3	1	2	1	2	4	2	1	2	2	1	3	4	4	1	3	5	5	3	3	2	3	7	11	9	17	16	60
22	4	4	3	3	4	4	3	4	4	3	3	3	3	2	1	3	3	2	1	4	4	5	4	3	4	18	18	12	13	20	81
23	2	2	3	3	2	4	1	5	3	5	2	2	1	1	1	2	2	1	1	1	5	1	1	2	4	12	18	7	7	13	57

24	1	1	1	1	1	3	1	2	1	3	1	1	1	1	1	2	1	1	1	3	3	3	2	1	3	5	10	5	8	12	40
25	5	2	2	2	2	2	2	2	2	3	1	1	1	1	1	1	1	1	2	4	4	4	1	2	3	13	11	5	9	14	52
26	1	5	5	5	5	5	5	5	5	5	3	3	5	5	5	5	5	3	5	5	5	5	5	5	5	21	25	21	23	25	115
27	2	2	1	2	1	3	2	2	2	1	2	1	2	2	1	3	3	3	2	2	4	3	2	2	3	8	10	8	13	14	53
28	3	2	2	1	1	3	1	2	1	2	2	2	1	2	1	1	1	1	1	4	3	3	2	2	2	9	9	8	8	12	46
29	5	3	4	3	3	5	3	5	4	3	3	5	3	3	3	3	3	4	3	4	5	4	3	3	4	18	20	17	17	19	91

Table 2:. MLQ-5X Leadership frequency data base

N	Items														Dimension (sum)															sum
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Transformational leadership	Transactional leadership	Passive leadership	Overall results	total
1	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	1	3	2	2	1	2	26	21	11	10	68
2	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	26	21	15	11	73
3	2	3	2	2	2	2	3	2	2	1	3	3	2	4	3	3	4	4	2	2	3	3	2	1	3	18	18	15	12	63
4	3	5	4	3	5	5	4	3	4	2	4	3	2	3	4	1	1	1	3	1	1	2	3	4	1	32	22	7	11	72
5	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	5	5	5	5	5	2	1	1	1	3	9	7	25	8	49
6	4	4	3	3	3	4	2	3	3	2	3	2	3	4	4	3	2	2	2	2	3	2	3	3	2	26	21	11	13	71
7	1	1	1	1	1	1	1	1	2	1	2	1	1	2	1	4	5	5	5	5	3	2	3	3	3	8	10	24	14	56
8	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	1	5	1	1	1	1	1	5	5	1	38	35	9	13	95
9	2	2	2	2	1	1	1	2	2	1	1	1	1	1	1	4	5	5	5	5	2	2	2	2	4	13	8	24	12	57
10	3	4	3	4	4	4	4	4	3	4	4	4	4	4	3	3	4	3	3	3	3	3	3	2	3	30	26	16	14	86
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	1	5	5	5	1	4	1	1	1	8	7	21	8	44
12	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	1	1	1	1	1	1	4	3	1	40	35	5	10	90
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14	4	4	3	3	4	4	4	3	4	2	3	3	4	5	4	1	5	2	1	1	2	2	1	1	2	29	25	10	8	72
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	5	5	5	5	1	2	1	1	1	8	7	25	6	46
16	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	5	3	5	5	5	2	2	1	1	2	10	7	23	8	48

17	2	3	3	3	3	4	3	3	3	2	3	2	3	3	3	1	3	2	3	2	2	3	3	2	3	24	19	11	13	67
18	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	4	4	3	3	3	1	1	5	5	1	40	33	17	13	103
19	3	4	4	4	4	3	4	5	3	3	4	4	4	4	4	2	1	1	1	1	2	2	3	2	2	31	26	6	11	74
20	2	3	2	1	3	2	1	2	1	3	1	2	1	3	2	1	1	3	4	5	1	3	2	2	2	16	13	14	10	53
21	2	4	2	3	4	2	2	4	4	1	1	2	1	2	3	4	4	2	5	1	1	3	3	1	1	23	14	16	9	62
22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	4	3	2	24	21	15	11	71
23	3	2	3	3	1	2	2	3	3	2	1	1	1	1	1	2	3	4	2	3	3	1	3	3	3	19	10	14	13	56
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26	3	1	1	1	1	1	1	2	1	1	2	3	1	1	1	3	5	2	1	1	2	3	1	1	4	11	10	12	11	44
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28	3	2	1	2	1	3	2	2	3	1	1	3	3	3	3	3	3	3	3	3	3	3	2	2	4	16	17	15	14	62
29	3	3	2	3	2	2	2	3	3	1	3	2	2	2	2	1	4	3	1	2	1	1	3	4	1	20	15	11	10	56