

## Training perspectives in the new labor normality

### Perspectivas de capacitación en la nueva normalidad laboral

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#### Abstract

Training is a process that allows the specialization of the personnel and the support of the activities impregnated in the work areas, guaranteeing improvements in the results. The object of study consisted of determining the training perspective based on the new ways of working considering the organizational climate present in the Covid-19 period, for the design of content according to the needs of employees and companies. It was a quantitative study using the relationship of variables, in 6 dimensions (quality of working life, work design, interpersonal relationships, leadership, performance management and participation management) with a classified assessment on the Likert scale, which was addressed to the economically active-occupied population (PEA-O), with the study sample of 234 people, covering 94%. With the results, the proposals for the training of the personnel who worked from home were determined, seeking a social and economic impact of collaborating and that would stimulate an improvement in the organization to achieve the objectives established during the pandemic, the main one being the prevalence in the market.

#### Resumen

La capacitación es un proceso que permite la especialización del personal y el respaldo de las actividades impregnadas en las áreas de trabajo, garantizando mejoras en los resultados. El objeto de estudio consistió en determinar la perspectiva de capacitación con base en las nuevas formas de trabajo considerando el clima organizacional presente en el periodo de la Covid-19, para el diseño de contenidos de acuerdo con las necesidades de los colaboradores y las empresas. Fue un estudio cuantitativo utilizando la relación de variables, en 6 dimensiones (calidad de vida laboral, diseño del trabajo, relaciones interpersonales, liderazgo, gestión del desempeño y la gestión de la participación) con una valoración clasificada en la escala Likert, que se dirigió a la población económicamente activa-ocupada (PEA-O), siendo la muestra de estudio de 234 personas, cubriendo un 94%. Con los resultados se determinaron las propuestas encausadas para la capacitación del personal que trabajó desde casa, buscando una incidencia social y económica del colaborar y que estimulara una mejora en la organización para el alcance de los objetivos establecidos durante la pandemia, siendo el principal la prevalencia en el mercado.

#### Training, Human capital, Organizational climate

#### Capacitación, Capital humano, Clima organizacional

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## Introduction

The area of human capital is undergoing radical changes in its responsibilities and tasks within companies, according to (Gómez-Mejía, *et al.*, 2001) cited in (Barreto & Azeglio, 2013) it is observed that human capital over time obtains greater competencies that become the competitive advantage of the organisation. On the other hand, Chiavenato (1992, cited in Valencia, *et al.*, 2019), indicates that the organisational climate is the quality of the organisational environment experienced by employees and included in the behaviour that they reflect within it, issuing their individual perception outside it. The organisational climate plays a fundamental role when it comes to integrating into the work scenario or environment, this is perceived in the attitudes of the collaborators, therefore, by their effort and the sense of belonging at work, among others. In other words, it is the atmosphere that is experienced in the performance of work activities and is the result of the interrelationships in this scenario. Therefore, there are differences due to the constant interaction, as well as the disposition towards work and the leadership styles applied by bosses, supervisors and/or management towards subordinates.

In companies there are actual and certain training needs which can be deduced from the observation of concrete problems. For Böhr, (2000) problems exist when the best end product is not obtained or the highest level of service provided is not applied. There is a risk of not having adequately trained employees to respond to the needs of the company and the demands of the market. The absence of training leads to difficulties in work performance, generating stress, difficulty in advancing the tasks delegated to human capital, detracting from the sense of belonging and representing the organisation externally.

Caro, *et al.*, (2017) contributes that the problems associated with the absence of training and/or specialisation of human capital is that the staff does not have sufficient knowledge for the performance of their work activities, likewise promoting the presence of errors or omissions affecting the organisational purposes (p. 94). It should be noted that, based on the training of personnel, they achieve greater security with respect to the activities to be performed and better performance in the workplace, there is greater feasibility in the quality of the actions undertaken in the work.

However, in the absence of the above, an imbalance and lack of a sense of belonging on the part of the employee can occur.

This requires the identification of education, training and specialisation needs, which should allow, organise and plan educational processes, for integration into the offer based on information generated directly by employees and the organisation, generating topics that strengthen and influence an improvement in the conduct and performance of human capital in companies (Machado & de la Fuente, 2006; Maya-Ampudia, *et al.*, 2014). However, to achieve this, the starting point is knowledge of the organisational climate from different perspectives, considering the presence of COVID-19 and the new ways of working, which involves working from home (home office), increased hygiene measures to avoid contagion within the organisation, as well as rotation of working days, to avoid the concentration of all employees, among other measures.

## Objective

To determine the training perspective based on the new ways of working, considering the organisational climate present in the COVID-19 period, in order to design content in accordance with the needs of employees and companies.

## Justification

The knowledge obtained about the organisational climate has an impact on decision-making, with respect to the assignment of responsibilities and commitments in the workplace, as well as the orientation itself on issues that influence an improvement in this, with respect to training, among other scenarios. The training in human capital derives from aspects in knowledge and techniques of the collaborators, for this reason (Tovar, 2016) sustains that the training programmes are of relevance for the area of human capital of the organisations, since it represents the scheme of information to provide so that this, possesses greater knowledge of the activities to carry out in the position or position to occupy, potentiating their talents.

In the labour integration process, the induction or integration (onboarding) is the initial approach of the human capital with the processes, the organisational philosophy and the work space of insertion. This is the period in which the staff takes with them the corporate and business image with a sense of belonging. In other words, it is the procedure that is not exempted, but is used to prepare the staff with respect to the desired behaviour, the quality immersed in the activities to be carried out, as well as communication and direct contact to achieve the objectives of this.

On the other hand (Bonilla, 2018) comments that:

The importance of the training of human resources is linked to the improvements in efficiency that they experience in their areas of work, a greater and better knowledge of quality allows them to perform their work better, open the possibility of mobility within the organisation, occupy areas of work of greater responsibility and better economic retribution. This is why workers strive to acquire knowledge at school and within the organisation where they work, i.e. to advance in their academic degrees and to train themselves (p. 269).

In the current era of knowledge (Agudelo-Orrego, 2019) states that organisations are eager for trained personnel to join the workforce, as processes require updating and innovation, which will have an impact on their competitiveness and sustainability in the market. In other words, the search for the specialisation of human capital once they have entered the labour market, for better job performance that results in reciprocal benefits (human capital & company).

## Theoretical framework

### *Human capital: theoretical approach*

The appreciation of human capital has prospered to become a conclusive variable of productivity oriented to economic progression and social comfort, first glimpsed with the classical current, especially in the literary works referring to the economic disseminated in the second half of the twentieth century (Pérez and Castillo, 2016; Ramírez, 2015; Valencia, 2005), emphasising the importance of the training of individuals received through the experiences developed at home, their education and formal learning, leading to an increase in the productive and competitive capacity of States (Gérald, 2006).

Adam Smith (1976), writer of one of the first classic economic writings that inserted the concept of human capital, enunciated national wealth as the ability of countries to produce and market satisfiers, a competence that could be executed through the combination of labour, land and capital, which implied the matching of the worker with the productive team, highlighting that the increase in his competences would amplify his capacity to work; This representation was preceded by the approaches that Taylor (1911), Fayol (1916) and Weber (1923, as cited in Beltrán and López, 2018) contributed to the administrative sciences, complementing the conceptualisation of the worker as a profitable productive asset if appropriately oriented, but conclusively substitutable. The appreciation of human capital is finally modified with the emergence of the humanistic current, located mainly in the works of Follet (1933, as cited in Beltrán and López, 2018), Maslow (1943), Mayo (1945), Tead (1956, as cited in Beltrán and López, 2018) and Barnard (1961, as cited in Beltrán and López, 2018), observing the worker as a valuable resource and essential agent in the achievement of organisational goals, resulting in the expansion of their productivity levels and, consequently, in the economic performance of the company. However, it is the contributions of Schultz (1960), Becker (1964) and Mincer (1974) that set out the ideological approaches to human capital, which, over the years, were incorporated and acclimatised to the economic-administrative sciences (Didier, 2013; Pérez and Castillo, 2016).

Education is understood as the gradual acquisition of new knowledge and skills, boosting the productivity of the individual, which adds value to the context in which he or she operates. This premise has encouraged the inclusion of education in theoretical models of human capital, arguing that new knowledge optimises worker's profitability and fosters sustainable economic development (Pérez and Castillo, 2016). The main precursor of human capital, Schultz (1960), developed the term based on this reasoning, conceptualising it as the knowledge and skills that an individual obtains through education and training, which represents an investment in human resources that is expected to return over a period of time. His theory was guided by the economic studies of the time, highlighting Solow (1956), whose doctrine of thought was oriented towards making visible new investment formats for the increase of capital and production, accentuating the need for educational and professional training as a pillar of growth.

In this way, the theory of human capital was governed by the improvement of the comfort of the population through advances in knowledge and the improvement of skills, the latter being acquired through schooling and investment in terms of health, generating an effective return in the economic, political and social development of nations Schultz (1960).

Subsequently, Becker (1964) consolidated the contributions of Theodore Schultz to specify the theory of human capital aimed at increasing the generation of income of the population through training; he states that individuals invest in obtaining new knowledge to meet their learning needs and produce an economic benefit from it, since he argues that the level of income is directly proportional to the particularities of the subject, such as their degree of schooling and productivity index (Pérez and Castillo, 2016; Tovar, 2017). In other words, under the same approach with respect to the substance of the investment in the education of human capital, he incorporated the individual's resolution to the analysis of the costs and benefits that would be achieved with timely training; therefore, his theory of human capital focused on the segmentation of the training offered by organisations: (1) general, applied by any company, since the investment is directed to the competitive increase of the worker; and (2) specific, applied only to the institution that grants it, therefore, the investment is directed to the increase of the company's productive capacity, but not the individual one (Becker, 1964).

The generalisation of the human capital theory - created by Schultz (1960), formalised by Becker (1964) - was complemented by Mincer in 1974 who, for the first time, studied the correlation between the allocation of remuneration and human capital, as well as the conception of the return on investment of educational training (Acevedo et al., 2007). In view of this, he instituted a model that made it possible to measure the increase in pay in relation to the individual's training, determining the degree of increase that these actions generate in the wage gap; he also contributed to the implementation of the income equation based on the statement of net present value, determining the performance that the individual produces based on his training; in other words, he expresses the amount of remuneration for work in terms of the level of studies and experience acquired by Mincer (1974).

It is conclusive to state that the performance of each subject is recognised by his or her ratio. Consequently, the greater the educational and professional experience, the higher the remuneration, with the demand for education being dependent on the investment required and the economic benefits that the individual can acquire in the future (Herrera, 2010).

#### *Organisational climate and its assessment: a theoretical approach*

In the modern business structure, the difference of the organisational climate is inescapable in view of the consonance it presents with work performance, influencing, therefore, the stimuli and conduct of the human capital that makes up a holistic, convoluted and fluctuating collective system, denoting the relevance of its work and, notoriously, of the conception of the organisational climate (Iglesias and Sánchez, 2015). As previously mentioned, the classical and humanist current is attributed to the indications of the organisational study oriented to human relations, however, the focus on the appreciation of human capital in terms of its working environment, as a key element of business success, is addressed for the first time in the theory of organisational climate established by Rensis Likert in 1968 (Iglesias, et al., 2019); in other words, a correlation between the perception that workers hold in the company and its factors, and their actions (Rodríguez, 2016) emerges (Rodríguez, 2016). The organisational climate theory, therefore, establishes that the behaviour of workers is, rightly, proportional to the organisational circumstances perceived by them, using variables related to the situational environment, technology, structure, rank, salary remuneration, character, attitude and degree of complacency (Likert, 1968). According to the study conducted by Rodríguez (2016), any institution that has methodologies that consolidate the achievement of professional and personal goals, tends to a supreme productivity; in the understanding of this argument, authors such as Brunet (1987), García and Bedoya (1997), and Méndez (2006).

In this regard, they paid particular attention to the evaluation of the organisational climate, relying on diagnostic instruments whose intention is focused on revealing the perceived attitudes and impressions that affect the professional motivation of workers and, clearly, their operability (García, 2009), (García, 2009), highlighting Likert (1968), Litwin and Stringer (1968), Schneider and Hall (1972), Robbins (1999), and Heskett, Sasser and Schlesinger (2003) as the promoters of the models and planning of organisational climate (Mejía, 2018; Corichi, et al. , 2013; García, 2009).

As a distinguished precursor of the concept, Likert's (1968) organisational climate theory proposes an assessment technique based on different (1) causal dimensions, which point towards organisational development and the achievement of its goals; (2) intermediate dimensions, which assess the intrinsic condition of the organisation; and (3) final dimensions, which are the product of the impact of the first two; The interrelation of these two results in the identification of the organisational climate model conducted in the company, being authoritarian with an exploitative or paternalistic profile, concerning a hermetic, tense and clearly unfavourable scenario; or participative with a consultative or group profile, referring to a free, ductile and, therefore, favourable framework for the organisation. Based on McClelland's theory in the field of motivation, Litwin and Stringer (1968) devised an evaluation tool consisting of 50 questions along nine dimensions: structure, responsibility, reward, risk, warmth, support, standards, conflict and identity; to demonstrate the conjectures raised by the link between the influence of the leadership model and the organisational climate with the motivation and behaviour of human capital, showing that the organisational climate integrates multiple circumstances of the work environment that are perceived by workers, resonating in their behaviour and, consequently, in organisational performance. On the other hand, Schneider and Hall (1972) dictate that organisational climate is nothing more than the glimmer of the interrelationship between individual and organisational particularities; thus, their model decrees that human capital behaviour does not depend on the endogenous factors of the firm, but rather on the worker's own representation of these factors.

Subsequently, Robbins (1999), complementing the previously described approach, proposes that workers' behaviour does not depend on endogenous and exogenous organisational agents, but on human capital itself, in other words, on the experiences and interactions acquired throughout their personal and professional development, which is why it is essential to provide feedback to workers as a way of knowing their perception and improving their productivity. Finally, Heskett, Sasser and Schlesinger (2003) present the most recent contribution of the organisation climate with their theory of the Value Profit Chain, based on the assumption of a reciprocal relationship between the organisation and the human capital to produce a lasting bond; in this way, if the worker receives an attractive and equitable remuneration, adequate training and a satisfactory working environment, he will see his needs stimulated and will have a reciprocal attitude with the organisation, improving his performance and providing a quality service to the consumer. It is unquestionable that the evolution of approaches in administrative sciences gave way to the consideration of human capital as an elementary component for organisational success, however, the theories and models of organisational climate favoured the full understanding of workers' perception of their environment, being finally evaluated to enrich their experiences and improve their performance (Iglesias, et al., 2019).

#### *Assessment of the organisational climate and training in relation to the study variables*

The study of organisational climate favours the understanding of the central context of companies, externalising the behaviours, practices, statutes and regimes imposed on human capital in order to intervene in the redesign of this, improving the labour landscape (Cota, 2017). In turn, training brings with it the absorption of wisdom and experiences that provide workers with the necessary tools to improve their performance and participate in a more enjoyable way in the work environment (González and Cereceda, 2020). Therefore, the purpose of this section is to identify the impact that organisational climate and training have on organisational performance, discerning their relationship with the study variables: job performance, quality of work life, work design, interpersonal relations, leadership, performance management and participation management.

That said, job performance refers to the worker's productivity and effectiveness at work (Schermerhorn, 2006), which is guided both by objectivity and by the particular perception of the organisational climate of the human capital and the environment in which it operates (García, 2009). These statements strengthen the presumption of the work climate as a guiding point for the conduct and performance of individuals. Likewise, Brunet (1987) states that this variable of study is conditioned by the organisational climate, being feasible to locate flaws through the dimensions of leadership, resolution, retribution, work stimulus, communication and training; where the latter is appreciated as an effective technique to encourage the improvement of their professional occupations as opposed to practice and training (González and Cereceda, 2020).

González (2007), complementing, states that the quality of life of human capital exerts pressure on their personal and professional development, stimulating their productivity, acclimatisation and innovation in the work context; therefore, a prominent quality of life is aimed at the production of an adequate organisational climate that reduces the risk of reaching low levels of performance. Also, Fernandez et al. (2007) point out that, for the most part, the literature on quality of work life varies in the selection of study variables, but they agree on their grouping into three solid dimensions, highlighting internal motivation. The essence of this axis is based on the satisfaction of the professional needs of the human capital, among which the demand for instruction and training is predominant, producing security to execute the functions that it occupies in the organisation.

Work design, on the other hand, is a variable that involves the restructuring of functions in order to establish optimal results in a personal, community and business horizon. After all, numerous studies have revealed that job properties are related to worker productivity, especially in (1) independence and self-determination, and (2) knowledge particularities (Ramirez-Vielma and Nazar, 2019).

The aforementioned refers, firstly, to the influence of work design on the attitudes and behaviour of the worker, stimulating their professional needs to create a work climate that animatively, collaboratively and organisationally drives the individual to the achievement of institutional goals; and, secondly, to the training and coaching of staff as a professional need that must be satisfied by obligation and derives from the work occupation itself (Polo, 2012; Ramírez-Vielma and Nazar, 2019).

According to Hunsaker and Cook (1986), interpersonal relationships are essential in the representation of the development of human relationships within the work context, involving esteem, affection, need and functionality in the individual's performance, causing a positive and beneficial atmosphere in the work climate that involves human capital. Moreover, social interaction in the business context can greatly impair the operability of organisations, which is why training is essential as a method for increasing the social skills of workers, improving the affective dimension of the individual to create a harmonious panorama (Molina and Pérez, 2006).

In relation to leadership, Robles et al. (2008) distinguish it as the technique of influencing a group to achieve specific purposes. When the variable is focused on the dimension of organisational climate, the good judgement of leaders and their management skills foster a pleasant nexus with the human capital in their charge, promoting good work performance and a harmonious environment (Díaz et al., 2014). Also, the dimension of training is required to be an individual capable of making objective decisions aimed at meeting organisational goals, fairly assessing their workers, identifying areas of opportunity and giving them a positive outcome (Pautt, 2009).

When the topic of organisational climate is discussed, the correspondence is found with performance management derived from the function of human capital within the institution and the worker's appreciation of their environment, generating a positive or negative scenario, depending on their response, it being evident that a positive outlook will increase their commitment to the company by achieving institutional goals (Pajuelo, 2018).

Thus, labour performance is focused on achieving the highest productivity of human capital through the management of their knowledge, which is why training is the primary strategy in the development of vocational education to generate the expected value in workers (Jara et al., 2018).

Finally, the participation management variable is linked to the motivation of human capital to collaborate in the achievement of objectives, intervening in decision-making and, consequently, satisfying their needs to be incorporated into the organisation, stimulating their performance and generating a pleasant working environment (Segredo et al., 2016; González, 2020). Notoriously, human capital represents a decisive factor in the functions of decision, direction, operation and management, whose active participation generates the success that organisations aspire to; therefore, training is visualised as a strategy beyond the transfer of knowledge, developing the talent of workers to form experts with the reasoning, understanding and acting skills to respond effectively to the unknowns produced in the company (Hernández and Martí, 2006; González, et al., 2021).

## Methodology

The set of activities involved in the development of this study included various aspects that allowed for its support, therefore the research approach used was quantitative (Hernández, Fernández, & Baptista, 2014), considering that the results were interpreted descriptively, with a correlational approach, with the data being expressed in numerical and percentage terms, using graphs and tables to support the information. In such a way that the instrument for the collection of information used was the questionnaire, which allowed for the collection of information from the subjects of the study, in order to respond to the proposed research topic.

## Sample size

To determine the sample size according to the universe, the following formula was used according to (Fox, Hunn and Mathers, 2009) and (Bennett, Briggs, and Triola, 2011) cited in (García-García, Reding-Bernal, & López-Alvarenga, 2013) represents a subset of the population, the sample was representative, the sample size calculation was made for finite populations:

$$n = \frac{N Z_a^2 p q}{d^2 (N-1) + Z_a^2 p q}$$

$N$  = population size = EAP-Occupied (wage earners, self-employed) = 989,186

$Z$  = confidence level = 94% equivalent to a value for  $Z = 1.88$

$p$  = probability of success, or expected proportion = 0.5

$q$  = probability of failure = 0.5

$d$  = precision (maximum permissible error in terms of proportion) = 0.062

$n$  = sample size = 180.3 = 181

$n$  = 230 questionnaires calculated & 234 applied

Of the estimated sample equivalent to 230 questionnaires, 234 instruments were applied, validated as effective in relation to the responses generated by the study subjects. The subjects of the study were the employees who, during the period May-August 2020, were working, and who, through their performance, received an economic retribution (a salary or payment). They were also sought to be working in the Yucatan state and aged 18 years and older.

## Reliability of the items

To determine the reliability of the items, the Cronbach's alpha formula was used, with the variance of the items, the result indicates a high reliability in the items.

$$\alpha = \frac{k}{k-1} \left[ 1 - \frac{\sum Vi}{Vt} \right] = 0.983$$

$k$  = number of items = 58

$Vi$  = Variance of each item = 99.24

$Vt$  = Total variance = 2951.71

$\alpha$  = Cronbach's alpha = 0.983 (high consistency)

The data obtained indicate with 0.983 a high consistency with respect to the information collected, these were analysed in Microsoft office 365 (Excel) and Spss version 26 for the comparison of the results, thus ensuring the confidence of the instruments applied and the information provided in it.

**Instrument**

The instrument used was a questionnaire adapted from (Hernandez, 2013), for its design it was integrated of 2 sections, the first one contemplates the general data of the employee giving rise to the generation of the profile of this, it is composed of 5 multiple choice questions, and 1 decision question that is associated with the topics for the growth of knowledge in the workplace. The second section has 58 of the 64 items, classified into 6 dimensions focusing on the following scenarios (see table 1 and table 2):

Scale	Value
Strongly disagree	1
Partially disagree	2
Neither agree nor disagree	3
Partially agree	4
Strongly agree	5

**Table 1** Likert scale according to assigned value  
Source: Own elaboration

Name of the dimension	Dimension	Authors
Quality of working life	Quality of working life (QWL) is classified in two scenarios. One from the employees' perspective (it is associated with the satisfaction of personal, work and professional needs) and the second considering the work aspect (considering the physical, economic and organisational conditions). In the present research, LVC is considered from the employee's perspective.	(González Ruiz, 2017, p. 33).
Design of the work	Work design is associated with the activities and implications of the job, its dynamism, variation and interaction with other areas and departments in the company. To this end, commitment, responsibility, flexibility and ethics are valued from the employee's perspective. Thus, work design "is an expression that describes the content, structure and organisation of tasks, activities and roles that are performed by individuals and groups in work environments".	(Ramírez, 2013, p. 12)
Interpersonal relations	Interpersonal relationships in the workplace are generated through verbal, non-verbal and extra-verbal communication, ethics and morals are involved in the links that are present in the environment with respect to work interactions.	(Del Toro, 2015)

Leadership	Leadership is associated with "management practices that constitute suitable alternatives for influencing and attempting to modify the organisational culture, by integrating leaders in management positions, for the transmission of cultural and organisational values in the performance of their functions".	(Reyes Hernández & Alfonso Porraspita, 2020, p. 103)
Performance management	Performance management is the action that occurs in various work situations, seeking to know the performance (the way in which the employee executes and/or performs the work or tasks) and the ability to solve problems, for the development of the employee in the organisation. It allows the organisation to make decisions regarding training, personnel development, job fluctuation, career plan and verification of the selection process.	(Bustamante Chong, Bustamante Chong, & Varas Chiquito, 2019, p. 193-194)
Participation management	Participation management refers to the involvement of the employee in the communication flows of general company information and specific information at the level of the area or department to which he/she belongs, as well as its activities, through different communication mechanisms. Human Resource Management (HRM) seeks a participatory approach where employees influence activities and decision-making.	(Cuesta, 2005) citado en (Becerra Alonso & Ogando Ramos, 2010)

**Table 2** Conceptualising the dimensions of the applied instrument

**Results**

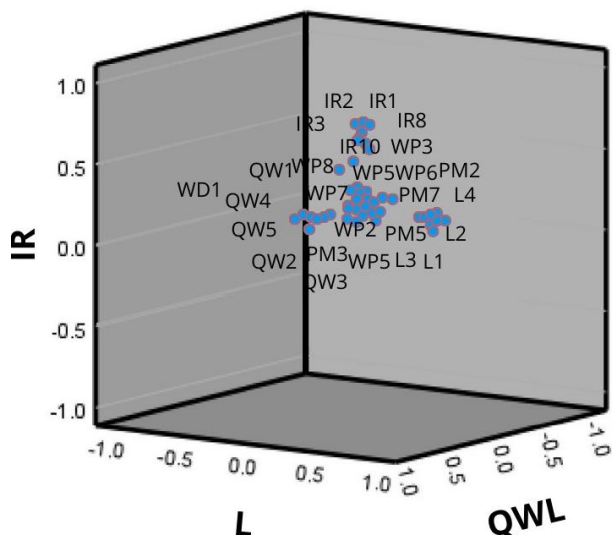
Based on the information collected, the reliability of the dimensions per item is assured, Cronbach's alpha per dimension (table 3) identifies a high consistency (in the range of 0.8 to 1).

Dimension	Ítems	Total	Media	Cronbach's alpha
Quality of working life (QWL)	10	58	3.712	0.949
Work design (WP)	10		3.866	0.941
Interpersonal Relations (IR)	12		3.844	0.968
Leadership (L)	10		3.636	0.969
Performance management (PM)	8		3.825	0.928
Participation management (PM)	8		3.511	0.936

**Table 3** Cronbach's alpha by study dimension  
Source: Own elaboration

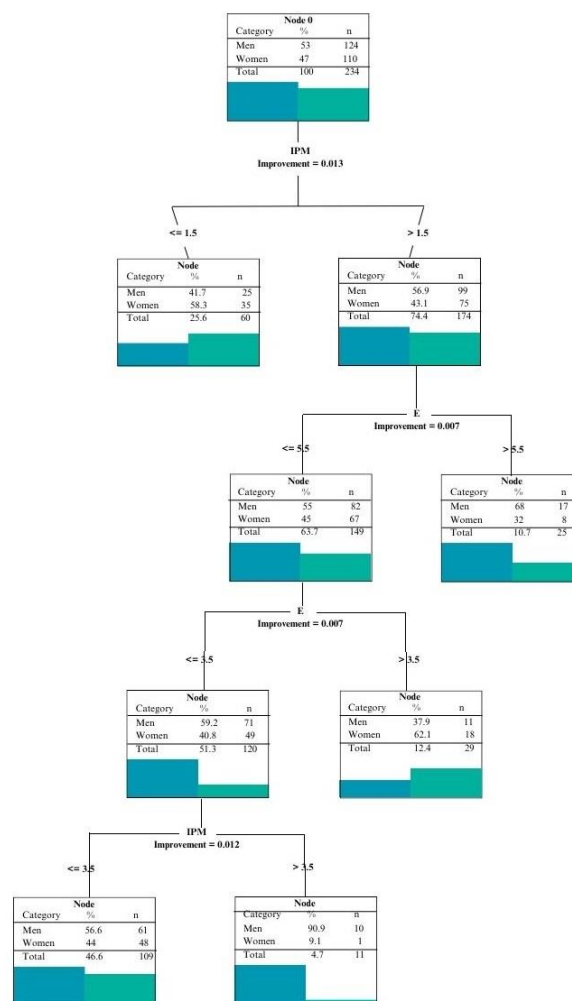


According to figure 1, existing consistency is identified between the items, according to the dimension established, the dimensions that stand out for their association with the items are interpersonal relationships (IR), leadership (L) and quality of working life (QWL) as shown in figure 1.



**Figure 1** Components in the rotated space  
Source: Own elaboration

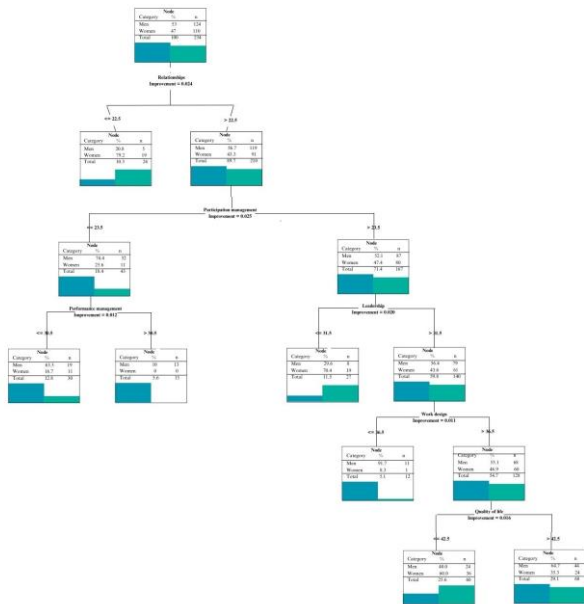
It was found that the profile of the subjects of the study, where the highest prevalence stands out, is represented by the male sex, single with 69%, representative age from 20 to 24 years old for 46%, with a degree or engineering degree completed for 44%. When relating sex, average monthly income and age, it was obtained that the average monthly salary (AMS) according to the representativeness is equivalent to  $\leq 1.5$  minimum monthly salaries (MMW) 25.6%, with 58.3% of women receiving this amount, while 74.4% obtain incomes  $> 1.5$  MMW, with men receiving more than 1.5 MMW. 5 SMM, where men with 56.9% have a higher remuneration [specifying the age range, it was obtained that 51.3% is  $\leq 32.5$  years old {male with 59.2% and 40.8% of women and  $> 32.5$  years old are women with 62.1%, greater representation, who obtain this income}. But with respect to the age of the people who receive the highest pay ( $> 1.5$  SMM) for the work performed, people  $\leq 42.5$  years old (55% of men and 45% of women) and  $> 42.5$  years old, it is also men with higher income than women with 68% of these [people who receive  $\leq 3.5$  SMM { $\$9,366.5$ } are 46.6%, with an age  $\leq 32.5$  years old, made up of men with 56%. Those earning  $> 3.5$  SMM { $\$9,366.5$ }, have an age between 32.5 and 42.5 years, represented mostly by men with 90.9% (figure 2.).



**Figure 2** Income ratio by gender and age  
Source: own elaboration

On the other hand, the association of sex is detailed, according to perception (figure 3) in relation to the data generated according to the dimension of study, it was obtained that node 0 of RI is made up of 53% of men and 47% of women (the evaluation less than or equal to [22.5] and is associated with  $\leq$  regular RI to deficient, is made up of 79.2% of the opinion of women) and the equivalent data  $> (22.5)$  has a greater representation of men's opinion with 56.7% being this from regular to excellent. The GP has a 50.9% response from men and according to the mean of the dimension of  $\leq 23.5$  (in the scale it is equivalent to regular or deficient GP) it had a greater response from men with 74.4%, with respect to the result equivalent to ( $> 23.5$ ) 52.1% of the perception was from men. The DG presents a dimension mean of 30.5, with a valuation of  $\leq 63.3\%$  of men (regular to deficient) actions in the company, however, it stands out that 36.7% of women mention this position (data associated [which is equivalent to 30 study subjects] directly to  $\leq$  regular of the GP), but women do not assign relative value to  $>$  regular in this dimension, only men are reflected with the opinion of 13 of them.

Next it is identified that the L has a dimension average of 31.5 and 71.4% that gave an answer to > regular [of the GP and that is associated to the L, 59.1% has the same tendency, being the men with greater answers with 56.4% and the differential conformed by women] with respect to the relation of the GP and the L [but that presents a perception <= regular of the L is equivalent to 11.5%, but it emphasizes that the woman with 70.4%]; then L and WP represent 5.1% of the data <= regular [men are 91.7%] and > regular by 54.7% [whose opinion stands out from men with 53.1%]; WP and its association with LVC [42.5] reflected that 25.6% is <= regular [where women represent 60%] and WP with LVC had opinion > regular [men with 64.7% feel better about the work and its environment than women].



**Figure 3** Sex ratio by dimensión  
Source: Own elaboration

The perception of the organisational climate by the study subjects indicates that it prevails with 82.9% > a good organisational climate and 17.1% consider that the CL is <= regular to deficient, but aspects such as leadership and participation management are highlighted as areas of opportunity to work on in the organisations with respect to the perception of the staff (Graphic 1).



**Graphic 1** Behaviour of the assessment of the organisational climate according to dimension  
Source: Own elaboration

To determine the following hypothesis test:

Hi: The perspective of organisational climate influences with  $\neq 50\%$  on the decision of the training topic in the new way of working according to the studied dimensions of human capital.

Ho. The organisational climate perspective does not influence with  $\neq 50\%$  the decision of the training topic in the new way of working according to the studied dimensions of human capital.

With the results obtained, it can be inferred that the organisational climate does not influence  $\neq 50\%$  in the decision on the subject of training.

In such a way that, when assessing the VC with the data obtained by dimension, this reported with the Student's t-test that:

$$\chi^2 = \sum \frac{(o_i - e_i)^2}{e_i} = 65.06$$

Data:

Sample mean ( $\bar{x}$ ) = 6.75

Population mean ( $\mu$ ) = 6.10

Deviation (S) = 12.68

Data (n) = 8.00

Degrees of freedom (n - 1) = 7.00

Significance level ( $\alpha$ ) = 0.062

$$t = \frac{\bar{x} - \mu}{s/\sqrt{n}} = 1.0362$$

Minimum critical value = -2.2187

Maximum critical value = 2.2187

p-value = 0.3346

Ho:  $\mu \neq$  The components of quality of work life (QWL) influence the elements of human capital performance management in firms.

Since  $-2.2187 < t = 1.0362 < 2.2187$ , the null hypothesis Ho is not rejected.

## Conclusions

Stress, the accumulation of activities in the same space (working from home - home office -, home responsibilities and interaction with collaborators outside work hours) caused job dissatisfaction, with more than 45% rating the quality of working life as deficient. In view of this, it was proposed that work objectives be established in a scheduled manner and that performance be evaluated based on the fulfilment of these objectives. To reduce the flow of extraordinary communication (outside working hours) in order to improve dialogue and generate an optimal work design, based on the COVID-19 pandemic reality. Whose scheduling will be able to reduce the stress caused by the multiplicity of actions that are located in the same space.

Given that interpersonal relations within the companies were damaged, it was decided to hold meetings less frequently, in order to speed up business results.

Leadership, although it was the dimension with the lowest results, is the one that influenced the variables that sustained data above 50% negatively and directly influences job satisfaction and quality of working life, reducing the organisational climate. Affecting the processes of performance management and participation. Women were the most limited during this period, in three important aspects: general responsibility for the household, the decrease in salary and the request for temporary withdrawal from work. The training was entitled: organisation and objectives, designed for the distribution and administration of activities in reduced spaces for the fulfilment of their work responsibilities.

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