



Management skills and internal organizational communication in educational organizations in challenging contexts

Habilidades directivas y comunicación organizacional interna en organización educativa en contextos desafiantes

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ABSTRACT

The research aims to determine the association between managerial skills and internal organizational communication in an educational organization in challenging contexts in Peru. It was classified as a descriptive explanatory research, the study population consisted of 50 teachers from a public educational institution. The results support the research hypothesis, indicating that there is an association between management skills and communication. In the current educational landscape, educational management must transcend conventional administrative practices and adopt a holistic approach that nurtures collaboration and internal communication for the benefit of the entire educational community. This work lays the groundwork for future research and actions that seek to strengthen these interrelationships, providing a solid framework for improving educational management and, therefore, the quality of education offered.

Descriptors: organizational change; education and development; educational administration. (Source: UNESCO Thesaurus).

RESUMEN

La investigación tiene por objetivo determinar la asociación entre habilidades directivas y comunicación organizacional interna en una organización educativa en contextos desafiantes en el Perú. Se clasificó como una investigación descriptiva explicativa, la población objeto de estudio consistió en 50 docentes de una institución educativa pública. Los resultados respaldan la hipótesis de investigación, indicando que existe asociación entre habilidades directivas y comunicación. En el panorama educativo actual, la gestión educativa debe trascender las prácticas administrativas convencionales y adoptar un enfoque holístico que nutra la colaboración y la comunicación interna para el beneficio de toda la comunidad educativa. Este trabajo sienta las bases para futuras investigaciones y acciones que busquen fortalecer estas interrelaciones, proporcionando un marco sólido para mejorar la gestión educativa y, por ende, la calidad de la educación ofrecida.

Descriptores: cambio organizacional; educación y desarrollo; administración de la educación. (Fuente: Tesauro UNESCO).

Received: 19/09/2023. Revised: 09/30/2023. Approved: 04/11/2023. Published: 01/01/2024.

Research articles section



INTRODUCTION

In the dynamic contemporary scenario of educational organizations, characterized by accelerated changes and constant adaptation to new realities, attention to internal organizational communication and management skills becomes imperative. In this context of transformation, educational institutions face unprecedented challenges that demand an efficient management of internal information and the development of management skills to guide the educational community towards the achievement of goals and the confrontation of emerging challenges, understanding the differences between the various urban, rural and vulnerable contexts where the institution is located (García-Prieto, et al. 2021).

Internal organizational communication, understood as the fluid exchange of information within the institution (Díaz-Muñoz & Vásquez-Pérez, 2022), stands as a fundamental pillar for cohesion and operational effectiveness. The speed with which changes arise in contemporary education requires upward, downward and horizontal communication that transcends hierarchical barriers, thus facilitating a shared understanding of institutional objectives. In this sense, clarity of information and the construction of a collaborative culture are presented as determining factors for the adaptability and resilience of the educational organization (Afolabi & Olajuyigbe, 2022).

Simultaneously, managerial skills, focused on effective leadership and team management, emerge as essential tools for leading the educational community through changing environments (Banwart, 2020). These skills go beyond mere management and extend to the ability to establish strong interpersonal relationships, promote work motivation, and foster a spirit of teamwork among educators. In a context where positive interdependence and collaboration are crucial, managerial skills take on strategic relevance for success and continuous adaptation (Lorr, 2020).

This study is at the forefront of educational research, offering valuable insights for leaders, administrators, and educators seeking to optimize internal management and strengthen managerial skills in a context of constant change. Through grounded data, this work aspires to contribute to the body of knowledge that informs practices and policies in educational organizations, offering practical guidelines for the design and implementation of effective communication strategies and development of managerial skills in dynamic educational environments (Tirado & Peralta, 2021).

The purpose of this scientific article is to explore in depth the interrelationship between internal organizational communication and managerial skills in educational organizations facing significant changes. Through a critical and empirical analysis, it seeks to understand how these two dimensions impact not only the operational efficiency of educational institutions, but also the quality of the educational process and the satisfaction and performance of the professionals involved.

Synthesizing the above, the research aims to determine the association between managerial skills and internal organizational communication in an educational organization in challenging contexts in Peru.

METHOD

Based on the variables: managerial skills and organizational communication, in terms of scope, it was classified as a descriptive research, since it sought to establish the degree of influence of managerial skills and organizational communication. The design employed was non-experimental and cross-sectional, without manipulation of variables, but rather an observation in its natural environment (Díaz-Narváez & Calzadilla Núñez, 2016).

The study population consisted of 50 teachers from a public educational institution in Peru during the year 2023. The inclusion criteria were to be teachers appointed or hired with an employment relationship during that year, while those on leave were excluded. Since the sample was finite and accessible, we worked with all 50 teachers.

The data collection technique used was the survey, which consisted of a series of questions designed to measure behaviors or attitudes. The instrument used was a questionnaire that included items related to the variables under study.

The validation of the instruments was carried out by means of content validity or expert judgment. Each expert received the corresponding validation matrix to ensure the internal consistency of the items of each instrument. To assess reliability, a pilot test was conducted with 20 teachers from another educational institution. The results were subjected to Cronbach's Alpha coefficient, obtaining a value above 0.70, which confirmed the reliability and guaranteed the applicability of the instruments.

Once the instruments had been applied to the sample, SPSS version 25 software was used for data analysis. This included the processing of information by means of tables and figures, presenting the descriptive and inferential results of the study. In ethical terms, informed consent was obtained from the participants, who collaborated anonymously and were fully informed about the nature and objectives of the research.

RESULTS

Research hypothesis:

H1: There is an association between managerial skills and internal organizational communication in an educational organization in challenging contexts in Peru.

H0: There is no association between managerial skills and internal organizational communication in an educational organization in challenging contexts in Peru.

Table 1. Pseudo R-squared of the study variables.

Cox y Snell	0,352
Nagelkerke	0,472
McFadden	0,317

Link function: Logit. Source: Own elaboration.

In Table 1, the Cox and Snell (0.352) and McFadden (0.317) statistics, along with the Nagelkerke index (0.472), derived from the Logit link function, provide a comprehensive view of the explanatory power of the model. The Nagelkerke's R^2 value, specifically, reveals that managerial skills and internal organizational communication have the power to explain or predict approximately 47.2% of the observed variability in the level of faculty teamwork. This indicator suggests a substantial contribution of the variables analyzed to understand the dynamics of collaborative work among teachers in the context studied.

Table 2. Association between managerial skills and internal organizational communication.

		Estimación	Wald	Sig.
Umbral	[N_TRAB = 1]	-6,537	18,763	,000
Ubicación	[N_TRAB = 2]	-3,409	9,797	,002
	[N_HAB_DIRE=1]	-25,529	.	,002
	[N_HAB_DIRE=2]	-1,888	3,981	,046
	[N_HAB_DIRE=3]	0 ^a	.	.
	[N_COMU_ORG=1]	-1,676	1,907	,007
	[N_COMU_ORG=2]	0 ^a	.	.
	[N_COMU_ORG=3]	0 ^a	.	.

Link function: Logit. a. This parameter is set to zero because it is redundant. Source: Own elaboration.

Table 2 presents the parameter estimates for the hypothesis, using a Logit link function. A significant association is observed between teachers' collaborative work, classified as low and fair ($p=0.000$ and 0.002 respectively), with managerial skills at the low level ($p=0.002$) and with internal organizational communication at the unsatisfactory level ($p=0.007$). The specific thresholds of [N_TRAB = 1] and [N_TRAB = 2] demonstrated statistical significance, supporting the relationship between these variables.

In terms of teacher location, significance was highlighted at the [N_HAB_DIRE=1] and [N_HAB_DIRE=2] levels ($p=0.002$ and 0.046 respectively), indicating that managerial skills at the low and regular levels impact teachers' positive interdependence. However, level [N_HAB_DIRE=3] did not show significance, evidencing that, in this case, managerial skills do not have a statistically significant effect on collaborative work.

Finally, the estimates related to internal organizational communication ([N_COMU_ORG=1], [N_COMU_ORG=2], [N_COMU_ORG=3]) reveal significance at the unsatisfactory level ($p=0.007$). The [N_COMU_ORG=2] and [N_COMU_ORG=3] levels did not show statistical significance, indicating that, in this context, unsatisfactory internal organizational communication is linked to collaborative work.

In summary, the results support the research hypothesis, indicating that there is an association between managerial skills and communication.

DISCUSSION

In the dynamic fabric of contemporary educational management, the effective integration of managerial skills, internal organizational communication, and collaborative work emerges as a crucial factor in addressing the challenges inherent in a constantly evolving educational environment (Arbañil-Barrientos, 2019). The findings of this study reveal the intrinsic connection between these variables, providing a holistic vision that transcends mere administrative management to embrace the very essence of an educational community.

The conceptual framework proposed by (Alvarez, et al. 2019), in the business environment finds resonance in the educational context, where managerial skills are deployed in three fundamental dimensions: human, conceptual and technical skills. The importance of human skills, in educational management, contributes to the construction of solid interpersonal relationships becomes a foundation for collaborative teaching work (Molina & López, 2019). Beyond technical competencies, these skills embrace essential values such as respect, empathy and solidarity, fundamental to create a conducive educational environment.

At the conceptual level, it is necessary to promote an analytical and strategic mind in informed decision making. This component becomes relevant in an educational context where the complexity of challenges requires educational leaders with a sharp intellectual capacity to understand and address the strategic implications of their actions (González, et al. 2019). Therefore; technical skills (Sánchez-Sánchez, 2019), find their applicability in the practical domain of educational processes. Adaptability to changing contexts and effective implementation of strategies are essential to lead in a dynamic educational environment. This perspective reflects the reality of educational institutions, where the ability to translate theoretical knowledge into effective pedagogical practices is critical (Wijekumar, et al. 2019).

Consequently; these skills align with the need for educational management that is not only efficient but also sustainable over time. The integration of managerial skills not only benefits the individual effectiveness of the educational leader, but becomes the engine for the overall success of the educational institution (Mérida-López, et al. 2022), (Peláez-Fernández, et al. 2021). The extrapolation of these concepts to the educational setting reinforces the idea of (Luján, 2017), on the universal applicability of managerial skills. In the educational context, leading, integrating and engaging all members of the institution are imperative to achieve meaningful educational goals.

The transition to internal organizational communication highlights its central role as an essential managerial tool in educational settings, facilitating the flow of information among teachers ensures that each member is properly informed about relevant procedures and events. This exchange of information, according to (Michele, et al. 2019), establishes the basis for effective internal communication, propitiating the integration of teachers in the achievement of educational goals. For his part, (Czerwonogora, 2017), delves into internal communication, presenting it as a strategic resource that drives the achievement of objectives and goals, generating an integrated and productive educational environment. This perspective reflects the vital interconnection between managerial skills and internal communication, highlighting that an effective educational leader must be a clear and effective communicator to foster cohesion and collaboration within the educational institution.



The analysis of internal communication reveals its role not only informative, but as a catalyst for collaborative work (Abendaño & Sánchez, 2020). The existence of effective channels guarantees effective coordination between teachers and managers, facilitating the organization of tasks and collaboration from specific roles. In addition, transparent communication from managers to teachers strengthens the skills and attitudes of the latter, acting as guides and mediators to strengthen teaching skills. This study sheds light on the positive interdependence between the variables analyzed. Effective management of internal organizational communication boosts teamwork, and managerial skills act as a catalyst for effective integration and collaboration among teachers. The clear perception of the benefits of collaborative work reinforces individual responsibility towards the team, and stimulating interaction is supported by internal organizational communication.

However, this analysis also reveals challenges in current educational management. Educational institutions, particularly in vulnerable environments, face barriers that limit the

CONCLUSION

This study offers a comprehensive view of the interconnection between managerial skills, internal organizational communication and collaborative work in changing educational environments. The effective integration of these variables is presented as an essential strategy to enhance efficiency and effectiveness in evolving educational environments. In today's educational landscape, educational management must transcend conventional administrative practices and adopt a holistic approach that nurtures collaboration and internal communication for the benefit of the entire educational community. This work lays the groundwork for future research and actions that seek to strengthen these interrelationships, providing a solid framework for improving educational management and thus the quality of education offered.

FINANCING

Non-monetary

CONFLICT OF INTEREST

There is no conflict of interest with persons or institutions related to the research.

ACKNOWLEDGMENTS

To the teachers who participated in the population sample.

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