



Methods of internal organizational communication in public schools, Chile

Medios de comunicación organizacional interna en colegios públicos, Chile

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Abstract

The current civilization is promoting important innovations within the management of public schools, where communications it constitutes a strategic occupation. This article's objective to describe the methods of internal organizational communication used mutually by the team of managers and teachers, and their influence on the strengthening of the cultural link and on the management of the municipalized educational organization of the districts of La Cisterna and Pudahuel in Santiago, Chile. A mixed exploratory and descriptive approach was used, was applied to a sample of 22 municipal educational institutions: For the quantitative phase, a survey was designed and applied to 246 people, while in the qualitative phase, in-depth interviews were held with two school directors. The results indicate that the most common forms of communication used by the participants are meetings (91.0%) and circulars (89.0%). In addition, (89.0%) declare the presence of organizational values participated by the management teams and teachers. It can be concluded as a trend the use of existing communication means in the school, that is, personal, written, audiovisual, telecommunication and computer interrelation destined to transmit information according to the purposes to be achieved when sending it; and, the inclination to participate in a lexicon, organizational values and convictions. These results are expected to generate knowledge that will enable a description of the communication practices within educational organizations and expand the culture body of evidence on this topic.

Keywords: Education, educational management, formal education, educational organization, organizational communication, teaching centers.

Resumen

La civilización actual está fomentando innovaciones importantes en la gestión de los colegios públicos, donde la comunicación constituye una ocupación estratégica. El artículo tiene por objetivo describir los medios de comunicación organizacional interna utilizados mutuamente por el equipo de directivos y profesores, y su influencia en el robustecimiento del enlace cultural y en la gestión de la organización educativa municipalizada de los distritos de La Cisterna y Pudahuel, Santiago, Chile. Se utilizó una óptica mixta de naturaleza exploratoria y descriptiva, aplicada en una muestra de 22 instituciones educacionales municipalizadas: Para su fase cuantitativa se diseñó una encuesta que fue respondida por 246 personas; en su etapa cualitativa se utilizó una entrevista en profundidad aplicada a dos directores. Los resultados indican que los medios más utilizados por los participantes son las reuniones (91,0%) y las circulares (89,0%). Además, un (89,0%) declara la presencia de valores organizacionales participados por los equipos directivos y profesorado. Puede concluirse como tendencia el empleo de medios de comunicación existentes en el colegio, a saber, interrelación personal, escrito, audiovisual, telecomunicación e informática destinados a transmitir información según las finalidades a lograr al remitirla; y, la inclinación de participar un léxico, valores organizacionales y convicciones. Se espera que los resultados generen un conocimiento que posibilite caracterizar las prácticas comunicativas en las organizaciones educativas e incrementar el acervo cultural en la materia.

Descriptores: Educación, gestión educativa, educación formal, organización educativa, Comunicación organizacional, colegios.

1. Introduction and state-of-the-art

According to Martín (2000), the emergence of the communicative ecosystem based on the media and communication and information technologies is relevant, because it has motivated the educational field (Aguaded, 2010). In this sense, Arboleda-Naranjo (2017) identifies communication as the protagonist of the rapid changes that occur in organizations.

Faced with this reality, school organizations consider that communication plays a relevant role in providing a vital support to promote the achievement of the main functions of the organization (Villa et al., 2015), representing an influence on their culture (Palacios, 2015).

In Chile, improvement is promoted through innovation in both the organization and school management in the national education system because its regulatory and curriculum framework and due to the development of good practices in public schools, in order to ensure compliance with quality education, as well as consolidate public school education to overcome its complex situation (Ministerio de Educación de Chile, MINEDUC, 2015). This requires applying a management focused on the quality of educational institutions as stated by Farfán-Tigre et al. (2016), because this management makes a demand to meet its improvement. It is also necessary to manage internal organizational communication as a strategic function associated with the management of the institutional educational project in the educational community. According to Vizer (2018) the communication is explicitly or implicitly linked to the processes of understanding.

In this regard, it should be detailed that the Chilean school system is formed by the educational levels of kindergarten, elementary and high school, paid educational institutions, which are financed by parents or guardians; and free, which are state-subsidized. Public school education integrates public schools, distinguishing as assimilated to Municipalities for their administration and financed by the State. Municipalities

create autonomous corporations under public law, responsible for administering a commune to satisfy the needs of the community in the social, health and education areas.

This article explores and describes the internal organizational media used within the teams of directors and teachers, and their influence on the strengthening of the cultural link in the educational management of public school, assimilated to two districts of the capital: La Cisterna and Pudahuel, Santiago, Chile. The intention is that the results will generate knowledge that will make it possible to characterize communicative practices in educational organizations of this type and to increase the culture in this field.

1.1. Internal organizational communication: means

Internal organizational communication is seen as a substantial function of some activity (Cervera 2015) and it is required to administer and determine it accurately.

From this approach, the internal organizational communication is seen as a series of communication actions carried out by an organization, focused on the creation and conservation of appropriate relationships with and within its members, through the use of different communicative techniques that keep them documented, linked and motivated, simultaneously, contributing to the achievement of organizational purposes (Cuenca and Verazzi, 2018). Also, internal organizational communication makes it possible to deploy global information, aimed at internal audiences as well focused on expanding organizational culture (Castillo, 2009).

For Villafañe (2002) the internal media comprise various means and actions to motivate, unite the human resource and establish its acceptance of organizational goals. Similarly, Morató (2016) conceives the media as a support, a means of disseminating information and a codex.

This is complemented by what is pointed out by Kaplún (1998), who points out that the



use of certain media in the educational institution must occur by applying a critical and reflective approach, as a service and support to the pedagogical project. For example, in the school environment it is possible to identify traditional, one-way and scarce communication models with little predominance of interaction and participation, even if the internet and social networks available would favor and enhance them (Palomares-Ruiz, 2015).

In this regard, Enrique and Serrano (2015) state that communities and social networks are seen as virtual media. In this sense, Tuñez-López (2015) say that the Internet makes it possible to listen, dialogue and link directly with the public, and this presupposes a mutation of organizational culture and the way the communication processes are managed.

Therefore, Narváz-Montoya (2019) explain that the school media are linked to communicative procedures that make up the organization, considering it a public dimension of the school, focused on addressing the interrelationship phases and the role of the means available in the school.

In this regard, De Castro (2015) points to organizational media such as meetings, bulletin boards, mural newspaper, email and suggestion box, among others. However, Macia (2019) says that emails and digital platforms [...] constitute means, the use of which is under stretched.

Finally, according to Zapata (2016), the choice of internal organizational communication channels in the institution is considered according to their distinctive features and the purposes.

1.2. Educational organization: background for the management of cultural union

Batalloso (2017) says that in today's civilization, the organization and school management must undergo transformations in which the cultures of cooperation, participation and commitment are incentivized in the professional because a school [...] forms a community that

shares purposes, experiences and daily activities. Therefore, the role of internal organizational communication is fundamental in the development of school management focused on innovation and improvement. Indeed, Castiloveitia (2017) states that a suitable leader manages his/her communication.

For its part, the Government of Chile (2017) defines educational institutions in Law 21.040 as the essential unit of the system and composed of educational communities, which include teachers, managers, students, among others.

In this regard, the Ministry of Education MINEDUC (2005) defines school management in terms of expert and technological activity, focused on establishing qualities aimed at enabling agents to develop good practices for achieving institutional objectives. For its implementation, Massoni et al. (2018) indicate that it is necessary to develop the robustness of the communication processes as they make a contribution to the planning and conduction of the activities of an organization. Moreover, according to Lugo and Ithurburu (2019) new technologies are considered to generate a novel and essential organization of educational institutions.

However, since the deployment of school management, the component of culture is valued in the educational organization, because it corresponds to the sum of convictions, values and norms of behavior, participated and not transcribed, which are used by the members to govern their actions and, as a result, are expressed through them (Apollo et al., 2017).

According to the United Nations Educational, Scientific and Cultural Organization, UNESCO (2007) the appreciation of one's Own culture is a fundamental condition for the development of effective educational management. Specifically, the administration of the internal organizational communication practice makes it possible to create, develop and ensure the maintenance of culture in a social organization (Lacasa and Blay, 2004).

Finally, Pinto (2017) says that the communication structure and management in the



administration of a participatory culture constitutes a substantive component as a teleological device aimed at meeting the objectives, creating a footprint in the organizational entities.

2. Methodology

The research question raised in the study was: What are the communication means used within the management team and teachers in the internal communication in order to promote the strengthening of its cultural link in the educational management of public schools, belonging to the districts of La Cisterna and Pudahuel, Chile?

Thus, a mixed, non-experimental, systematic and empirical research was designed (Hernández et al., 2014), as well as exploratory, descriptive and primary, using the quantitative and qualitative approach.

This study included the combined use of the quantitative and qualitative approach, as indicated by Burke et al. (2007) who define it as an investigation in which a researcher mixes qualitative and quantitative research components, such as the use of qualitative and quantitative perspectives, data collection, analysis and inference to determine the purposes of breadth, depth, understanding and corroboration. In addition, it was considered appropriate to use the mixed method, given the complexity of the phenomenon under study. Finally, the possibility of achieving a broader and deeper knowledge of the investigated reality is valued, as stated by Walton et al. (2019), because they point out that the mixed method enables information on the phenomenon in a more holistic and nuanced study.

Both in the design, information collection and analysis and interpretation stage, quantitative and qualitative approaches, QUAN + QUAL, are considered to be of the same level of importance. Also, the design of the study envisages the application of both methods simultaneously and diligently, systematically and empirically.

The operationalization of the mixed method included the determination of the conceptual theoretical basis of internal organizational communication, school management and organization, along with the mixed approach. In addition, a broad and complex main research question was raised. In the collection of data, the administration of quantitative and qualitative instruments was carried out simultaneously in the samples. Also, the analytical study of the data was conducted synchronously through computer programs. Finally, a single report was prepared, in which the results obtained from the quantitative and qualitative analysis were complemented.

2.1. Quantitative phase

This phase considered a population of 23 public schools affiliated to the municipalities of Pudahuel and La Cisterna, located in the Metropolitan Area of the country, given the available access capacity. The final sample was determined by a probabilistic mechanism, with a finite and low population, which was administered a simple random procedure – selection with tombola – which resulted in a final selection of 22 institutions, out of which 15 corresponded to the Municipality of Pudahuel and 7 to the Municipality of La Cisterna. Table 1 describes and characterizes the public schools included in the research.



Table 1. Characterization of the population

Municipality	N° educative institutions	Educative level	N° directives	N° teachers	N° students
Pudahuel	16	Elementary, and/or Primary and/or Basic	45	376	9.170
La Cisterna	7	Elementary, and/or Primary and/or Basic	22	110	1.879
Final total	23	Elementary, and/or Primary and/or Basic	67	486	11.049

Source: Own elaboration

The following principles were taken into account for the definition of educational institutions that would make up the study population:

- Create public schools.
- Provide Basic and/or Primary and/or Elementary education.
- Be administered by the Director of Education of Pudahuel district or the Head of the Department of Education of La Cisterna district.
- Be located geographically in the rural or urban sector of La Cisterna and Pudahuel districts.
- Active in 2015.
- Access capacity to carry out the research.

For the information collection stage, a cross-cutting or unique survey was developed and used, which was applied to 40.0% of the directives of each public school and 40.0% of the teachers of each of the 22 schools. In addition, in order to complement the 40% criterion, it was considered necessary that, in the case of directives, that these were 2 out of 3 or 3 out of 4 per educational institutions, since in the selected educational organizations the number of managers ranges from 3 to 4 people; therefore, when applying this criterion, it was guaranteed compliance with the collection of necessary informa-

tion from the sample. The survey was prepared with a cluster of items, based on indicators by dimension and variables; the codification and wording of all the elements was also determined.

The instrument included demographic questions as well as the location of the person surveyed, such as the position held at the school, as well as the estimation and multiple choice consultations, which considered a proportion scale that contemplated response categories such as 1 (Totally disagree), 2 (Disagree), 3 (Neither agree nor disagree), 4 (Agree) and 5 (Totally Agree). The encoding of the data was carried out with the preparation of the items.

Similarly, the expert judges verified the validity and reliability of the instrument in terms of its content, and Cronbach's alpha was applied to determine the magnitude of internal coherence. In the meantime, the measuring instrument was applied once over a total of nine completed surveys, in order to calculate the coefficient, obtaining a result of 0.93 and validating it. In addition, examinations of questionnaire quality, completeness, validity of codes and consultations were used in the evaluation phase of the questionnaire to have an optimal instrument to compile the largest and best number of responses expected.

As for the variables, the questions were distributed as follows:



Table 2. Questions gathered according to their variables, dimensions and indicators

Variables	Dimensions	Indicators
Use of multiple internal media within management teams and teachers.	<ol style="list-style-type: none"> 1. Indication of communicative means. 2. Physical channels. 3. Personal support. 	<ol style="list-style-type: none"> 1. Use of the media according to type of language. 2. Use of communication channels in accordance with the purposes to be achieved. 3. Indication of internal communication channels: <ol style="list-style-type: none"> a. Newsletter b. Intranet. c. Meeting. d. Interview. e. Warning board. f. Quality circles. g. Annual Financial Report. h. Rules of Procedure. i. Visit to the school. j. Virtual environment. k. Press publishing. l. Suggestions box. m. Video Conference. n. Study team. o. Internal magazine. p. Others.
The use promotes the strengthening of the cultural link in the educational management of the educational institution.	<ol style="list-style-type: none"> 1. Daily interrelationship of the person. 2. Meaning of events. 	<ol style="list-style-type: none"> 1. Institution values. 2. Institution Regulations. 3. Convictions. 4. Ideas. 5. Lexicon.

Source: Own elaboration

After the application of the instrument to the selected sample of 22 public schools, 246 surveys were received: 45 of them from directives (representing 67.0% of the total of 67 members of the management teams, as outlined in Table 1); and 201 from teachers (i.e. 41.0% of the total of 486 members of the group in the same table). For its part, Table 3 describes the distribution of the informants by their position.

Finally, after having collected the data in the quantitative process, the final grouping was carried out, taking into account its correspondence regarding the objectives and hypotheses of the study, the subjects treated and the meth-

odological strategies applied. Similarly, the SPSS program (IBM Corp., 2011) was used to run the data analysis by determining a code book with its variables and the codes corresponding to the categories in the data matrix, after entering the data in it, the statistical examination was verified. For its part, the analysis looked at the degree of measurement of each variable and the descriptive statistics composed of frequency distribution and mode as a main measure of trend, its use allowed to verify trends and evaluate the data, from these tests the interpretation was carried out, and tables and graphs were used as well in the presentation of the data.



Table 3. Position at the institutional institution

Position	%
Social worker	0.4%
Psychologist	0.9%
Inspector	1.8%
Cohabitacion commissioner	2.7%
Special teacher/Integration program	4.0%
Technical pedagogical unit	4.4 %
Pre-school teacher	6.2%
Directive	6.6%
Professor	73.0%
Total	100%

Source: Own elaboration

2.2. Qualitative phase

At this phase, it was contemplated the selection of a sample made up of two people: the manager of the Department of Education of La Cisterna and the manager of the Education Directorate of Pudahuel. Also, a non-probabilistic sample was considered, which Hernandez et al. (2006) referred to as cases of importance for the subject matter of the study, thus also politically relevant. The sample determination met the following criteria:

- Selection through the structure of Senior Public Management applied to public education managers (municipal).
- People who were in their working position in 2015.

For this case, the information collection technique identified by Sierra Bravo (1994) was used as the open interview in cross-cutting depth, applied in exploratory and descriptive class investigations and qualitative inquiries, since it makes

it possible to get information from the informant with a high degree of specificity. For this phase, a guideline of the interview was developed with the aim of delineating its scopes, in order to collect information on various aspects related to the internal communication channels of the directives and teachers in the educational reality. The interview guideline was composed of questions of opinion and knowledge (Hernández et al., 2010).

Subsequently, a number subjects were selected to be estimated in the consultations, and then the design of the format was addressed using the technical definitions. The questions contemplated by the instrument were:

- What are the channels of internal communication more used in the school by teachers and the directives? (knowledge question).
- How does the use of internal organizational communication media promote the cultural connection between the directives and teachers? (opinion question).



Finally, the qualitative internal validity of the instrument was discussed through the evaluation of specialists (Hernández et al., 2006), thus verifying its ability to communicate the language, ideologies and vision of the subjects interviewed; as well as its dependence. Therefore, the interview guideline was provided to five experts to examine the content of the questions and verify whether their design would enable the expected objective to be achieved, the result of which was positive.

After the data collection, the qualitative analysis was addressed to generate the results; the data was incorporated into the computational program, then a first exploratory approach to the data was made, in addition they were organized taking into account the job, assimilation to the school, variables and questions. The data was then examined in order to sort it together with conceptual significance, establishing consistency with respect to the phenomenon under study. The sense-meaning stage was verified using the approach of the researcher, who reviewed each

data, identifying similarities, differences, meanings, structures and trends. To do this, each open-ended interview—the one conducted in the district of La Cisterna, with code 1 and executed in the Pudahuel district, code 2—was transcribed.

The qualitative analysis was based on the cutting and sorting processing technique; it was also created on the basis of a purpose-based guide, which considered units of analysis on the answers obtained, as well as the variables, questions and sub-questions, aspects which were then sorted and presented in accordance with the topic of the results, using the previously assigned codes.

3. Results

With regard to the quantitative analysis, Table 4 describes the variable of the matrix, “Different internal means of communication are used by directives and teachers”, which corresponds to the information collected through the survey, in the quantitative phase.

Table 4. Variable: Different internal means of communication are used by the directives and teachers. Sections 1, 2 and 3 of the survey

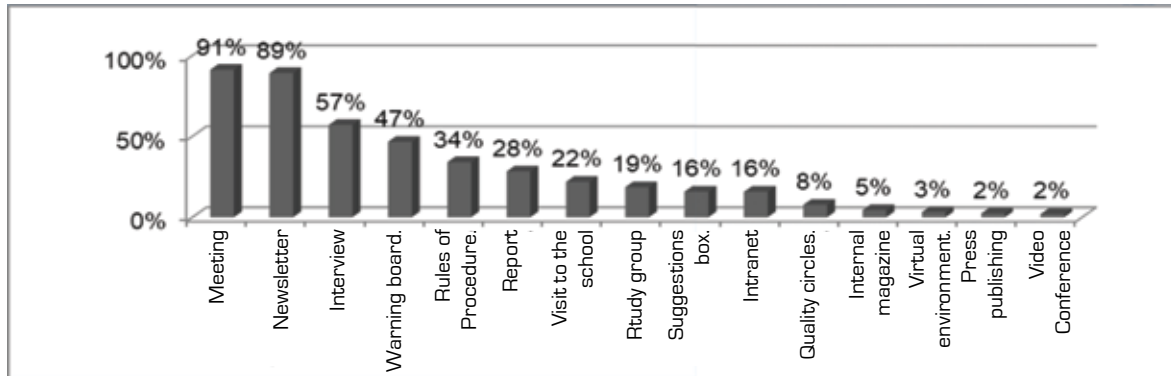
Categories	Frequency (percentage)				
	1. Totally disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Totally agree
Questions					
1. Use of existing means of communication at the school according to the nonverbal or verbal type of language used.	1.2%	1.6%	8.6%	48.2%	40.4%
2. Use communication channels such as personal, written, audiovisual, telecommunication and computer interrelationship with the intention of providing information according to the goals to be achieved when disseminating it.	2.0%	3.3%	11.5%	42.6%	40.6%
3. In the management of the school, you use personal channels to provide information and allow the access to the overall information of the organizational entity.	3.7%	10.3%	19.0%	40.5%	26.4%

Source: Own elaboration



In addition, Figure 1 summarizes the most commonly used means of communication and devices of internal organizational communication of the respondents in relation to sections 1 to 15, which corresponds to the information collected through the survey at the quantitative stage.

Figura 1. Indicate the means of communication and devices used in the internal organizational communication. Sections 1 to 15 of the survey



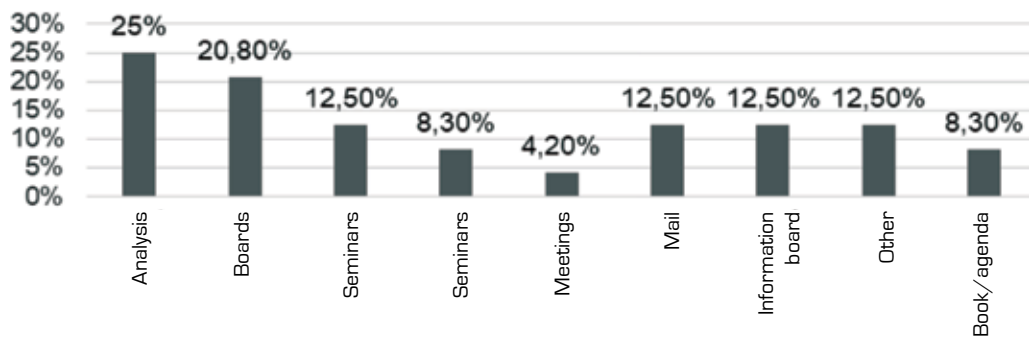
Source: Own elaboration

In addition, the informants, in the open interview done in the qualitative phase, pointed out as main means the email (used to disseminate memorandum and newsletters) and the internal communication booklet. Meetings where directives and professionals participate are common, usually once a month. At the commune level, the Municipal Education Directorate uses a website to identify and promote public schools, in addition to making visits to educational organizations during the course of the year. In addition, a

WhatsApp group was organized and began to be used among the directors of educational organizations in recent times to be communicated. This complements the reduced use of wall diaries.

Figure 2 describes the means of communication and devices used in the internal communication with their indicators and percentages for the Other section, which corresponds to information collected in the survey in the quantitative phase.

Figure 2. Mention the means of communication and devices used in the internal communication. Segment 16 Others, in the survey



Source: Own elaboration

Table 5 describes the matrix variable “It affects the strengthening of the cultural link in the school management “ corresponding to the information collected in the survey in the quantitative phase.

Table 5. Variable: It affects the strengthening of the cultural link in the school management. Sections 4 to 9 of the survey

Categories		Frequency (percentage)				
Questions		1. Totally disagree	2. Disagree	3. Neither agree nor disagree	4. Agree	5. Totally agree
4.	The communicative activities carried out by the teachers for the directives allow them to communicate.	1,2%	2,9%	11,1%	47,5%	37,3%
5.	You observe the presence of institution values in the directives and teachers.	1,6%	2,0%	7,3%	45,7%	43,3%
6.	In the personal interrelationship of directors and teachers, it is possible to distinguish the values of the institution.	1,6%	2,4%	11,8%	42,4%	41,6%
7.	The interpersonal relationship is regulated by applying the regulations of the educational organization.	2,4%	4,1%	12,7%	38,0%	42,9%
8.	In the actions aimed at inform the facts of the school, they use common ideas.	1,2%	2,9%	11,8%	45,7%	38,4%
9.	The interpretation of the school’s facts incorporates the use of shared convictions.	1,2%	3,3%	19,0%	52,1%	24,4%

Source: Own elaboration

In addition, at the qualitative stage the respondents stated that the use of internal media favored the cultural union between managers and teachers, as a bond of dependency and membership of the organization was generated, through reporting an event or transmitting information.

In the same way, the working days carried out during the year to deal with technical issues, give information and address the cultural identity of the workers made it possible to establish an accompaniment, provide support and establish a closer partnership between the manager of the Directorate of Municipal Education along with the directives of public schools.

In addition, the interviewees noted the need to increase the use of internal organizational media in the educational institute, because it would allow a collaborative working culture with expression codes defined by the heads and teachers in the school. Likewise, the existence of a punitive culture by municipal educational institutions, ministerial bodies, the Superintendence of Education, the Quality of Education Agency and the Directorate of Municipal Education, motivated by its functions of supervision, control and interventions, was noted, reason for which greater and better internal communication mechanisms would be needed.



4. Discussion and conclusions

4.1. Discussion

There is a willingness on the part of directives and teachers, to have a communication system that contemplates a variety of internal organizational media and use them to transmit and share information. This is related to what Castillo (2009) said when stating that internal communication makes it possible to deploy general information.

The implementation of a communication strategy by the managers aimed at teachers is observed to promote the motivation, union and transmission of information through the use of means such as meetings, newsletters, interviews, email and memorandum, among others. Cuenca and Verazzi (2018), indicate that internal communication comprises a series of communicative actions carried out by an organization, focused on the creation and conservation of appropriate interactions with and within its members, through the use of communicative techniques to be informed, united and motivated, thus contributing to the fulfillment of organizational objectives.

However, in relation to Figure 2, despite the importance of developing the improvement of educational quality, participants only stated to make pedagogical reflections (25.0%) and councils (20.8%), which could refer to a collective work of teachers and managers, focused on administrative issues, rather than the technical-pedagogical management.

These figures in the internal communication system and strategy are reducing in terms of the use of meetings (with 91.0%); newsletters (with 89.0%); and interviews (with 57.0%); situation that concerns a management style and leadership in the school management that leads to the strengthening of their school culture, based on actions, values, ideas, among others, shared by managers and teachers. In this sense,

Apollo et al. (2017) say that culture encompasses the sum of convictions, values and behavior that the members of an organization use to govern their actions and are manifested through them.

The development of the culture management in the daily life functioning is a condition that strengthens the communicative relationships established by managers and teachers, because it helps to install shared institutional values, motivation and community cohesion, thus promoting the fulfilment of academic and administrative intentions in the educational institution, which is consistent with what MINEDUC (2005) raised, when saying that the school management is aimed at creating conditions that favor such processes.

On the other hand, the experience of organizational values is institutionalized in the educational practice from the interpersonal relationship between managers and teachers and, therefore, the interaction is carried out jointly and simultaneously with the communicative activity, using the instances and means available in the organization. Therefore, according to Massoni et al. (2018) it is required to strengthen communication processes to contribute to the planning and deployment of the actions of an organizational entity.

The perspective of management includes the practice of critical teaching reflection where media, ideas, principles and concepts are shared to establish consensual perspectives around the conditions of the educational organization, thus becoming a key factor in the development and strengthening of the knowledge and experience of the culture. In this sense, the administration of internal organizational communication makes it possible to create, develop and ensure the maintenance of the culture in a social organization (Lacasa and Blay, 2004).



4.2. Conclusions

The research identified a willingness among the directives and teachers who participated in the study on the use of existing media and communication devices in their institution, such as interpersonal relations, letters, audiovisual, telecommunications and computer, used to disseminate information in accordance with communication purposes, as well as the use of personal means to access the school's global information, since this makes it possible for them to get to know each other, to join and to motivate themselves in the working and relational dimension. In this regard, the study revealed that directives and teachers use mostly meetings (91.0%) and newsletters (89.0%) as means of information, focusing their communication strategy on these elements, showing the need to expand the variety of internal organizational media and fulfill their use to adequately address the challenges and requirements of updating the ways to manage the educational organization.

In addition, a penchant is recognized in the cultural bond of the participating agents, because activities are distinguished in the directors and teachers that involve a common lexicon, certain organizational values, some convictions and ideas that enable them to signify organizational events. Also, internal organizational means of communication encourage some creation, as well as the preservation of affiliation and contingency links to the institution as a cultural identity. Currently, the public school is required to incorporate in the classroom these new cultural features, a role that is the responsibility of directives and teachers, as a foundation to update the ways of managing both spaces, having to use internal organizational communication for their concreteness.

The results of this study are important to consider the current Chilean scenario, where the requirement to enhance the improvement in the educational management of public schools is seen in order to develop quality education. This requires strengthening a collaborative cul-

ture through the research of communicative innovations aimed at diversifying organizational media, planning communication strategies and examining communication processes to benefit the dissemination of information, interest and commitment with the help of teachers and directors in order to move towards strengthening the educational quality of public schools. Finally, the lines of research of organizational communication, culture and communication and marketing are suggested.

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