

INTERNAL ORGANIZATIONAL COMMUNICATION AS A DETERMINING FACTOR IN WORK PERFORMANCE

COMUNICAÇÃO ORGANIZACIONAL INTERNA COMO FATOR DETERMINANTE NO DESEMPENHO DO TRABALHO

COMUNICACIÓN ORGANIZACIONAL INTERNA COMO FACTOR DETERMINANTE EN EL DESEMPEÑO LABORAL

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ABSTRACT: The objective of this research was to determine internal organizational communication as a determining factor in the job performance of teachers at the School, Maule Municipal Chile province. The methodology used was framed in the quantitative approach with a type of basic research and a non-experimental design. The population constituted by 63 teachers. The technique used was the survey and a questionnaire with a Likert-type scale with three response categories: Agree, Neutral and Disagree. The findings focused on the absence of effective internal organizational communication, virtual meetings and the need to deepen job performance. As a conclusion, the prevailing need to strengthen internal communication in the institution under study is specified, given that the management team has neglected the process of transmitting information related to pedagogical support, open dialogues and a harmonious climate.

KEYWORDS: Communication. Internal organizational. Performance. Labor.

RESUMO: O objetivo desta pesquisa foi determinar a comunicação organizacional interna como fator determinante no desempenho profissional dos professores da Escolas Munipal-Chile. A metodologia utilizada foi enquadrada na abordagem quantitativa com um tipo de pesquisa básica e um desenho não experimental. A população foi constituída por 63 professores. A técnica utilizada foi a survey e um questionário com escala do tipo Likert com três categorias de resposta: Concordo, Neutro e Discordo. Os achados se concentraram na ausência de comunicação organizacional interna eficaz, reuniões virtuais e a necessidade de aprofundar o desempenho no trabalho. Como conclusão, especifica-se a necessidade

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predominante de fortalecer a comunicação interna na instituição em estudo, visto que a equipe gestora tem negligenciado o processo de transmissão de informações relacionadas ao apoio pedagógico, diálogos abertos e clima harmonioso.

PALAVRAS-CHAVE: *Comunicação. Organizacional interno. Atuação. Trabalho.*

RESUMEN: *La presente investigación se planteó como objetivo determinar la comunicación organizacional interna como factor determinante en el desempeño laboral de los docentes de las Escuelas Municipales de Chile. La metodología empleada se enmarcó en el enfoque cuantitativo con un tipo de investigación básico y un diseño no experimental. La población constituida por 63 docentes. La técnica utilizada fue la encuesta y un cuestionario con la escala tipo Likert con tres categorías de respuesta: De acuerdo, Neutro y En desacuerdo. Los hallazgos centrados en la ausencia de una comunicación organizacional interna efectiva, de reuniones virtuales y la necesidad de profundizar en el desempeño laboral. Como conclusión se precisa la necesidad imperante de fortalecer la comunicación interna en institución objeto de estudio, dado que el equipo directivo a descuidado el proceso la transmisión de información relacionada con el acompañamiento pedagógico, diálogos abiertos y clima armónico.*

PALABRAS CLAVE: *Comunicación. Organizacional interna. Desempeño. Laboral.*

Introduction

Communication is a process that has been present in the dynamics of man since his appearance on Earth. In ancient times, human beings communicated through symbols, signs, and gestures that differed from one tribe to another and that identified the individuals of each clan. It was rudimentary and used to transmit ideas, thoughts, and ways of seeing the world. With the evolution experienced by man, new and better forms of communication also emerge until reaching the process that is dealt with today. Contreras and Garibay (2020) states that communication is a process of transferring opinions, expanding, placing, and using information performed by people in which it aims to fulfill a series of objectives and intentions that are defined in the human group.

Thus, the communication process is used worldwide by people, companies and institutions that, in their eagerness to respond satisfactorily to social demands, incorporate this process as an essential element to achieve the proposed goals and objectives; there are several types of communication that are used by subjects to manifest their connection with the context that surrounds them.

Therefore, current institutions incorporate this process not only as a tool for information dissemination among employees, but as an essential means to improve the work performance of workers, because it is estimated that if they are well-informed, they will perform the tasks

more effectively and efficiently. About this Tamayo and Correa (2019, p. 124, our translation) State that "context is an element of communication that consists of the space where communication will occur". It means that context is a fundamental aspect in interactions with people, because it allows to strengthen ties of information, emotions and feelings.

In this context, organizational communication is immersed in providing the members of the institution with the necessary information about the culture and integrating it into it. Thus, communication as a beneficial process promotes understanding and adjustment to all members of the organization, since it allows interaction between the parties in order to generate motivation, participation and information of all activities that are performed in it (PINEDA, 2020).

In this perspective, each institution must prioritize within its organizational structure a communication and information system that streamlines processes in the internal and external sphere and that projects it to its area of influence. Likewise, one of the fundamental objectives pursued by today's institutions is to achieve through communication that the workers improve their vocation, their sense of relevance, cooperation, mutual help, sense of participation, leadership ability and, in general, their work performance within the institution.

In this sense, people's performance is the combination of their behavior with their results, so what is done must be modified first to measure and observe the action. Performance defines work performance, that is, the ability of a person to produce, do, elaborate, finish and generate work in less time, with less effort and better quality, being directed to the evaluation that will result in its development.

In Chile, educational reforms have had an impact in promoting improvements in the organization and strengthening of communication in schools, as an alternative to infuse educational quality and the strengthening of public instruction at the basic level in order to rebuild its reality. In addition, strengthening quality education through improvements in the areas of pedagogical innovation, teacher-manager management training, effective communication, and competencies in the pursuit of pedagogical effectiveness (CHILE, 2014).

However, the above does not occur in some schools, specifically in teachers who are working from home, as a result of the Covid-19 pandemic, has created obstacles in internal organizational communication, given that, through a non-formal interview via zoom, many educators expressed the limitations they have had with communication and work performance as a result of the little interactivity that has been had between colleagues and the management team.

Another fact arises from the fact that most teachers know about the assignment of their workload on the same day they have to start academic activities, which negatively influences a previous preparation of their work as a guide. On the other hand, it was seen that the communication system is unidirectional, that is, the decisions only emanate from top to bottom creating demotivation in the team; moreover, the data emanating from the manager arrive late, so that the goals are not met within the established deadline.

Likewise, it is evident that the workers' work performance is not executed with greater effectiveness, because they do not receive or communicate information in a correct and timely manner, the task established by the management team is not achieved, nor is it possible to satisfy the individual and collective needs of the collaborators, generating dissatisfaction and demotivation of the work performed.

For the reasons raised above, the following question arises: how internal organizational communication is a determining factor in the performance of the work of teachers in municipal schools in Chile? This to achieve this task as accurately as possible in times of crisis and uncertainty where it is necessary to strengthen communication between teachers and educational managers through the use of virtuality.

Development

Internal organizational communication

Educational organizations the communication process becomes increasingly important, because within these various functions are developed that require communication to achieve their goals and objectives. According to Cabrera (2019, p. 78, our translation), "is a tool, a key element in the organization essential to lead the manager to achieve high levels of productivity and efficiency, plays a key role in maintaining the Institution". The performance of the work of education workers is largely favored by communication that allows each teacher to perform their work, to meet individual and collective needs.

Therefore, communication represents the inconclusive discursive organization between two or more people who intervene in the same repertoire of characters and have norms of signs. Hernandez (2016, p. 36, our translation) states that organizational communication is "the exchange of data and information between members of a work team performing activities within an organization in order to achieve a previously planned goal". It is established that organizational communication is what allows the institution to interact, internally and externally, through it within the organizational structure flow ideas aimed at each team member

to contribute their maximum effort as a result of the planned tasks, keeping in harmony with its environment and, projecting a favorable image in front of the public and the other institutions that surround it. Similarly, Fernández (2019, p. 45, our translation) states:

Organizational communication has as integrated elements: *Internal Communication*: defined as the set of activities performed by any organization for the creation and maintenance of good relations with and between its members, through the use of different means of communication that keep them informed, integrated and motivated; *External Communication*: set of messages issued to its different external audiences, aiming to maintain or improve its relations with them, projecting a favorable image or promoting its products and services.

Consequently, organizational communication happens intrinsically as an open and complicated system, which influences and, in turn, has domain in the external context in which it includes messages, flow, occupation, orientation, channel, people, attitudes, feelings, relationships and skills. From this, it is determined that organizational communication is a process that is performed in the institution and that involves subjects, their ideas, feelings and way of perceiving the reality that surrounds them, of vital nature for the good management of the institution.

In this order of ideas, internal organizational communication, according to Papić (2019, p. 5, our translation), internal organizational communication "as a set of actions performed by the organizational entity for the generation and maintenance of good relations with and among its members through the use of various means of communication aimed at keeping them informed." In other words, it is linked to the operations that are carried out with an institution for the procreation and maintenance of excellent relations between the subjects of an organization.

Cuenca and Verazzi (2018, p. 243, our translation) propose that internal communication "as a series of communication actions carried out by an organization, focused on the creation and preservation of proper relationships with and within its members". It is the communicational action that is performed in an institution aimed at maintaining relationships within it and, through the use of different expansive methods, are kept informed, linked and motivated to achieve organizational goals.

In turn, Manaure (2021, p. 39, our translation) "internal organizational communication can be summarized in three statements: a) is aimed at the internal audience, b) is conditioned to the flow of information and c) its goal is that workers fulfill their tasks". This author states that communication must occur intrinsically among workers that is adjusted under information

and has as its main objective the fulfillment of activities in a given organization; that is, that there is harmony, empathy, proactive affective relationships and the transfer of information from one person to another.

In fact, internal organizational communication is very important in institutions, especially in schools. Currently, the vast majority of educators, managers and students are from their homes exercising educational activity from virtuality, remotely as a result of the Covid-19 pandemic, in which they have had to use strategies that agree to strengthen and maintain communication effectively among its members.

Work performance

The work performance referring to the efficiency and effectiveness expressed by employees in their work environments is defined by García (2015, p. 47, our translation), as "the actions or behaviors observed in employees relevant to the organization's objectives and, which can be measured in terms of the competencies of each individual and their level of contribution to the company". Thus, it is specified that job performance is related to the degree of effectiveness that employees present when performing their tasks, in order to achieve the goals and objectives planned by the organization.

On the other hand, job performance is linked to the particularities of each individual, forms, needs, and abilities of each subject, which relate to each other, to the work environment, and to the institution in general, where performance results from the interaction between all elements immersed in the organization.

Moreover, regarding the elements of job performance Dolan *et al.* (apud CHIANG; SAN MARTÍN, 2015, p. 2, our translation) state that it is: "a structural and systematic procedure to measure, evaluate and influence work-related attributes, behaviors and outcomes, as well as the degree of absenteeism". In this sense, these integrated elements guide to the definition of orders and guidelines (discipline), increase the degree of innovation that the employee performs in the execution of tasks (creativity), cooperation and mutual aid provided in the full exercise of their duties (teamwork) and, the ability of each employee to get their co-workers to support and, follow their ideas always in search of the collective good of the institution.

Asch (2015) notes that job performance "is a tool that measures the perception that both suppliers and internal customers have of an employee" (p. 88, our translation). In other words, performance is a tool that provides information about workers' exercise, skills, and abilities with the goal of leveling the spaces for continuous improvement where collaboration is

encouraged to achieve the institution's goals. Also, Bohórquez *et al.* (2020, p. 9, our translation) say:

Job performance refers to the performance that each worker has when performing the assigned activities, the development with which he or she acts, which is why most companies evaluate performance to measure the degree of effectiveness and efficiency with which they carry out their activities.

The above-mentioned authors consider performance as the usefulness that employees have when performing the actions that are set, the development with which they perform them and, depending on them, managers or bosses apply performance evaluations to assess the effectiveness with which they perform the assigned tasks. This is relevant because workers have the opportunity to be evaluated according to their performance in which they can get rewards, recognition and be motivated to continue productivity at work.

Therefore, at work performance must be present in internal organizational communication as an essential element for the institution to function effectively, where the sender and receivers are essential for the information to reach the members of the educational organization properly. At the same time, it is embedded in a compassionate and physical space in which members of an organization interact daily to develop work activities. It performs the skills, dexterities and knowledge of individuals according to the behavior in their work area and the relationship with one of the tools in it and all the personnel working in it.

Methodology

The study was framed in the quantitative approach, since the data extracted from the testimonies of reality. In this sense, Arias (2016, p. 21, our translation) states that: "Depending on the quantitative model, it is a level of research referring to the degree and depth that addresses a phenomenon or object of study to measure it according to the approach used by the researcher". It means that the breadth and depth of investigative knowledge is manifested; therefore, it seeks to measure all aspects that are located in the object of study.

Therefore, the research was placed in a basic type of research because it seeks scientific progress by increasing theoretical knowledge without being interested in possible applications or practical consequences. In other words, the type of study is oriented toward extracting conclusions of a general nature or discovering theories from systematic observations of reality, in this case, in internal organizational communication as a determining factor in work performance.

The research design was not experimental, according to Supo (2014, p. 90, our translation): "The scientist has no direct control over independent variables and their manifestations have already occurred or because they are inherently uncontrollable. That is, the facts are observed directly from the reality under study. Similarly, the population consisted of 63 teachers from the Municipal Schools in Chile. To obtain the sample, the same population was taken because it used the sampling technique of population census, that is, the whole population is taken as a sample, this is not probabilistic and intentional because it depends on the decision of the researcher.

Data collection, according to Palella and Martins (2017, p. 115, our translation) "are the different ways or means of obtaining information. For data collection, techniques such as observation, interview, survey, tests, among others are used." In other words, they are the conveniences of obtaining the data you wish to investigate.

Therefore, the technique used was the survey and, as an instrument, a questionnaire with a Likert scale with three response categories: Agree (DA), Neutral (N) and Disagree (ED) for a total of thirteen (13) items. It was validated by judges or experts specialized in methodology and management; as well as a pilot test was applied to 20 individuals who did not belong to the sample, but had the same characteristics as the population under study. Then, Cronbach's Alpha was applied to determine the necessary correlation and factor analysis, obtaining a value of 0.86, considering the reliability of the instrument high.

Thus, the instrument was sent to the teachers by e-mail, with prior authorization from them and the management team, which is why they were working from home as a result of the Covid-19 pandemic. It is important to note that prior to sending the instrument two meetings were held using the Meet platform, where the intent of the survey, the survey objectives, the instructions for filling it out, and the time to apply it were explained. In fact, the data analysis was prepared using the statistical package SPSS (for its acronym in English), version 20. They were represented by tables in which the attendances and percentages of the information provided by the sample studied were reflected according to the internal organizational communication as a determining factor in work performance. This analysis was merged with the use of the Excel program, as the data were sorted and filtered, and then made their respective interpretation.

Results, analysis and interpretation

Data analysis involves the management of information collected from reality. Then, it gives way to understanding and interpretation in which the only reference is the theoretical framework where the researcher has knowledge about the investigated object. Thus, the analysis was performed using absolute frequencies and the representation of their percentages where they were represented in a double entry table for greater accuracy of the results.

Table 1 – Results of the internal organizational communication variable

N	Alternatives Item	Agree		Neutral		Disagree	
		f	%	f	%	f	%
1	Internal organizational communication is carried out effectively with the teachers and the management team.	21	33	7	11	35	56
2	Virtual meetings are often used as a means of strengthening internal communication.	24	38	6	10	33	52
3	Internal communication of the pedagogical activities that should be carried out by the management team is frequently used.	21	33	6	10	36	57
4	Open internal organizational communication is fostered among school members.	17	27	7	11	39	62
5	He believes that virtual meetings represent an obstacle to strengthening internal organizational communication in times of pandemic.	19	30	7	11	37	59
6	The management team promotes follow-up strategies to improve internal organizational communication in virtual education.	21	33	7	11	35	56

Source: Prepared by the authors

In the analysis obtained from the variable internal organizational communication, it is observed in Table 1, in item 1 a high percentage of teachers surveyed responded in the alternative in disagreement that internal organizational communication is performed effectively with teachers and the management team, the other responses were located in smaller percentage in the categories Agree and Neutral. These results lead to the inference that the educators consider that internal organizational communication is not being carried out in a positive way,

which is why there were limitations in the information provided by the management team as a result of the little motivation they have with the team in guiding the guidelines in these processes.

Regarding item 2, a very significant percentage answered in the alternative Disagree, virtual meetings are often used as a means of strengthening internal communication, and the other respondents indicated in the categories Agree and Neutral. It can be deduced that teachers said that there is a lack of virtual meetings that lead to better communication, this is possibly due to the fact that the management team is more aware of administrative procedures and somewhat neglects the processes of communication and interaction with teachers. In item 3, the vast majority of teachers responded in the alternative Disagree, the internal communication of the pedagogical activities they have to perform by the management team is frequently used and the rest indicated in the categories Agree and Neutral. These results lead to infer that educators do not have the use of communication to inform about the academic actions they have to perform in the development of virtual classes and that educational managers should be oriented.

Item 4, quite high percentage manifested in the category In Disagreement, an open internal organizational communication among school members is fostered, and the rest indicated as Agree and Neutral. This may be happening because many managers have found it difficult to adapt to virtuality and be able to generate spaces that can enhance spontaneous, sincere, viable and open dialogue with teachers who are teaching remote education. On the other hand, in item 5, it is observed that almost all respondents opined in the alternative Disagree, the management team promotes follow-up strategies to improve internal organizational communication in virtual education and the others were placed in the category Agree and Neutral. It follows that teaching professionals have a need for managers to promote follow-up tactics in order to strengthen organizational communication in virtuality.

The results obtained in the variable internal organizational communication led to the inference that the teachers surveyed are unassisted, by the management team, as they need to promote a more effective internal organizational communication, virtual meetings that induce the optimization of pedagogical follow-up and, therefore, academic activities. Likewise, managers should emphasize virtual meetings as an important aspect in the development of the teaching and learning process. This contradicts the study conducted by Guevara *et al.* (2021, p. 179, our translation), stating that internal organizational communication " is a process that involves systematized efforts that seek to generate improvements in the organization." That is, the relevance of communication is specified because it is used as a tool to endorse the praxis of

all members and, in turn, accesses the planning of actions that lead to the improvement of internal processes in order to strengthen the skills and competencies of its members.

Moreover, the survey by Brandolini *et al.* (apud QUARANTA, 2019, p. 23, our translation) emphasizes that "it is a process of understanding by the receiver, a response that can be a change of attitude or a change of thought." It means that internal communication generates a series of actions that benefit teachers, since it ensures interpersonal relationships, decision making, teamwork, information effectiveness and, therefore, the improvement of skills in the development of classes, in this case, virtual.

In fact, the studies presented that support the relevance of internal organizational communication as a determining factor lead to evidence that MIS is essential to benefit the flow of information intrinsically between teachers and managers in order to enhance the work, pedagogical activities, virtual meetings, review of planning frequently, the commitment to an effective communication open, consensual, spontaneous and shared with each of them members of the institution; This to continue the school day in times of uncertainty.

Table 2 – Results of the job performance variable

N°	Alternatives Item	Agree		Neutral		Disagree	
		f	%	f	%	f	%
7	Organizational strategies are used to strengthen teachers' job performance.	21	33	7	11	35	56
8	The actions are applied to verify the fulfillment of the pedagogical activities by the management team.	19	30	7	11	37	59
9	Cooperation among co-workers is encouraged to improve teaching practice.	22	34	6	10	35	56
10	The manager promotes a positive emotional state for carrying out pedagogical activities.	17	27	7	11	39	62
11	The management team covers the needs and expectations of the teacher to evaluate the academic work from virtual education.	19	30	6	11	37	59
12	The monitoring and control of academic activities is maintained by the management team.	17	27	7	11	39	62
13	They have applied performance evaluation during the development of educational meetings.	25	40	7	11	31	49

Source: Prepared by the authors

The results obtained in the variable work performance, is in item 7, quite high percentage responded in the alternative Disagree that the management team uses organizational strategies to strengthen the work performance of teachers and the other informants who were located in the category Agree and Neutral. This allows us to infer that teachers lack organizational strategies that agree to improve the performance of educators in their daily work. The data obtained, also, leads us to think that due to the pandemic situation arising from Covid-19, proactive actions have been left aside that induce to improve the performance in virtuality and, especially, the performance or performance of teachers.

On the other hand, the item 8 respondents in high percentage indicated in the option Disagree and apply actions in order to verify the compliance of pedagogical activities by the management team, a smaller percentage was located in the categories Agree and Neutral. The results agree in interpreting that educators deserve the use of actions to confirm the academic tasks they perform in virtual education by the managers of the institution under study. Regarding item 9, the vast majority of educators responded in the alternative Disagree, cooperation between co-workers is encouraged to improve pedagogical practice, a smaller percentage was located in the Agreed and Neutral option. It is worth noting that the sample investigated is necessary to consolidate participation among them in which they can share their pedagogical knowledge, mutual help in the management of technology, consultation of doubts to optimize the performance of their duties.

In item 10, the vast majority inclined their answers to the alternative Disagree that the manager promotes a positive emotional state for the realization of pedagogical activities and a minority in the categories Agree and Neutral. These results reveal the absence of positive attitudes of the facility manager, where a climate of harmony, affection and understanding is generated for the teachers who are from their homes teaching their students and, therefore, a burden of emotions that is a product of the Covid-19 pandemic. Item 11, high percentage was located in the option Disagree the management team covers the needs and expectations of the teacher in order to evaluate the academic work from virtual education. It is observed that educators deserve to read their perspectives, possibilities, initiatives for the evaluation of their performance in a virtuality context, since, possibly, many of them had to abruptly change the scheme or paradigms from a face-to-face education to a virtual one, a product of the health crisis being experienced worldwide.

Likewise, in item 12, a very significant percentage is maintained in the alternative Disagree, monitoring and control of academic activities by the management team and a less significant percentage in the options Agree and Neutral. These data allow us to infer the need

to perform systematized actions of information in which the performance of the work in the educational action can be verified. In item 13, a significant percentage indicated in the option Disagree that they applied performance evaluation during the development of educational meetings and the other respondents in the Agree and Neutral category. It is inferred that teaching professionals need to evaluate their performance through assessment, which is why it is important to value the exercise of teaching praxis, as it provides the subject to know their strengths and weaknesses of their educational actions.

The results obtained above contradict the study of Ramos *et al.* (2019, p. 13, our translation) when they state that job performance is immersed in a "process to determine the success of an organization (or an individual or a process) in achieving its work activities and goals." In other words, performance represents a fundamental aspect for a school institution to achieve the proposed objectives and goals with the academic staff under its command and to be able to offer an evaluation of the fulfillment of activities. At the same time, it accesses the evaluation of the workers in terms of the execution of their tasks, the description of each of the activities it plans for the development of classes, and expresses the capabilities according to their educational responsibilities.

In addition, it contrasts with the data obtained with the research of Jiménez (2017, p. 27, our translation) where he emphasizes that the performance focuses on the teacher's practice in which the logic of pedagogical skills is interrelated in function of: "guiding, directing, controlling and evaluating the educational process and the intellectual production of teachers in training, with which it demonstrates the mastery of the tasks and functions intended for this role". In other words, job performance involves all the actions performed by teachers in their educational actions, taking into consideration the planning of the development of the teaching-learning process, the use of teaching resources, the estimation of learning results from the whole educational process.

Consequently, the variable related to job performance shows that teachers deserve the monitoring, follow-up, follow-up and supervision of the functions that the teacher is fulfilling in the development of virtual classes. The educational manager must ensure the functioning of the educational practice and the entire teaching-learning process. In addition, there is little application of performance evaluation during virtual education, which is why it is important to determine the effectiveness of the teacher's work.

Discussion

The set objective related to the determination of internal organizational communication as a determining factor in the performance of the work of teachers of Municipal Schools in Chile, specifies the predominant need to strengthen internal communication in that institution, since the management team neglected the process of transmission of information related to pedagogical monitoring, open dialogues, harmonious climate of understanding and reflection during virtual classes. There are weaknesses in the guidance of an effective educational process, which is why virtual meetings are not reinforced as a fundamental means to guide, advise, strengthen skills and competencies in the practice of teaching work.

Therefore, interpersonal communication must be enhanced through the use of virtuality in which the needs and interests of each of the teachers are raised. At the same time, the management team must use strategies and implement mid-term activities that generate the communication flow, where all educational actions can be fulfilled, giving resignification to the interrelationships of people, emotions, feelings, collaborative work, identification and evaluation of the teacher in times of crisis and uncertainty.

Communication as an organizational process is fundamental in the performance of teachers' work, so that the communicative process is needed efficiently; in this sense, the performance of educators will be effective and efficient. Therefore, managers, together with teachers, must join efforts to establish assertive communication, in all directions and directions, in a timely, clear, accurate and timely manner, so that the work performed is productive, allowing the organizational purposes to be achieved. Therefore, the teacher is a key piece to achieve teaching and continue education in virtuality where work performance must be improved in a positive and proactive way in times of crisis and uncertainty.

The pedagogical implications in the study carried out, it can be specified that the internal organizational communication as a determining factor in work performance intervenes directly in the academic field, which is why communication plays an indispensable role in guiding actions related to the guidelines or orientations that are made to teachers in order to fulfill academic activities, administrative, among others.

In addition, another implication is represented by the effectiveness of communication in having theoretical elements related to work performance, communication processes and, in turn, keeping constant training with teachers and managers as a way to deepen knowledge and lead them to educational praxis. In addition, improve the internal communication conflicts that are generated in the institution. The management team must strengthen the leadership that

allows it to function effectively in monitoring and supervising educators, as a measure to improve the weaknesses presented and improve the educational quality of virtual education.

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