MANAGEMENT STRATEGIES IN EFFECTIVE COMMUNICATION: TEACHERS FROM PRIVATE SCHOOLS IN THE BÍO-BÍO REGION

ESTRATÉGIAS GERENCIAIS EM UMA COMUNICAÇÃO EFICAZ: PROFESSORES DE ESCOLAS PARTICULARES DA REGIÃO BÍO-BÍO, CHILE

ESTRATEGIAS GERENCIALES EN LA COMUNICACIÓN EFECTIVA: DOCENTES DE ESCUELAS PARTICULARES DE LA REGIÓN DEL BÍO-BÍO, CHILE

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ABSTRACT: The objective of this study was to describe managerial strategies that improve effective communication in teachers at the Ignacio Verdugo Cavada school in the Mulchén commune in the Bio-Bio-Chile Region. The methodological path focused on the quantitative approach with a type of descriptive research and with a population of 25 educators who work in the aforementioned institution. Likewise, the survey was used as a technique and as an instrument a questionnaire with the use of the Likert scale with alternative answers: Always, Almost Always, Sometimes, Almost Never and Never. Among the results obtained, it is found that the management team lacks the establishment of managerial goals that lead to decision-making among teachers. The findings found affirm that managers need to give guidelines that influence communication processes, as well as the urgent need to execute strategies that optimize communication and collective integration to improve it among educators.

KEYWORDS: Strategies. Managerial. Communication. Effective

RESUMO: O objetivo deste estudo foi descrever estratégias gerenciais que melhoram a comunicação eficaz em professores da escola Ignacio Verdugo Cavada na comuna de Mulchén na Região Bio-Bio-Chile. O percurso metodológico centrou-se na abordagem quantitativa com tipo de pesquisa descritiva e com uma população de 25 educadores que atuam na referida instituição. Da mesma forma, a pesquisa utilizou como técnica e como instrumento um questionário com o uso da escala Likert com respostas alternativas: Sempre, Quase Sempre, Às Vezes, Quase Nunca e Nunca. Dentre os resultados obtidos, verifica-se que a equipe gestora carece do estabelecimento de metas gerenciais que levem à tomada de decisões entre os docentes. Os achados encontrados afirmam que os gestores precisam dar orientações que influenciem nos processos de comunicação, bem como a urgente necessidade de executar estratégias que otimizem a comunicação e a integração coletiva para melhorá-la entre os educadores.

PALAVRAS-CHAVE: Estratégias. Gerencial. Comunicação. Eficaz.

RESUMEN: El objetivo de este presente estudio fue describir estrategias gerenciales que mejoren la comunicación eficaz en los docentes de la escuela Ignacio Verdugo Cavada de la comuna de la comuna de Mulchén en la Región del Bio-Bio-Chile. El camino metodológico fue centrado en el enfoque cuantitativo con un tipo de investigación descriptiva y con una población de 25 educadores que laboran en la institución antes referida. Asimismo, se utilizó como técnica la encuesta y como instrumento un cuestionario con el empleó del escalamiento Likert con alternativas de respuestas: Siempre, Casi Siempre, Algunas Veces, Casi Nunca y Nunca. Entre los resultados obtenidos de encuentra que el equipo directivo carece del establecimiento de metas gerenciales que conduzcan a toma de decisiones entre los docentes. Los hallazgos encontrados afirman que los directivos les hace falta dar orientaciones que influya en los procesos comunicacionales, así como la imperiosa necesidad de ejecutar estrategias que optimicen la comunicación y la integración colectiva de mejorar la misma entre los educadores.

PALABRAS CLAVE: Estrategias. Gerenciales. Comunicación. Eficaz.

Introduction

In Latin America, human beings have always had the curiosity to discover the world around them and, to this end, they have used various instruments that have served as facilitators for coexistence; from rudimentary objects such as sculpture, hieroglyphs, petroglyphs, signs, to developing the skill of orality. In this context, it would be understood as a primitive communication process, which developed an essential role. However, it can be understood as a catalyzing element of circulation, an activator that allows subjects to adapt to new demands; From this holistic approach communication will be configured as a fully inherent and immanent aspect in all activities of human beings, the prospects of this contribution are located in the praxis argument, since it constitutes the ideal platform to reflexively address certain basic aspects of everyday life.

In this regard, Fernández (2017), said that "communication has a purpose as persuading, the attempt made by the speaker to lead others to have their same point of view." (p. 45, our translation). With regard to it, societies are composed of groups of people, who tend to remain united thanks to the exchange of information, so that it satisfies certain needs: desire to stand out, love, know, share ideals, among others; for this reason, the human condition allows us to establish relationships that individuals constitute daily with each other, and in all the activities that are developed.

In turn, Pascuali (2018) stated that "communication appears at the very moment when social structure begins to take shape, and that where there is no communication, no social structure can be formed" (p. 23, our translation); but it must be reserved for human interaction, which is manifested through intermediary apparatuses that facilitate interaction.

In this sense, human cooperative interaction resides in the emission-reception of messages between subjects in the presence of correspondence, there being a fundamental element for coexistence and a conclusive component of the ways in which socialization is to be granted in human beings. Thus, communication is a fundamental element in the functioning of institutions, that is, it is a key instrument for people to remain within them; at the same time, it allows communicating internal processes, called organizational communication, from where a relevant figure acts in the creation, maintenance and transformations of the culture and identity of the institution.

Today's complex and changing society increasingly demands from the educational system its modernization, innovation of its organization and functioning, as well as new

provisions in its compendia and instruction associated with the changes occurring in the universe.

Thus, in a broad organization, management must use managerial strategies that allow the manager to carry out his activities through strategies and methodologies of understanding, combining, and active integration through a communicational process that must occur in all directions to educate individuals who are able to achieve the purposes, goal, and purposes. According to Guadamud *et al*. (2021, p. 2074, our translation), considered management:

> As a process that is aligned with the goals of the organization, strategically it is necessary to analyze the characteristics of a leader with attitudes and skills relevant to the educational field. In other words, the new contexts and challenges faced by organizations require re-examining and expanding traditional models of leadership, concepts that are still deeply rooted in it, such as leadership and institutional culture.

In addition to the above, management is the channel that allows educational institutions and the elements that make life in them, such as teachers, to effectively and successfully develop the ideas and decisions that are taken, whether as a group or individually. But it is important to emphasize that the main factor for a good management process to be developed is that, among all the individuals who participate in it, a fluid and constant communication is fostered, where all the concerns and needs of the institution or organization are expressed, so that only then the proposed objectives can be achieved.

In every educational institution there must be a person who guides and systematizes a group of subjects, students, educators, administrative and service staff, to achieve the organizational purposes, strategies and goals. The challenge faced by the management team of school institutions is to recognize the needs of education today and, for this, it is necessary to coordinate the school work, to use ascendant and descendant communication channels within the different hierarchical levels to solve the problems found in the educational center.

There is no doubt that educational management must contribute to the achievement of pedagogical effectiveness, communicational effectiveness, and cultural transcendence, all immersed in a dynamic process that involves communication, motivation, leadership, and teamwork. In school institutions it is observed that there are communication gaps that affect the development of the whole school community, because the school is immersed in different changes where socialization, dialogue, the corporal, the gesture intervene, in which bonds of greater commitment are generated with the whole community that promotes the development of the educational process. Communication problems arise precisely when messages do not

circulate, are not said or are not notified to those who are due at the appropriate time, thus constituting a serious problem for the institutional dynamics.

According to Fayol's administrative principles, cited by Gonzalez (2016), "union is strength.... Harmony and unity in the team is a great strength. Efforts must be made to establish it" (p. 55, our translation). In short, to achieve good human relations among all members within the organization, it is essential to optimize and consider the needs of workers. According to Haslore's theory of motivation, according to Morán and Menezes (2016, p. 41, our translation):

> The adult's motives are very complex and no single motive affects behavior, the hierarchy of needs has been represented in a pyramid and there are five levels: physiological need, need for security, social needs, need for esteem and need for self-actualization.

In this sense, a teacher who lives characterized by the search for gratification projects his actions in his professional social development, teachers as human beings act based on an effort to meet their needs, hence the importance that the work environment is pleasant to favor the achievement of institutional objectives.

In the commune of Mulchén, Eighth Bio - Bio Region, the Ignacio Verdugo Cavada School is created by decree of February 12, 1893 under the presidency of the Vice Admiral of the Chilean Navy, Don Jorge Montt Álvarez, with the objective of initially providing education to the students of School No. 4 of the city of Mulchén. Currently the institution suffers a series of problems related to the communication process, since it does not function harmoniously due to the absence of the proper use of the different means of communication, such as periodic meetings, section councils, circular conferences and everything that tends to clarify and unify the criteria of the administrative work, Communication is not clarified regarding the form of evaluation guidelines for discussing grades, as well as the decisions made regarding the different activities that are developed in the educational process.

On the other hand, in non-formal interviews conducted with the teachers of the institution revealed that the schedule of meetings is not visible to teachers, gossip among school members is taken into account as a pattern of action, the unforeseen change of already planned activities. Likewise, the absence of managerial strategies to effectively and efficiently carry out the processes of planning, organizing, directing, controlling, and evaluating the institution. In the same way, communication is unsuccessful and/or inadequate among the management team, as it causes delays in the processes of interaction with teachers and, therefore, failures in the processing of information. Sometimes, threatening postures are observed, altering the regular

channels that need to be specified in order to locate the characteristics of the problem, incidents, and possible solutions.

The above results in the non-integration of staff to achieve managerial objectives that result in improving educational quality in the institution and contributing to the improvement of the organizational climate and culture. That is why the concern arises to carry out a research work that aims to describe managerial strategies that improve effective communication in teachers of the Ignacio Verdugo Cavada school in the commune of Mulchén in the Bio-Bio-Chile Region.

Management Strategies

Management strategies allude to the art of managing processes, and have the particularity of determining the high degree of innovation, creativity and flexibility. According to Cedeño, Asencio and Villegas (2019), they defined management strategies "are an elementary part for the progressive realization of business, because responsibility is a vital part for duration in the markets much more in times when we are in globalization and competitiveness" (p. 193, our translation). This will allow a constant and complete development within the scope where it is applied, thus formulating a perfect equation for the achievement of goals. Furthermore, Mosquera (2021, p. 23, our translation)

> They are based on a pattern where the policies and objectives proposed by the organizations are integrated, as well as the vision and mission that each company represents; In this respect, one should consider that the success of an organization depends mainly on the strategies established within it, and will also depend on the efficiency it will survive in its environment.

As can be seen, managerial strategies are the operational means that manage effective transformations in the progress of an institution in its present and project them into the future. Therefore, their proper application will depend on the level of insight and understanding of the strategy to be used.

Currently, the term is applied to education, according to Espinoza (2017) as an "... approach to the guiding ideas that are followed in the teaching and learning process, closely related to the goals and objectives to be achieved" (p. 63, our translation). This means that the strategies are mainly based on the planning of goals in which they are achieved to maintain all the resources, both human and material, for the achievement of the process of professional education.

Top management must be clear that, in the coexistence of the institution, areas and procedures are interrelated that, in general, despite the fact that they aim to achieve the expected or final product. In this institution, different worlds converge: one world that meditates based on financial results, production and process efficiency; others on interpersonal relationships and others on communication, decision making so that everything progresses in a systematized and satisfactory way.

In fact, institutions should not leave aside internal communication, which is why it globalizes all the communicative processes they produce within it. This communication belongs to all its units, from the manager to the suggestive and the workers. It is believed that it is very authentic that the management is aware of how the communicative process is being put into practice, how the results are being given, if they are not being realized positively, corrective measures should be taken immediately to improve them.

Therefore, the strategic approach gives a new orientation to the tactical operational dimensions in different dimensions within the institutional administrative process, since strategy is the result of the summary of planning, organizing, directing, controlling, and evaluating. In this sense, top management researchers recognize managerial strategy as a key factor in organizational success. For this reason, David (2018) defined managerial strategy as "the formulation, execution, and evaluation of actions that enable an organization to achieve its objectives" (p. 3, our translation). In other words, managerial strategies represent the set of decisions that are adjusted to the actions that are carried out according to the context that may arise in the future. In addition, it requires the application of certain procedures or methodical steps that must be taken into account when specifying the vision and mission it wants to achieve in a given time.

Effective Communication

Communication represents the process by which a sender and receiver establish a connection in instantaneous and explicit spaces to transfer, exchange or cooperate with thoughts, opinions, information or meanings that are understandable to both. Moreover, communication is an essential element for educational organizations, through this the social experiences internalized by individuals are shared, through the establishment of relationships between two or more people and by which activities or behaviors are modified and, in doing so, social experiences are facilitated.

In this sense, Aquino (2018) defined that communication is "a system, meaning that the means used to send information and the people who can communicate directly with each other are interrelated and interdependent, with many variables influencing the communication climate" (p. 21, our translation). In other words, communication is a channel that is used to convey information and that individuals can interact with more effective conversations and connections that benefit the institution.

Therefore, communication plays an important role in the functioning of societies. It represents the exchange of messages between people and is the main key to the development of humanity and all other processes that have derived from it (RECEIVER..., [21--]). From Boland's (2018) point of view he considered communication as: "the process of transferring meanings in the form of ideas and information from one person to another, through the use of shared symbols, in order to be understood and exchanged" (p. 82, our translation). This means that communication embodies the means of transferring information, conversations, dialogues, knowledge and ideas to other people through the use of symbols or signs.

Hernández (2017) pointed out that effective communication is "the exchange of data and information among members of a work team who perform activities within an organization to achieve a previously planned goal" (p. 36, our translation). This means that communication admits that the members of the institution activate cooperative work and perform actions together to achieve the ends, goals, and strategies.

The contributions provided by the authors, deduce that communication is a process through which information is provided and received, and is a very important element for any organization as it helps to hold it together, achieving organizational goals and objectives from this emerges the importance of communication. In summary, many Authors have recognized the importance of communication in the organization.

In this sense, effective communication, according to Barros (2019), "is based on a series of strategic principles that help improve the internal service provided by the organization to employees, suppliers, and its consumer audience or customers" (p. 82, our translation). This means that effective communication promotes the exchange of information in an appropriate and meaningful way so that the community is aware of what is happening in its context; influencing the procedure of positive attitudes towards the work performed in the institution.

Methodology

The present study focused on the quantitative approach, which according to Arias (2016) states that: "the level of research refers to the degree of depth approached by a phenomenon or study objective to measure it according to the approach used by the researcher" (p. 28, our translation). Since this is where the way the information collected for the study will be handled is derived from.

The type of research was located in a descriptive study. In this regard, Hernández, Fernández, and Baptista (2016) express that "descriptive studies measure fairly independently the concepts or variables to which they refer" (p. 61, our translation). With this type of research, the most relevant characteristics of the subjects, groups or communities that undergo the analysis were investigated, in the present study were the principals and teachers of the Ignacio Verdugo Cavada Elementary School of the commune of Mulchén, Eighth Region of Bio - Bio.

The study was based on information gathered directly from the place where the events took place; therefore, it is necessary to know the characteristics of the population and the sample that will subsidize the study. In this sense, Palella and Martins (2017), define the population as "the set of units from which information is desired and about which conclusions will be generated" (p. 20, our translation). Therefore, the population represents the set of subjects under study, in this case was represented by 25 teachers of the Ignacio Verdugo Cavada Elementary School in the commune of Mulchén, Bio - Bio Region.

To collect the information, the survey technique was used, which is defined by Marquez (2018) as: "a technique for collecting information in a previously developed format, which must be answered in writing by the interviewee" (p. 121, our translation). That is, it is a technique to effectively collect the data under study. In this sense, a questionnaire was used as an instrument. Hernández, Fernández, and Baptista (2016), "the questionnaire consists of a set of questions about one or more variables to be measured" (p. 276, our translation). The Likert scale was used, composed of five response alternatives: Always (S), Usually (QS), Sometimes (AV), Seldom (QN) and Never (N).

Once the instrument was applied and the corresponding information collected, the answers given by the individuals involved in the research were tabulated using the Excel package. In this case, a statistical procedure was followed taking into account the research objectives based on descriptive statistics that Mendoza (2019), says "is the presentation of data and specifications of its quantitative-qualitative behavior, with some conclusions valid only for

that group of data" (p. 19, our translation). In other words, a description and analysis of the data was performed.

Results

The results obtained from the application of the instrument to principals and teachers of the Ignacio Verdugo Cavada Elementary School in the municipality of Mulchén, Eighth Region of Bio - Bio are presented. It included items with several alternative answers: Always (S), Uusally (QS), Sometimes (AV), Seldom (QN) and Never (N).

> In short, in this phase the researcher, following certain standardized techniques, decomposes the whole into its parts, (in fact he has been doing this throughout the research) recomposes them, transcends their meaning and observes through the decided techniques, if the expected results (according to the theory and more specifically to the variables correspond to the obtained results (reality) (PRÁTICA FINANCEIRA..., 2010, our translation).

The analyses of the different instruments applied are presented below.

Table 1 – Variable Management Strategies in its organizational dimension and indicators: types of strategies

Nº.	Approaching	S		QS		AV		QN		N	
		fa	%	fa	%	fa	%	fa	%	fa	%
1	The director sets managerial goals that allow all members of the institution to make decisions	0	0	0	0	5	20	16	64	4	16
2	The management team applies the kind of productive strategies to strengthen communication among its staff	0	0	0	0	2	8	14	56	9	36
3	The management team employs the type of group cohesion strategy in the organization.	0	0	0	0	0	0	12	48	13	52
4	The management team uses the corporate strategy type in strengthening the organization.	0	0	0	0	0	0	10	40	15	60

Source: Prepared by the authors

The results obtained show that a rather high toll was located in the alternative almost never the manager sets managerial goals that access the decision making of all members of the

institution, this is seen in item 1. Also, in item 2, a high percentage was placed in the category almost never the managers apply to the type of productive strategies to strengthen communication among employees.

Similarly, in item 3, a high percentage is needed in the alternative, the management team never uses the type of group cohesion strategy in the organization. However, in item 4, the highest value was placed on the alternative never the management team uses the type of corporate strategy in the consolidation of the organization.

Table 2 – Variable Management Strategies in its managerial dimension and indicators: communication, incorporation

Nº.	Approaching	S		QS		AV		QN		N	
		fa	%	fa	%	fa	%	fa	%	fa	%
5	The management team applies strategies that improve communication among faculty to achieve institutional goals.	4	16	5	20	3	12	6	24	7	28
6	The management team carries out activities that progressively improve communication between teachers.	0	0	0	0	5	20	16	64	20	16
7	The management team in recent meetings with teachers has incorporated strategies to improve communication amongst teachers.	0	0	0	0	2	8	14	56	9	36

Source: Prepared by the authors

Table 2 requires varied information about the variable managerial strategies in the dimension management and communication-incorporation indicators, where item 5 a moderately high percentage responded in the alternative never the management team applies strategies that improve communication between teachers to achieve institutional goals. Similarly, in item 6, a high percentage was located in the alternative, almost never the management team carries out activities that progressively improve communication among teachers. Regarding item 7, a high percentage of educators responded in the category almost never the management team in recent meetings with teachers has incorporated strategies to improve communication between educators.

Table 3 – Variable Effective communication in its efficiency and indicators dimension: planning and organization

No..	Approaching	S		QS		AV		QN		N	
		fa	%	fa	%	fa	%	fa	%	fa	%
8	Proper planning for the organization is developed with the teacher councils.	4	16	5	20	3	12	6	24	7	28
9	The team's work is directed according to organizational planning.	0	0	0	0	5	20	16	64	20	16
10	The institution's management manages the organization of workshops to promote strategies for strengthening communication.	0	0	0	0	2	8	14	56	9	36

Source: Prepared by the authors

In table 3, referring to the variable effective communication in its dimension efficiency and indicators planning and organization, in item 8 a moderately high percentage was located in the alternative never develop adequate planning for the organization in meetings with teachers. It is visualized in item 9, a very high percentage was placed in the alternative almost never the management team directs the team's work according to the organizational planning. With regard to item 10, a high percentage responded in the category almost never the institution's management manages the organization of workshops to promote strategies to strengthen communication.

Table 4- Effective Communication variable in its participation dimension and indicators: orientation and promotion

Nº.	Approaching	S		QS		AV		QN		N	
		fa	%	fa	%	fa	%	fa	%	fa	%
11	The management team provides guidance on how the communication process should flow within the institution.	3	12	3	12	4	16	5	20	10	40
12	It promotes the need to generate strategies that improve communication between teachers.	0	0	0	0	0	0	10	40	15	60
13	Managers use collective integration to improve communication.	0	0	0	0	2	8	14	56	9	36

Source: Prepared by the authors

In table 4, which reflects the variable effective communication in the dimension participation and indicators guidance and promotion, item 11 presents a moderately high percentage was placed in the alternative never the management team makes guidance on how the communication process should flow within the institution. In item 12, a very high percentage of teachers' answers was located in the alternative never promotes the need to generate strategies that improve communication among educators. In item 13, a moderately high percentage was placed in the alternative seldom managers use collective integration to improve communication.

Discussion

In the results obtained in the variable managerial strategies in its organizational dimension and indicators types of strategies, it can be stated that the management team lacks the establishment of managerial goals that lead to decision-making among teachers, as well as suffers from the application of the type of managerial strategies related to productivity, cohesion and societal that induce the promotion of participation in the institution.

The data, above, differ from the thought of Real, Erazo, and Abad (2017), when they indicate that managerial strategies "represent an essential component in the organization because they agree to promote production, cohesion, and cooperation among the members of an institution" (p. 193, our translation). This will lead the organization to generate spaces of dynamism, promotion of shared activities and decisions that allow to satisfy the perspectives of the educators and, therefore, of the entire educational center.

Similarly, the results are far from Furguerle *et al*. (2016) when they state that management strategies lead to the identification of the reality that occurs in the pedagogical context in order to detect strengths, weaknesses, opportunities and threats, which subsequently lead to the formulation of plans conducive to the improvement of communication processes, leadership, sound and collective decision-making, among others.

In this sense, the results achieved in the variable managerial strategies in the dimension management and communication-incorporation indicators, it can be stated that the management team does not apply managerial strategies that agree to strengthen communication, as well as the realization of actions that gradually improve the dialogue between educators and the promotion of conversation in the meetings held in the institution. These data contradict what was stated by Zambrano and Vegas (2021), where they reflected that managerial strategies

include the quality involved in the manager's ability to form tactics immersed in competencies, and these, in turn, with the correspondence in administrative, pedagogical, and communicative procedures.

In addition, the thought of Padilla, García and Salcedo (2020) in which they state that managerial strategies admit that personnel management incorporates directionality actions to the performance of the functions of educators, make guidelines in the teaching-learning process, promote interpersonal relationships, more effective communications, promote activities in which to maintain a synergy with the context in which the educational center and generate commitments to educational quality and collaborative work among all members of the institution. The manager must be the guarantor of all processes and the transmitter of communication skills, responsibility, innovation, leadership, promoter of transformations, teamwork, and other skills that affect the well-being of all.

In this order and direction, the variable effective communication in its efficiency dimension and planning and organization indicators, it can be stated that the management team lacks adequate planning in terms of organizing meetings with educators, as well as absence of organizational planning and workshops to promote communication among teachers. These results are far from those proposed by Rojas *et al.* (2019) when they point out that the management team should favor planning and effective organization of communication in which it has the talent to formulate messages with appropriate dialogues, where informal and formal communication is strengthened with the promotion of meetings where the dialogue of trust, friendship, responsibility and commitment is established for each of the actions performed inside and outside the school.

At the same time, in the variable effective communication in the participation dimension and indicators guidance and promotion, it is evident that managers need to provide guidance that influences the communication processes, as well as the urgent need to execute strategies that optimize communication and collective integration to improve it among educators. These results are far from the thought of Cujia (2019), when they allude that effective communication seeks to break models and transformations in the management team as soon as it becomes an essential tool for all members of the institution through the establishment of appropriate dialogues that affect the optimization of the organization in which the difficulties between educators and managers are enhanced, based on commitment, respect and responsibility between the parties.

In addition, Bello (2018) considered that communication must be effective, because with it, achievements, purposes, purposes, strategies, and institutional goals are achieved, both management and faculty must establish communication skills in which knowledge, information, ideas, innovation, creativity, and affective relationships are strengthened in order to consolidate a meaningful and empowering conversation in the work performed in the educational center. In addition, the manager must possess skills to ensure that communication is appropriate through strengthening skills, knowledge, and abilities to communicate information, access joint feedback, active and participatory listening without restricting the thoughts of others.

Finally, the results achieved here are beneficial to both the management team and educators, as well as the educational center under study, which is why with the diligence of this type of study allows schools to agree to consolidate management strategies that affect the improvement of effective communication between all members of the institution. As well as, respect the benefits of true communication with all members of the institution in order to strengthen all the processes they carry in it.

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