



Communication and Organizational Learning in Teachers of Public Educational Institutions

Lupe Lourdes Acevedo Lemus

Universidad Femenina del Sagrado Corazón, Peru, lacedo@feyalegria10.edu.pe

Liliana Rodríguez Saavedra

Universidad Femenina del Sagrado Corazón, Peru, lilianarodriguezs@unife.edu.pe

The study focuses on analysing internal communication and organizational learning as current constructs in regular basic education in public educational institutions, establishing the correlation of variables and explaining the level of significance of these interactions in some of their most relevant dimensions. A quantitative approach and correlational design were used for the methodology. The sampling was probabilistic, composed of 172 regular elementary school teachers. The data collection technique was the survey. Spearman's Rho statistic was used to process the information. The conclusion of the study showed that there is a significant inverse relationship between internal communication and organizational learning in the teaching staff, explaining that while internal communication obtained 74.4% of satisfactory mastery, organizational learning reached 7.6% at the high level, which reveals the need and urgency for teachers and managers to innovate strategies to achieve organizational learning, taking as a starting point the high levels of internal communication experienced by the teaching staff in the educational institutions investigated.

Keywords: organizational learning, institutional communication, interpersonal communication, internal communication, learning

INTRODUCTION

In the 21st century, dominated by large flows of knowledge and information, one of the Sustainable Development Goals (SDG4) refers to the quality, inclusion and equity of education and the promotion of learning opportunities for all. Thus, education is valued as an instrument of development for life and the promotion of new ways to end problems that affect the individual and society. In this context, educational institutions as formal organizations of the educational system are called upon, in merit of their mission, to become organizations that progressively develop the capacity to learn by forming true learning communities where teachers generate, share knowledge, and develop solid communicative interactions that enhance their learning and the desired professional development. The competencies are essential for the development of teachers' professional and cognitive independence, which enhances their autonomy in

Citation: Lemus, L. L. A., & Saavedra, L. R. (2024). Communication and organizational learning in teachers of public educational institutions. *International Journal of Instruction*, 17(4), 179-194. <https://doi.org/10.29333/iji.2024.17411a>

performing their duties effectively. Currently, teacher training focuses on the development of competencies that can enable teachers to perform effectively and enhance their professional self-sufficiency (Komariah et al, 2023).

However, it is postulated that when communication in an educational institution is not adequate, professional development is necessarily affected because human relations are broken and do not allow the colleagues to interact in a coordinated, empathetic, and assertive way to exchange messages and reflect on their pedagogical practice and, above all, to integrate learning into their professional practice. Regarding this, Gutiérrez (2019) conducted a study focused on organizational learning processes based on the 4I model of Crossan, Lane and White in a Colombian educational institution. The results contributed to the consolidation of processes of understanding for the integration and routines of its members that were not institutionalized because such processes were not understood in a timely manner by the members involved. Another aspect was the conditions of organizational learning that were framed in the anthropological approach to educational management.

In turn, Silvera (2019), presented a study on internal communication and transformational leadership in teachers in an educational institution in Ecuador. The results showed that 80% of the teachers investigated expressed that the relationship between both variables is high, considering the total results that were between medium and high levels. The values found did not correspond to the results of the correlations, thus denying the significant relationship between the variables.

Portillo (2019), proposed to establish the relationship between innovation and organizational learning in educational centers. With a stratified random sampling of 288 regular basic education teachers. The correlation index between both variables was $\alpha=0.643$ also concluded that in this context the implementation and promotion; innovation of teams and people in the classroom were applied. According to what was obtained, the pattern of personal innovation in the classroom contributed to a greater extent to organizational learning.

Olaechea (2019), in a study on internal communication and engagement conducted in 80 teachers of an educational institution, obtained a direct relationship between the study variables, being relevant that the appropriate level of internal communication contributed to enhance the human capital or talent of teachers. Likewise, all learning starts with motivation, interest, and identification with institutional goals, that is, with the commitment to assume as their own all the new knowledge generated within the educational institution.

In this sense, the present research analyzes internal communication as the process of interaction among teachers that starts from the educator's own personality, from the interaction with peers and in relation to institutional life. On the other hand, organizational learning is analyzed as a process deployed within the school environment, as a space where knowledge is created, organized, transferred, and shared that positively impacts and transforms the life of the teacher, the teams and the institution through the assumption of the same shared vision and from the systemic and contingency approaches that the 21st century demands.

The practical justification is explained in the sense that the research approached institutional internal communication and its diagnosis as an instrument that will help to improve the paradigm change learning that is progressively operating in the educational institutions and around genuine motivations referred to problems and experiences of the educational task and center management. It is postulated that a solution would be given to conflicts generated by the absence of information channels or by their malfunctioning, by the unwillingness of those involved in living the values and organizational culture; in this way, certain practices or routines will be assumed that derive from their daily work exercising leadership in the classroom and in the educational institution.

Internal Communication

Internal communication is the process that involves actions carried out by the institution aimed at achieving and maintaining adequate interactions among its members, with various strategies and communication channels to exchange information, keep motivation alive and thus contribute to the achievement of the goals set as a collective (Andrade, 2005).

Formanchuk (2017), argues that it is the process that consists of provoking actions among the members of an organizational collective for their own personal and institutional benefit. It is, therefore, a formative process that involves the assumption of a communicational posture. It is more than the transmission of messages and very different from a media process.

For Tessi (1994), internal communication is all human interaction occurring in the organization, consisting of all the messages that are produced in that group or that are emitted as a spontaneous response in that context. The internal communication construct is currently interested in the processes and sub-processes through which the members of the group fulfill their functions and in how the information channels make it possible in accordance with the proposed objectives. In educational institutions, dialogue relations in the fulfillment of roles and functions as teachers or managers include reflection on what is communicated, who communicates, how it is communicated and for what purpose it is communicated.

Regarding the objectives and characteristics of internal communication Formanchuk (2017) argues that the specific objectives of this communication are related to identification, integration, information, image and research, the latter of a transversal nature. With it, it is possible and necessary to intervene in the culture of the organization and its practices. The general objective of internal communication is to achieve institutional objectives by generating the commitment of teachers to the institution, providing them with meaningful, timely and sufficient information, reinforcing their participation and motivating an institutional profile favorable to the service it offers. The objectives of internal communication must be consistent with the strategic objectives of the educational institution.

Among the characteristics of internal communication are:

- The organization must provide collaborators with sufficient information that effectively relates those who generate content with those who only comply.

- Internal communication should use technical resources that everyone in the institution master's since they are trained in their use and can generate their own opinion.
- It should seek and facilitate the generation, dissemination and creation of content or information by way of reflections, suggestions, debates, consultations, avoiding only providing information or seeking receptivity.
- It is collaborative and cooperative in the open elaboration of contents. This requires the leader to visualize those who produce information and channel the need to communicate through work teams or commissions, press or public relations bodies, since everyone has something to say.
- Internal communication arises from listening to the staff because the leader or manager genuinely wants to know their perceptions and opinions.

Dimensions of internal communication

There are several proposals, but for the present work we assume that of Manuel Tessi (1994), who defines it as follows:

Intrapersonal communication

This is the most intimate level related to everything that people have to say but often keep silent out of fear, indifference, or disinterest. Here self-esteem, self-acceptance and self-awareness are important. Self-esteem is understood as conformity, respect, and satisfaction about oneself. This feeling reinforces one's worth. Murwaningsih (2024) empirically demonstrated that the higher the teacher's well-being, the stronger or greater the teacher's continuous self-development.

These intrinsic silences are messages that must be decoded, since they already communicate by themselves, and the leader of the organization must understand them. Listening, observation of social and behavioral skills is very important here. Integrated listening provides evidence of conventional and incidental communication that accounts for hidden motivations and rumors. It includes the thoughts, feelings, and daily behaviors of the members of the organization who often affect the messages they emit.

Interpersonal communication

It is the communicative interaction of the members of the organization. This has two dimensions, the intellectual and the emotional, and in each sphere both sender and receiver deploy various linguistic and non-linguistic strategies that are currently mediated by ICTs, which gives specific characteristics to this exchange.

The interpersonal communication strategies coming from the sender, according to Pagani (2015), are informative and positioning, since here the identification with the other is sought in terms of being able to listen to him/her and establish an adequate positioning. This strategy is followed by the relationship itself of sympathy or antipathy to be able to get involved with the message and finally if this happens to move to the mobilization strategy that leads to action. With this dialogue, rules, directives, and all types of feedback that take place within the work teams or among them are managed.

It is, according to Zayas (2016), the most effective communication, because it is based on human interaction, direct and intense, it is given basically managing the spoken

word, which goes through three phases: emission, reception or listening and feedback. What matters here is the abundance, fluency and quantity of spontaneous exchanges that occur daily in the workplace, the different dialogues in common or private spaces, at work or exchanging views on professional or contemporary issues. For the author, the requirements for interpersonal communication are transparency, congruence, authenticity, coherence, acceptance, consonance, and empathy.

For Peña and Batalla (2016), in this communication it is key to keep in mind communication skills, managerial skills, emotional skills and interpersonal skills. West (2016) adds curiosity, related to emotions, as it is present in human behavior and together with the other factors motivate, energize and direct both cognitive and behavioral. These socioemotional skills are learned and educable, i.e., they can be improved.

Institutional communication

Institutional communication is defined by Pagani (2015) as a factor that connects the organization with its members and with the external public to communicate messages and significant content in an integrated and coherent manner. It allows to manage the written word every time it is translated into communiqués and documents in general. It is the formal communication in the organization, the most known and traditional. Palacios (2015) specifies that it is the communication called to relate the members and their audiences. In educational institutions, these are the so-called educational actors. It is mass internal communication when the institution connects with messages to all its members in a printed or virtual way. The training and professional development of teachers has become a necessity, not only to improve their pedagogical skills and meet the professional demands of their accreditation processes, but also so that institutions can demonstrate their potential to provide students with the skills and knowledge they need to succeed in an increasingly competitive job market (Arcas & Sánchez, 2024).

Peña and Batalla (2016) point out that institutional communication is formally addressed to all the workers of the organization, as it contains information on what they do, who are their main customers, what they offer, who are the owners, who are the leaders, who work in it, how it is doing economically, the rules, management documents, schedules and plans of the various working committees, as well as the curricular programming. Also, information about the work they do, the area in which they work, their place within the organizational structure, who they report to and who their colleagues are, all of this contributes to the organization's identity.

Organizational learning

Castañeda (2019) points out that the role of organizational learning is to create knowledge and transfer it in personal, group and institutional instances, and the conditions for this to occur are culture, training, formation, and information transfer.

The concept of organizational learning, according to Garzón (2006) is the organization's ability to generate, structure and manage information from given situations, giving rise to new knowledge that encompasses the individual, the group, and the institution. All this is based on a system of values, beliefs, traditions, and conditions that make it

possible, competitive, and sustainable. It is therefore a commitment to positive change that benefits the individual, the teams, and the organization.

Dimensions of organizational learning

Garzón and Fisher (2006) developed a theoretical model that contemplates three dimensions.

Culture for organizational learning

Understood as the collective seal or mark that typifies and differentiates one organization from another. It includes norms, values, attitudes, and beliefs. In the educational field it is key to know and promote the formation of the human being with its biological, psychosocial, anthropological, and spiritual dimensions. In addition to promoting a suitable, assertive, and empathetic climate for institutional interaction because it shapes attitudes in teachers and guides coexistence in the educational environment.

From the sociocritical approach of the basic education curriculum, all teachers know what kind of person they must form, and this is concretized in the student's graduation profile (Lozano-Flórez et al, 2024). For this purpose, the standards of progress and the competencies that must be mobilized to achieve them are taken as references. The teacher also knows that the educational institution must have, as a necessary condition, an adequate institutional climate where relationships between colleagues, managers and students are cordial and mutually respectful.

Sources for organizational learning

These refer to the different situations that are useful for learning. They can be animated or inanimate sources that guarantee access to critical operational knowledge, whether tacit, explicit, or virtual, necessary for a higher order performance that is sustainable over time and shared with other employees.

In educational institutions there are conflicting and challenging situations; students as beneficiaries of the educational service; instances of specialization; what the institution is acquiring; competence; experience and those who come to the organization to practice; technology; relational flows and historical trajectory.

The action of solving critical situations generates learning if it is within certain limits and within the capabilities of the person or team dedicated to it. Traditionally, the research and development department has developed these actions of hosting sources of learning and knowledge generation. Experience is also another powerful source for learning in organizations, especially to assume complexity, since specialized critical knowledge is required because here practical truth is imposed. Within organizations, social networks of interconnected employees function decisively in driving innovative thinking.

The use of technology in organizations and the increasingly solvent development of digital competencies of employees becomes another source of learning for institutions. The knowledge that is generated, acquired, or transferred is many, diverse and complex, requiring everyone, especially educators, to face themselves and their students.

The history of prior learning also becomes successive sources of learning as leaders associate them with present or future innovative actions. In this history, the approach or perspective communicated and distributed among all the members of the organization or institution is crucial, as this action creates a bond of union and meaning among people and aligns them with all the actions carried out by the collective. Each of these sources provides knowledge that must be managed and that is important to ensure the productivity of teachers in terms of performance and results with their students and their own professional development (Senge, 2000).

Conditions for organizational learning

For learning to occur within organizations and for knowledge to be generated, transferred, and preserved, certain conditions must exist in educational institutions, such as: professional and personal competencies, organizational structure, communities of practice, communities of commitment, learning communities, organizational memory, and networks.

Learning communities are autonomous units that receive collective knowledge to reflect on it and use it, establishing communication flows and interactions that allow for the continuous acquisition of learning aimed at the sustainability of new generations. It is characterized by direct interaction and because they acquire knowledge through experience and interaction among themselves.

The community of practice is one where people come together to learn and is characterized by a defined identity based on sharing the same vision, creating a commitment to the vision and competencies shared by the members of this community where they learn, help each other, reflect on their work, propose, and implement solutions. They are very active, and everyone needs to know how to do, therefore they share the same work environment and need permanent motivation (Sierra et al., 2023).

METHOD

It is a quantitative approach research, correlational in scope, non-experimental design, with transactional cut. The population consisted of 311 teachers of the three levels of regular basic education of eight public educational institutions and by simple probabilistic sampling by clusters, 172 teachers were included. The survey was used as a data collection technique and two instruments were used:

Lupe Karín Trujillo Mariño's first internal communication questionnaire, which evaluates three dimensions: intrapersonal communication consisting of 6 items, interpersonal communication with 5 items and institutional communication with 6 items. It originally consisted of 36 polytomous response items and was applied to employees of a public institution. For this research, the respective adaptation was made to 17 items with a reliability level of 0.970.

The second organizational learning questionnaire of the authors: Manuel Garzón Castrillón and Luiz Fisher (2006), which evaluates three dimensions: Culture for learning composed of 8 items, Sources for learning with 17 items and conditions for organizational learning with 15 items. This instrument was also adapted for educational contexts, retaining 40 items. Both instruments were validated by expert judges,

obtaining with the Aiken V-test a value of 0.8125, which indicates a good validity and concordance for the use of the instruments.

FINDINGS

The sample data were collected, the data obtained were organized and the data were tabulated in SPSS-25. Descriptive statistics were performed using the techniques of central tendency, dispersion, percentiles, and quartiles. The normality test was performed by applying the Kolmogorov-Smirnov test. Statistical inference was performed using Spearman's Rho statistic to contrast the hypotheses.

Table 1
Internal communication and organizational learning

		Organizational Learning			Total
		Low	Medium	High	
Internal communication	Basic proficiency	1	0	0	1
		0.6%	0.0%	0.0%	0.6%
	moderate proficiency	12	30	6	48
		7.0%	17.4%	3.5%	27.9%
	satisfactory proficiency	87	29	7	123
		50.6%	16.9%	4.1%	71.5%
Total		100	59	13	172
		58.1%	34.3%	7.6%	100.0%

Table 1 shows that when internal communication presents a basic level of mastery in 0.6%, organizational learning presents a low level in 0.6%, likewise, when internal communication presents a moderate level of mastery in 25.0%, organizational learning presents a low level in 4, 17%, a medium level in 17.4% and a high level in 3.5%, likewise, when internal communication presents a satisfactory level of mastery in 74.4%, organizational learning presents a low level in 53.59%, a medium level in 16.9% and a high level in 4.1%.

Table 2
Intrapersonal communication and organizational learning dimension

		Organizational learning			Total
		Low	Medium	High	
Intrapersonal communication	Basic proficiency	1	1	0	2
		0.6%	0.6%	0.0%	1.2%
	moderate proficiency	2	7	0	9
		1.2%	4.1%	0.0%	5.2%
	satisfactory proficiency	97	51	13	161
		56.4%	29.7%	7.6%	93.6%
Total		100	59	13	172
		58.1%	34.3%	7.6%	100.0%

Table 2 shows that when the intrapersonal communication dimension presents a basic level of mastery in 1.2%, organizational learning presents a low level in 0.6%, a medium level in 0.6%, likewise, when internal communication presents a moderate level of mastery in 5.2%, organizational learning presents a low level in 1.2%, and a medium level in 4.1%, likewise when internal communication presents a satisfactory

level of mastery in 93.6%, organizational learning presents a low level in 4.1%. When internal communication presents a satisfactory level of mastery in 93.6%, organizational learning presents a low level in 56.4%, a medium level in 29.7% and a high level in 7.6%.

Table 3
Interpersonal communication and organizational learning dimension

		Organizational learning			Total
		Low	Medium	High	
Interpersonal communication	Basic proficiency	1 0,6%	5 2,9%	5 2,9%	11 6,4%
	moderate proficiency	43 25,0%	40 23,3%	4 2,3%	87 50,6%
	satisfactory proficiency	56 32,6%	14 8,1%	4 2,3%	74 43,0%
	Total	100 58,1%	59 34,3%	13 7,6%	172 100,0%

Table 3 shows that when the interpersonal communication dimension presents a basic level of mastery in 6.4%, organizational learning presents a low level in 0.6%, a medium level in 2.9% and a high level in 2.9%, likewise, when internal communication presents a moderate level of mastery in 50.6%, organizational learning presents a low level in 25.0%, a medium level in 23.3% and a high level in 2.3%. In the same way, when internal communication presents a satisfactory level of mastery in 43.0%, organizational learning presents a low level in 32.6%, a medium level in 8.1% and a high level in 2.3%.

Table 4
Institutional communication and organizational learning dimension

		Organizational learning			Total
		Low	Medium	High	
Institutional communication	Basic proficiency	2 1,2%	6 3,5%	3 1,7%	11 6,4%
	moderate proficiency	29 16,9%	35 20,3%	6 3,5%	70 40,7%
	satisfactory proficiency	69 40,1%	18 10,5%	4 2,3%	91 52,9%
	Total	100 58,1%	59 34,3%	13 7,6%	172 100,0%

Table 4 shows that when the institutional communication dimension presents a basic level of mastery in 6.4%, organizational learning presents a low level in 1.2%, a medium level in 3.5% and a high level in 1.7%, likewise, when internal communication presents a moderate level of mastery in 40.7%, organizational learning presents a low level in 16.9%, a medium level in 20.3% and a high level in 3.5%. Similarly, when internal communication has a moderate level of mastery in 40.7%, organizational learning is low in 16.9%, medium in 20.3% and high in 3.5%, and when institutional communication has a satisfactory level of mastery in 52.9%, organizational learning is low in 40.1%, medium in 10.5% and high in 2.3%.

Table 5
Spearman's Rho nonparametric test for the variables internal communication and organizational learning

Rho of Spearman	Internal communication	Correlation coefficient	Organizational learning
			-0,604*
		Calculated significance value: p	0,000
		n	172

* The correlation is significant at the 0,05

Table 5 shows that the value of Spearman's Rho coefficient was -0.604 indicating a considerable negative correlation level, the calculated significance value p of the test was 0.000 which is less than the significance value 0.05; therefore, the internal communication variable has considerable inverse relationship with the organizational learning variable.

Table 6
Spearman's Rho nonparametric test for the intrapersonal communication dimension and the organizational learning variable

Rho of Spearman	Intrapersonal communication	Correlation coefficient	Organizational learning
			-0,483*
		Calculated significance value: p	0,000
		n	172

* The correlation is significant at the 0,05

Table 6 shows that the value of Spearman's Rho coefficient was -0.483 indicating a medium negative correlation level, the calculated significance value p of the test was 0.000 which is less than the significance value 0.05, therefore, the intrapersonal communication dimension has considerable inverse significant relationship with the organizational learning variable.

Table 7
Spearman's Rho nonparametric test for the interpersonal communication dimension and the organizational learning variable.

Rho of Spearman	Interpersonal communication	Correlation coefficient	Organizational learning
			-0,352*
		Calculated significance value: p	0,000
		n	172

* The correlation is significant at the 0,05

In Table 7 it was observed that the value of Spearman's Rho coefficient was -0.352 indicating a medium negative correlation level, the calculated significance value p of the test was 0.000 which is less than the significance value 0.05; therefore, the interpersonal communication dimension has significant inverse mean relationship with the organizational learning variable.

Table 8
Spearman's Rho nonparametric test for the institutional communication dimension and the organizational learning variable

Rho of Spearman	Institutional communication	Correlation coefficient	Organizational learning
			-0,392*
		Calculated significance value: p	0,000
		n	172

* The correlation is significant at the 0,05

In Table 8 it was observed that the value of Spearman's Rho coefficient was -0.392 indicating a medium negative correlation level, the calculated significance value p of the test was 0.000 which is less than the significance value 0.05; therefore, the institutional communication dimension has a significant inverse relationship with the organizational learning variable.

DISCUSSION

In summary, it was possible to demonstrate the inverse relationship between the intrapersonal dimension of internal communication and organizational learning in the teaching staff, whose value was -0.483 indicating a medium level of negative correlation, in this regard, Trujillo (2016) in his research on internal communication, participation and human development, associates internal communication with participation, democracy, motivation and commitment; he analyzes all the benefits that internal communication brings to the educational institution when it is managed strategically. In this sense, this work coincides with the present study since the author highlights the personal competencies, socioemotional and communicative skills of teachers who, from their initial training and later in the exercise of their profession, develop them, transforming their mental models and assuming a shared vision of what the educational institution has as its goal and mission. On what has been said, Ambrosio (2018), referring to the commitment of teachers that is gestated within the institutions to generate institutional improvement because of individual and collective learning, stresses the need to stimulate the motivational, communicative, psychological and cognitive aspects of these professionals. Although it is true that satisfactory intrapersonal communication expresses the change and improvement of teachers' attitudes, this does not necessarily guarantee organizational learning, understood as a capacity that involves both the attitudinal and cognitive aspects of each of its members for the generation and management of knowledge, since it includes work teams and involves the entire organization in processes, unforeseen or changing situations in supply and demand and in the face of challenging technological changes (Alcóver and Gil, 2002).

In the same line, Rueda, and Acosta (2016) argue that to achieve organizational learning it is necessary to have a strategic plan that collects the knowledge acquired by the members of the institution personally and as a team, knowledge and learning brought by teachers as human capital. In this case, the scores obtained show that when intrapersonal communication presents a satisfactory level of mastery in 93.6%, organizational learning presents a low level in 56.4% and 7.6% in the high level.

Therefore, several authors conceptualize organizational learning as a process, a capacity, or a potentiality that, for it to occur, must mobilize not only the individual or intrapersonal level but also the group and organizational level, and that the realization of learning is subject to certain sources or situations for learning, that a certain culture is lived within the educational institution and certain conditions that allow it.

Olaechea (2019) says that all learning starts with the motivation, interest and identification of the person with the institutional goals, with the commitment to assume as their own all the new knowledge generated within the educational institution. This is evidenced in this thesis when the communities of commitment are analyzed as one of the conditions of OC. Concluding, Barrientos (2016) corroborates that throughout this process the teacher's self-esteem, self-concept and self-awareness are evidenced as part of his personality to face the various interactions in the educational institution, when establishing an adequate internal communication.

In conclusion, it is demonstrated that the intrapersonal dimension of IQ, although it is true that it reaches a satisfactory level, there are other conditioning factors that do not allow organizational learning to develop, which is why this variable obtains low levels in the teachers investigated.

It was also possible to verify to what extent the interpersonal dimension of internal communication is related to organizational learning, whose result was -0.352, indicating a medium level of negative correlation. Ramos (2017) in the study conducted with primary education teachers on organizational learning and job satisfaction obtains results that do not coincide with the present study since his research evidenced a moderate correlation of $r_s = 0.401$ statistically significant between both variables. The author explains that the learning obtained by the teachers, as well as the work environment and what they manage to learn as a team and as individuals, have an impact on job satisfaction. He concludes that everything is important to put the knowledge learned at the service of educational institutions. Tessi (1994) calls interpersonal communication the 2S model to refer to the personal fulfillment that work brings; in the case of this study, the sense of working as a teacher.

It is also evident that in the educational institutions studied there is an acceptable atmosphere of camaraderie, self-confidence, personal mastery of emotions, perseverance, empathy, and interpersonal skills. The adequate socioemotional skills evidenced by interpersonal communication help to foster respect, good disposition and cooperation, since they are teachers who encourage, participate with enthusiasm, consolidate and take care of the image of their group, interact and share, establishing fruitful relationships. These characteristics predispose for adequate learning in teams (Senge, 2000). However, this work climate could also be affected by rumors or conflictive situations of a personal or institutional nature.

Gutiérrez (2019) in his study on the analysis of organizational learning in institutional projects, describes the processes of integration and institutionalization proposed by Crossan, Organizational learning requires a fluid, assertive and empathetic internal communication of its members. Adds sustenance, Quispe and Vigo (2017) in the study on organizational learning and job performance of educators. Here, it highlights the importance of reflection within the collegiate that constitute learning communities with

the same institutional vision. Portillo (2019) in the thesis on innovation and organizational learning concludes that collective innovation is the model that contributes little to institutional learning, with a coefficient of 0.409, so it is urgent to promote teamwork in schools. Based on the above considerations, it is verified that the relationship obtained between interpersonal communication and organizational learning is inverse or negative, given that a high level of this type of communication conditions or predisposes to organizational learning, but does not guarantee it, since for this to happen it is necessary for the collegiate to be aware of and address the sources of organizational learning, take into account the institutional culture and attend to the conditions of learning.

It was also possible to determine to what extent the institutional dimension of internal communication is related to organizational learning, the result of which was -0.392, indicating a medium level of negative correlation. This means that the institutional communication dimension has a significant inverse relationship with the organizational learning variable.

Finally, it is argued that the mean inverse correlation result of -0.392 between institutional communication and organizational learning leaves evidence that listening, empathy and emission of teachers in their communications are acceptable, however this is not a sufficient condition to raise the level of organizational learning in the teachers investigated, because for this to happen, a double cycle or double loop learning is necessary, which implies the transformation of practices, routines, models and from the systemic and contingency or situational approach; Moreover, it is subject to the creation, conversion and transfer of knowledge that implies for teachers the continuous collegial training in learning, practice and commitment communities (Garzón and Fisher, 2006). In other words, it does not remain in the realm of documentation or functional compliance. In this way, the inverse relationship between institutional communication, which shows high levels, and organizational learning, which obtains low scores in its performance, is also validated.

The general objective was to determine to what extent internal communication is related to organizational learning in the teaching staff of public educational institutions, the result of which was -0.604 of Spearman's Rho, indicating a considerable level of negative correlation.

The instrumental, processual, and interactive nature of internal communication to guide the fluid relationship between the members of the educational institution should be emphasized in relation to these results. It is important because it fosters an identity around the institutional mission and vision, always seeking a suitable image and the fulfillment of school management commitments. In addition, in line with Tessi (1994), the formal and informal nature of internal communication in the institutions where the exercise of leadership by principals and teachers, expressed in the Manual of Good Management Performance and the Manual of Good Teaching Performance, as well as the coherence of these professionals with themselves first and then reach the spheres of social interaction in communication flows or networks in different directions and directions, are essential at this time, following the model of integrated communication of the aforementioned author.

Although it is true that the results establish the required correlation of internal communication with organizational learning, this is inverse since both constructs are multidisciplinary and under a situational, systemic and contingent approach, the study of them in educational contexts takes on peculiar characteristics to reflect them in the light of educational management and in a current context with emerging and conflictive situations that include epistemological and ontological spheres that every teacher must understand in the complexity of events.

CONCLUSION

There is a significant inverse relationship between internal communication and organizational learning in the teaching staff of public educational institutions, determining a considerable level of negative association between the variables. In short, it is concluded that there is a need and urgency for teachers and managers to undertake actions to achieve organizational learning, taking as a starting point the high levels of internal communication experienced by the teaching staff in the educational institutions investigated.

In view of the above, it can be said that internal communication in an educational institution, thus conceived, is transcendent and strategic, since it impacts external communication, reorients it and implies social responsibility, which implies fulfilling the commitments of school management and being accountable for the mission entrusted to it. In addition, every person who is part of an institution carries what he or she has learned in his or her work environment, attitudes, values and the way of interacting. In other words, when teachers leave the institution, they take the organization's brand with them and thus contribute to its positioning.

Finally, the correlation of both variables in educational contexts opens a line of research of various types, levels and designs that will lead to proposals for change within educational organizations with emphasis on the staff working there as the human talent that must be enhanced for the continuous improvement of learning communities that today struggle to provide quality education, even in adverse contexts.

SUGGESTIONS

Therefore, educational systems are called upon to redesign continuing education plans for teachers so that they are aimed at transforming teaching practice. This is how the change of focus will make it possible to train citizens with high levels of collaboration, perseverance, and the appropriate emotional intelligence to face the challenges of the present century.

Therefore, it is recommended that educational institutions reflect on the conditions for organizational learning so that in each of them an authentic learning community is formed that evolves into a community of practice and commitment based on the development of teachers' professional competencies, to concretize school management commitments in accordance with the competency-based approach.

REFERENCES

Alcover, C. M. and Gil, F. (2002). *Creating knowledge collectively: organizational and group learning*. *Revista de Psicología del Trabajo y de las Organizaciones*, June 2002.

https://www.researchgate.net/publication/236890664_Crear_conocimiento_colectivamente_aprendizaje_organizacional_y_grupal

Ambrosio, I. (2018). *Organizational learning and teacher commitment in Public Educational Institutions of Ventanilla* (master's thesis). Universidad Nacional de Educación Enrique Guzmán y Valle "La Cantuta", Lima, Peru. <https://repositorio.une.edu.pe/handle/UNE/1501>

Andrade, P. (2005). *Comunicación organizacional interna*. Spain: Nedbiblo. Retrieved from <https://books.google.com.co/books?id=bwclcBnPNuoC&printsec=frontcover&hl=es#v=onepage&q&f=false>

Arcas, B. R., & Sánchez, T. F. G. (2024). What competences are promoting in university teacher training programs? A study of Spanish public universities. *International Journal of Instruction*, 17(1), 637-652. <https://doi.org/10.29333/iji.2024.17133a>

Barrientos, A. (2016). *Social and emotional skills of teachers in early childhood education related to classroom climate management* (Doctoral dissertation). Universidad Complutense de Madrid, Spain. <https://eprints.ucm.es/id/eprint/40450/>

Castañeda, S. (2019). Endomarketing and organizational learning: a tool for management. *NOVUM*, 2(9), 184-196.

Formanchuk, A. (2017). *Comunicación interna*. Buenos Aires: Comunicación y asociados. Retrieved from <https://formanchuk.com/como-hacer-un-plan-de-comunicacion-interna/>

Garzón, M. and Fisher, A. (2006). *Theoretical Model of Organizational Learning*. http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657.

Gutiérrez, M. (2019). *The organizational learning process: integration and institutionalization of Crossan, Lane & White's 4I model in a middle school institution* (master's Thesis). Universidad del Valle, Cali, Colombia. <http://hdl.handle.net/10893/15513>

Komariah, A., Wiyono, B. B., Rusdinal., Abdullah, Z., & Kurniady, D. A. (2023). *Developing an educational and cognitive competence model for future teachers for independent work – Indonesia*. *International Journal of Instruction*, 16(3), 1639a. <https://doi.org/10.29333/iji.2023.1639a>

Lozano-Flórez, D., Pérez, T. H., & Vásquez-Alape, L. E. (2024). Retos en la formación de maestros en las Escuelas Normales Superiores de Colombia. *Educación y Ciudad*, (46), e3083-e3083. <https://doi.org/10.36737/01230425.n46.2024.3083>

Murwaningsih, T. (2024). The influence of teacher professional attitude, welfare, continuous self-development, and job satisfaction on high school teachers' performance. *International Journal of Instruction*, 17(1), 229-252. <https://doi.org/10.29333/iji.2024.17113a>

Olaechea, L. (2019.) *Comunicación interna y engagement de los docentes en la Institución Educativa "José Toribio Polo", Ica* (Master's thesis). Universidad César Vallejo, Lima, Perú. <https://hdl.handle.net/20.500.12692/47122>

- Pagani, G. (2015). Communication as an input for educational management. *Academic reflection in design and communication*. 16(26), 216-218. https://fido.palermo.edu/servicios_dyc/interfaces/detalle_agenda2014.php?id_actividad=
- Palacios, J. (2015). *History and advances in organizational communication research*. <https://doi.org/10.5783/revrrpp.v5i10.339>.
- Peña, B. and Batalla, J. (2016). *Communication management and managerial skills*. <https://books.google.com.pe/books?id=8IwSDQAAQBAJ&printsec>.
- Portillo, M. (2019). *Innovation and organizational learning in educational institutions in the district of Puno* (Doctoral dissertation). Universidad Nacional de Educacion Enrique Guzman y Valle. <https://repositorio.une.edu.pe/bitstream/handle/UNE/4130/TD%20CE%2021>.
- Quispe, E. and Vigo, S. (2017). *Interaction of organizational learning and job performance of educators in public educational institutions in Chosica*. Lima, Peru: Universidad Nacional Mayor de San Marcos, <http://dx.doi.org/10.15381/rinvp.v20i2.14050>
- Ramos, N. (2017). *Organizational learning and job satisfaction of the José Carlos Mariátegui - Carhuapata - Lircay educational network* (Doctoral dissertation). Universidad Nacional del Centro del Perú, Junín, Peru. <https://repositorio.uncp.edu.pe/handle/20.500.12894/4459>
- Rueda, L. and Acosta, B. (2016). Relationship between strategic plan and organizational learning as an element of knowledge management in higher education institutions. *Economics and Business*, 7(1), 84-95. <https://doi.org/10.29019/eyn.v7i1.254>
- Senge, P. (1992). *The fifth discipline*. Barcelona: Granica. <https://rionegro.gov.ar/download/archivos/00002739.pdf>
- Sierra Torres, Á. C., Moreno Palacios, A., Cadena Valencia, J., Ruiz Hernández, L. R., Rodríguez Martínez, L. G., Ardila Miranda, N. C., ... & Santander Martínez, K. P. (2023). *La comunidad de práctica como estrategia de liderazgo en contextos educativos* (Doctoral dissertation) Corporación Universitaria Minuto de Dios. <https://repositorio.uniminuto.edu/handle/10656/19147>
- Silvera, C. (2019). *Internal communication and transformational leadership of teachers in a basic educational institution, Guayaquil, Ecuador* (master's thesis). Universidad César Vallejo, Piura, Peru. <https://hdl.handle.net/20.500.12692/37900>
- Tessi, M. (1994). *La comunicación integrada*. <https://www.adeccoinstitute.es>
- Trujillo, C. (2016). *Internal Communication, Participation and Human Development in two educational institutions in Manizales* (Doctoral dissertation). University of Manizales, Colombia. <https://ridum.umanizales.edu.co/xmlui/handle/20.500.12746/2898>
- UNESCO (2017). E2030: *Education and Skills for the 21st Century*. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/>
- West, M. (2014). *The Limitations of Self-Report Measures on Non-cognitive skills*. Washington, USA: The Brookings Institution.
- Zayas, P. (2016). *Interpersonal communication*. Mexico: Biblioteca UTE. Retrieved from cribd.com/document/427310472/la-comunicacion-interpersonal-zayas-pdf