

Managerial Leadership and Pedagogical Practice of Teachers: Psychological Perspective

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Abstract

Managerial leadership is one of the factors of the teacher in teaching. The purpose of the study was to determine the relationship between managerial leadership and pedagogical practices in teachers of an educational institution in the region of Lima, Peru. The study is of a quantitative, non-experimental, descriptive approach. The instruments used were two questionnaires with 30 items for the variable educational leadership and pedagogical practices and the research was conducted with 63 teachers. The results found that there is a significant relationship between managerial leadership and pedagogical practices with a significant correlation ($p = 0.00 < \alpha = 0.05$) positive and strong level ($0.75 < Rho = 0.846 < 0.90$). This indicates that if managerial leadership is efficient, pedagogical practices will be efficient.

Keywords: managerial leadership, pedagogy, pedagogical skills, pedagogical practices.

INTRODUCTION

In the world, the education sector was one of the hardest hit by the Covid 19 pandemic, which was faced with unimaginable challenges. It was estimated that more than 1.5 billion students in the world, belonging to all levels of education, were affected (UNESCO, 2020). At this juncture, it is essential to rethink and change the traditional models of managerial leadership in schools, as well as the pedagogical practices of teachers, since it is necessary to potentiate all educational processes. As indicated by Cortez (2020), having a management team with the capacity to innovate, teachers with great commitment, willing to change for virtual teaching, each with their own expertise and an adequate pedagogical practice will overcome these gaps. And he also points out that efficient managerial leadership made it possible to combine managerial management and teaching commitment in their pedagogical practices, which each assumed the responsible commitment to carry out this change. In the national context, it is estimated that 300,000 students stopped attending educational institutions according to Carrasco et al. (2021) mention that this school interruption affected the rural population and especially the neediest strata that did not have access to the internet or electronic devices to develop virtual classes. Educational institutions throughout the country closed their doors as of the second week of March 2020 and the government created the Aprendo en casa portal to develop a virtual education, becoming the main means of learning and teachers from one moment to another entered this virtuality learning to use various apps in a fast way, assuming changes in their pedagogical practice. In times of crisis, such as the one we are going through, it is necessary that the managerial leaders exercise good leadership that will contribute to give persistence to educational activities, which ratifies Sánchez (2019) who points out that a person with leadership must have certain competencies, such as being resilient, demonstrating empathy, being reliable, reinventing themselves, delegating and granting security to the members of the educational community and improving pedagogical practice to overcome positions effectively in the so-called "new normal". Currently, the formation of transcendental leaders in many areas of society is of utmost urgency, especially in the aspect of education, which requires the leading role of a leader capable of assuming challenges to achieve quality education. From a global approach, according to Gaete, et al. (2020), they substantiate the importance of the practices carried out by management staff in the teaching process they provide to their students, determining it as an opportunity to propose training projects in confinement environments based on a set of policies corresponding to hierarchical performance and considering the situation that the world is going through as a result of the pandemic. Simbron & Sanabria (2020), propose that a managerial leadership directs us to an organized work, personnel trained to perform in the laborious and competitive field,

with actions subject to permanent changes and influenced through an organizational climate to achieve satisfaction in the activity carried out by teachers, which contribute to the integral formation of the person.

The next agenda in the improvement of the exercise of management, according to the most powerful orientations in the literature (Day, Sammons and Hopkins 2009; Macbeath and Nempster, 2009), is *learning-centered* leadership; that is, linking leadership with student learning. A leadership for learning takes as the core of its action the quality of teaching offered and the learning results achieved by students. The priority issue is, therefore, what practices of school management create a context for a better work of teachers and, jointly, of the entire educational establishment, positively impacting on the improvement of student learning (Weinstein *et al.*, 2009). To achieve this, among others, it ceases to be a role reserved for the director, this mission being shared by other members of the teaching team. In this sense, says Elmore (2000, p. 25), that "improvement is more a quality of the organization, not of pre-existing characters of the individuals who work in it"; For this reason, leadership must be conceived as something separate from the person and the role that person can play at a given time. Leadership is in the school and not in the person of the principal; that it has to build its own leadership capacity. The transformational dimensions of leadership (redesigning the organization), together with instructional or educational leadership (improvement of the education offered), in recent years have converged in a leadership focused on learning (of students, teachers and the school itself as an organization). More specifically, it is understood as leadership for learning. This perspective is not just another model of those who have paraded around leadership but expresses, in the school context, the essential dimension of leadership, whose causal relationship is reflected in various investigations (Swaffield and Macbeath, 2009). Leadership for learning involves in practice at least five principles (Macbeath, Swaffield and Frost, 2009): focus on learning as an activity, create enabling conditions for learning, promote a dialogue on leadership and learning, share leadership, common accountability for results. Creating a culture focused on student learning requires: promoting cooperation and cohesion among teachers, a sense of work well done, developing understandings and visions of what you want to achieve.

METHODOLOGY

Area of study

The study was developed in the Lima region, Perú, at the San Juan de Lurigancho Educational Institution.



Figure 1. Area of study

The study considered as a sample the teachers of an Educational Institution San Juan de Lurigancho with a total of 63 teachers.

The instruments applied were the questionnaire with a "Director's Leadership Scale. At the level of the score, the Likert scale was used: 1 = Never 2 = Almost never 3 = Sometimes 4, while the pedagogical practice variable was made up of three dimensions with a total of 30 items of which, 9 are of the dimension pedagogical strategies, 14 refer to the use of time, 7 are for the dimension of teamwork time. At the level of data analysis, descriptive and inferential statistics were used to test the hypotheses. Regarding the testing of the hypothesis, non-parametric statistics were applied through Spearman's correlation. The methods for data inquiry were used, first the descriptive analysis through the frequency tables and the statistics of the two variables, and the second moment

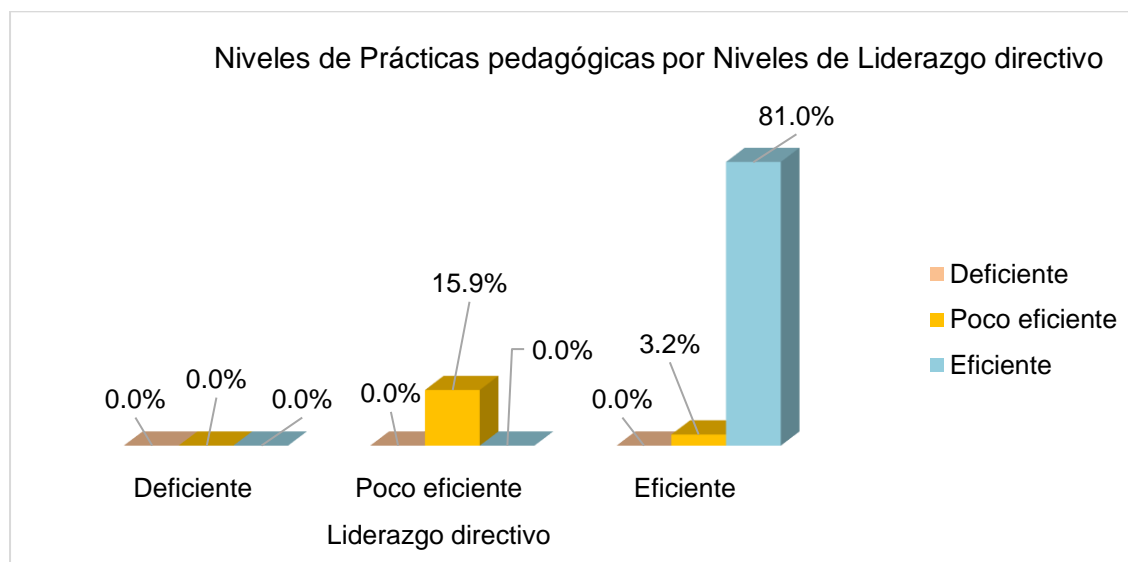
the inferential analysis to validate the hypothesis, through correlation, applying a data normality test.

RESULTS

Descriptive analysis of results

In Figure 2, it is evident that of 51 respondents representing 81% state that when managerial leadership is efficient pedagogical practices are also efficient, 10 teachers representing 15.9% state that when managerial leadership is little deficient pedagogical practices are also inefficient

Figure 2. Levels of pedagogical practices by levels of managerial leadership.



In Figure 3, of 51 respondents representing 81%, they state that when managerial control is efficient, pedagogical practices are also efficient, 7 respondents representing 11.1% indicate that when managerial control is not very deficient, pedagogical practices are inefficient. And that it is evident that no respondent indicates that there is deficient managerial control and pedagogical practices are evidenced 0% in deficiency.

Figure 3. Levels of pedagogical practices by levels of control.

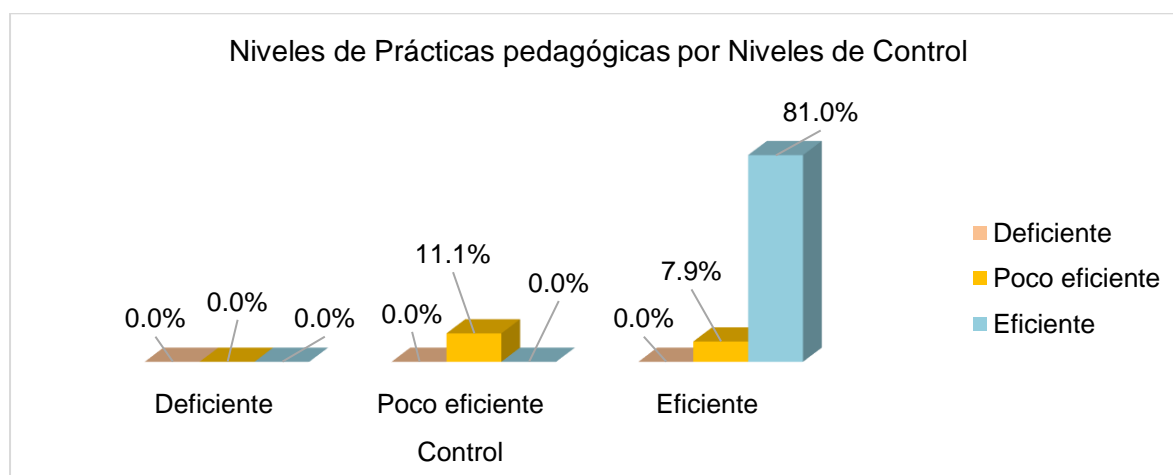
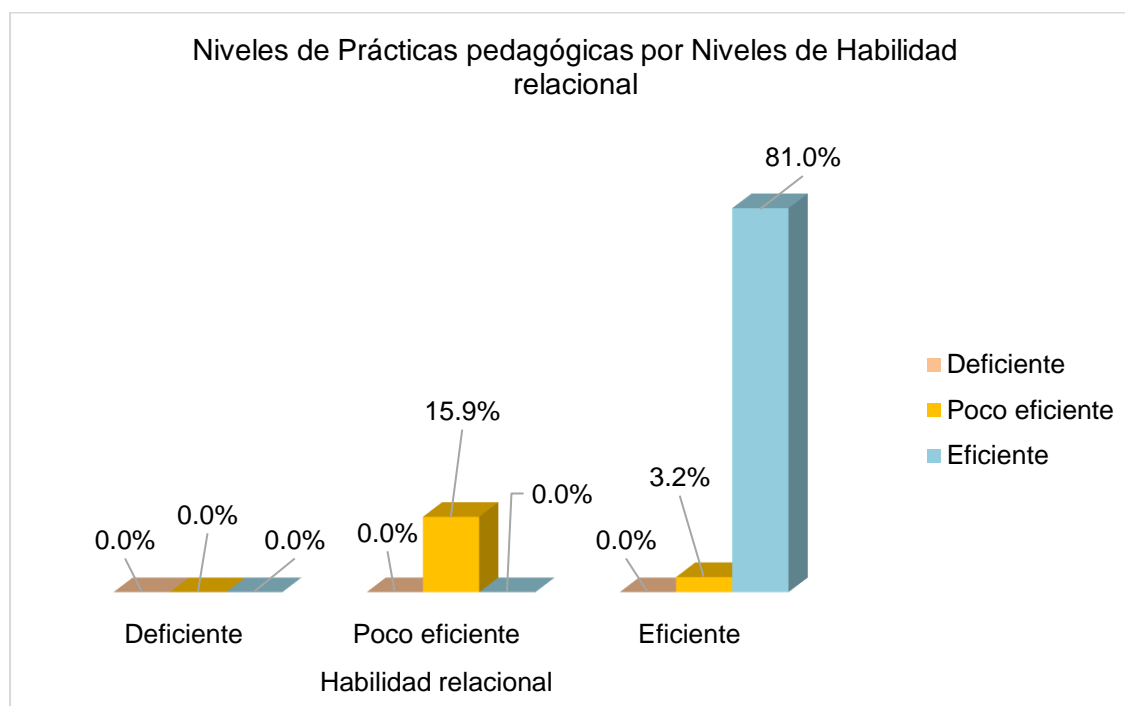


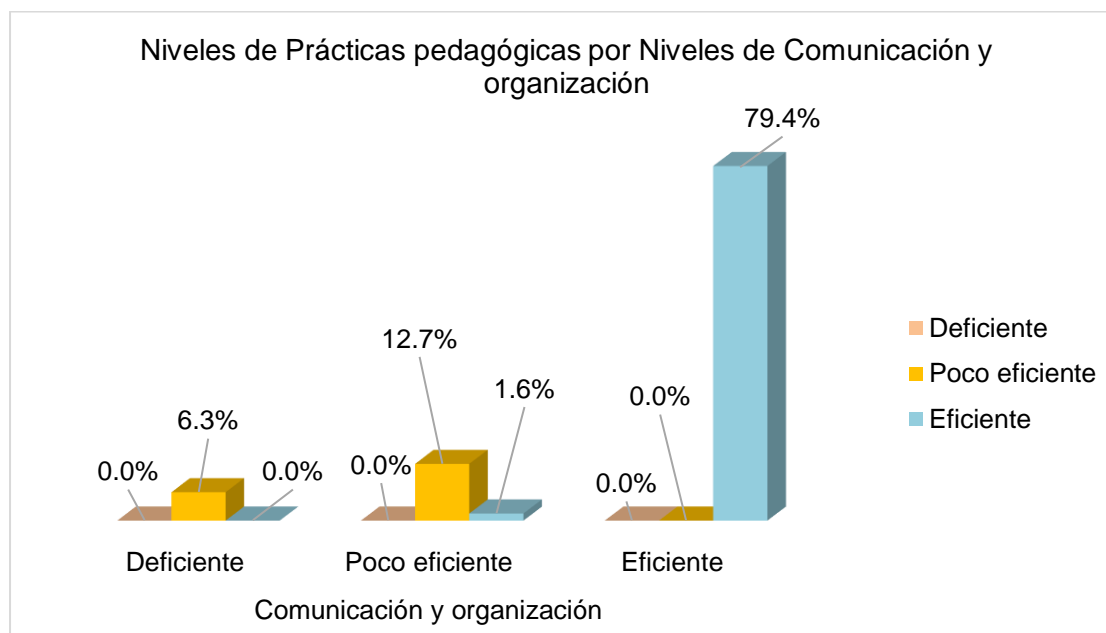
Figure 4 shows that of the 53 respondents represent 81%, who state that when the relational skill is efficient the pedagogical practices are also efficient, 10 respondents representing 15.9% indicate that when the relational skill is little deficient the pedagogical practices are inefficient. And that it is evident that no respondent indicates that there is deficient relational ability and in pedagogical practices 0% in deficiency is evident.

Figure 4. Levels of pedagogical practices by levels of relational ability



From Figure 5, 79.4% state that when communication and organization is efficient, pedagogical practices are also efficient, 8 respondents representing 12.7% indicate that when communication and organization is not very deficient, pedagogical practices are inefficient. And that it is evident that no respondent points out in communication and organization is deficient and in pedagogical practices is evidenced 0% in deficiency

Figure 5. Levels of pedagogical practices by levels of communication and organization



Goodness of fit test to normal

For the analysis of the relationship of the variable managerial leadership on the relationship of the variable pedagogical practices, the ordinal test is used, therefore, the Kolmogorov-Sminorv test is considered since the sample is equal to 63, the p-value is less than 0.005

Where:

H0. The sample comes from a normal distribution

H1. The sample does not come from a normal distribution.

Table N° 1: *Goodness of Fit Test to Normality*

	Kolmogorov-Smirnov ¹⁰		
	Statistical	Gl	Gis.
Executive Leadership	0.320	63	0.000
Control	0.261	63	0.000
Relational ability	0.271	63	0.000
Communication and organization	0.318	63	0.000
Pedagogical practices	0.325	63	0.000
Pedagogical strategies	0.281	63	0.000
Use of time	0.293	63	0.000
Teamwork	0.259	63	0.000

As shown in Table 1; None of the variables, nor any of their dimensions, followed normal distributions ($p < 0.05$) therefore the statistical analyses that correspond to perform with the previous variables/dimensions will be of non-parametric type.

It was found that the relational ability and pedagogical practices of teachers presented a significant correlation ($p = 0.00 < \alpha = 0.05$) correlation that, according to Hernández (2018) was positive and of strong level ($0.75 < \text{Rho} = 0.812 < 0.90$). In conclusion, at 5% significance there is sufficient statistical evidence to affirm that there is a direct relationship between the relational ability and the pedagogical practice of teachers in an Educational Institution of San Juan de Lurigancho.

DISCUSSION

In the present research, a relationship between managerial leadership and pedagogical practices in teachers of a public institution of the Ugel05 was determined. This was evidenced in the results with a significant correlation ($p = 0.00 < \alpha = 0.05$) and was positive and strong level ($0.75 < \text{Rho} = 0.846 < 0.90$). It is established that there is a direct relationship between managerial leadership and pedagogical practice establishing a direct relationship. This means that, if efficient managerial leadership is shown, efficiency in pedagogical practices is also demonstrated. It is worth mentioning that Alfonso (2018) in his research points out that managers who exercise adequate leadership contribute to the motivation of teachers, to work with enthusiasm and in search of improvement in their pedagogical practices. Showing that it is important for the manager to motivate his teachers by rescuing their strengths and promoting the improvement of those deficiencies, a motivated teacher will add to group work. It coincides with Flores and Sánchez (2020) who also demonstrated the existing relationship between managerial leadership and performance, so he points out that the director must be a democratic leader who guarantees the work of teachers with enthusiasm and in search of a good institutional climate, because if a director exercises authoritarian leadership he will generate performance but under stress and concern of his teachers that in the long run will affect the climate of the educational institution. and above all, it will not contribute to the improvement of educational quality. It also coincides with the research of Enceria (2018) in his research since it indicates that managers who do not make participatory decisions and do not demonstrate ethical and positive behaviors create discontent and do not demonstrate good performance in their pedagogical practices, it is therefore important that managers exercise transformational leadership as pointed out by Barrios and Gutiérrez (2021) that the leader must establish positive relationships by promoting creativity, Give solutions to problems, must motivate, guide and accompany in search of the objectives to be achieved.

Likewise, Quispe and Quispe (2018) in their research found coincidences in the result, evidencing a correlation of ($= 0.706$; $p = 0.000 < 0.05$) which indicates that there is moderate direct correlation significance, concluding that there is a correlation between educational management and pedagogical practice. Ortega et al. (2021) also indicate that the leaderships of managers exert influence on the various day-to-day activities and above all have a

great influence on teacher performance. And this is asserted by Romero (2019) who mentions that managerial leadership seeks to achieve quality learning especially with equity, this being a challenge in the fight against inequalities, which is why it is necessary to promote managerial leadership for the achievement of quality education. As reiterated by Ocaña (20220) who states that the manager must have the ability to organize and dispose of resources among all members, based on the characteristics and needs of the group with equity and above all based on ethics and values, demonstrating leadership

Carrying out the analysis of the proposed objective, it can be indicated that it is important that the directors exercise adequate leadership because this will allow them to motivate efficient pedagogical practices of the teachers in charge. In this regard, Arreola et al. (2019) states that these pedagogical practices should be focused considering students as protagonists of their learning, and be able to solve problems in their context. Thus, teachers must be creative to promote innovative projects, collaborative applied to their institutional reality, assuming commitments to respond to the changes that constantly happen in society. And managers must promote a leadership that knows the needs of their teachers, that accompanies them by providing positive messages in a timely manner, motivating and highlighting their work giving them the confidence to always move forward in search of improvement. Taking into account the results which indicate that of 51 respondents representing 81% state that when managerial control is efficient pedagogical practices are also efficient, 7 respondents representing 11.1% indicate that when managerial control is little deficient pedagogical practices are inefficient. And that it is evident that no respondent indicates that there is deficient managerial control and pedagogical practices are evidenced 0% in deficiency. The results indicated a significant correlation ($p = 0.00 < \alpha = 0.05$) correlation that, according to Hernández (2018) was positive and moderate ($0.25 < \text{Rho} = 0.711 < 0.75$). Therefore, the null hypothesis is rejected and the research hypothesis is accepted. It coincides with the research of Cucho (2020) its result was with Spearman (0.723; $p = 0.000$ and $p < 0.05$) concluding that there is correspondence between the two variables already mentioned, which will contribute to improving educational services. Thus, Ochsenious (2018) points out that the control of the manager will allow to determine the recognition and verification of the process in total format, and the identification of the factors of the group both in the particular way, in order to identify weaknesses to be able to specify those modifications correctly and thus seek the improvement of pedagogical practice. In this regard, Aponte et al. (2019) indicate that pedagogical practice is that scenario where the teacher will put into play all his academic baggage and also his personal contribution to his pedagogical work in search of the achievement of the learning of his students. Castellano and Diaz. (2020) states that pedagogical practices are that set of events that teachers carry out for the achievement of students' competences, that is why teachers must promote teaching practices according to Araque (2020) that form in students a citizen conscience, assuming teachers that great responsibility and commitment to society generating people with autonomy and criticality.

CONCLUSIONS

It is concluded that there is a relationship between managerial leadership and pedagogical practices with a significant correlation ($p = 0.00 < \alpha = 0.05$) positive and strong level ($0.75 < \text{Rho} = 0.846 < 0.90$). This indicates that if managerial leadership is efficient, pedagogical practices will be efficient. Likewise, the significant relationship between the control of the manager and pedagogical practices was evidenced, presenting a significant correlation ($p = 0.00 < \alpha = 0.05$) positive correlation and moderate level ($0.25 < \text{Rho} = 0.711 < 0.75$). also in its dimensions of the study there was a moderate significant relationship between the variables relational skills and the pedagogical practices of the teachers presenting a significant correlation ($p = 0.00 < \alpha = 0.05$) correlation according to Hernández (2018) was positive and of strong level ($0.75 < \text{Rho} = 0.812 < 0.90$). That is, the greater the management of the managers of their management of their relational ability, the better the pedagogical practices of their teachers.

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