

## ANALYSIS OF THE PERFORMANCE OF THE MANAGERIAL ROLE IN SECONDARY EDUCATION INSTITUTIONS FROM A LEADERSHIP PERSPECTIVE

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### Abstract:

This article, the result of research, reports on the process of analyzing the performance of the management role, considering its management in public and private educational institutions in the country, based on the implementation of leadership strategies. It focuses on identifying school management models and leadership styles in school management in public and private institutions in the national territory, characterizing the professional profile of school principals, describing the performance of the management role in schools, and proposing leadership strategies for success in the school context. Descriptive research with a quantitative approach was implemented. Among the most relevant conclusions of the study, it is highlighted the need for an improvement towards an adequate training process to fulfill an effective profile in the role of teacher manager, so it is recommended to advocate that, from the current educational directions, resources are invested and managed in the continuous training of teachers, as an act of interest from the managers and the institution itself, so that the continuous development, both professional and intellectual, of teachers is projected, as a relevant part within the educational context, in the constant construction of certified and endorsed knowledge; avoiding leaving the acquisition of this profile to experience alone.

**Keywords:** School administration; school management; leadership; leadership models; transformational

## ANÁLISIS DEL DESEMPEÑO DEL ROL DIRECTIVO EN INSTITUCIONES DE EDUCACIÓN SECUNDARIA DESDE UNA VISIÓN DE LIDERAZGO

### Resumen:

El presente artículo, resultado de investigación, da cuenta del proceso de análisis del desempeño del rol Directivo, ponderando su gestión en las instituciones educativas públicas y privadas del país, a partir de la implementación de estrategias de liderazgo. Se enfoca en identificar los modelos de dirección escolar y los estilos de liderazgo en la gestión escolar de las instituciones públicas y privadas del territorio nacional, caracterizar el perfil profesional de los directores de los colegios, describir el desempeño del rol directivo en los mismos y proponer estrategias de liderazgo para el éxito en el contexto escolar. Se implementó una investigación de tipo descriptiva con un enfoque cuantitativo. Entre las conclusiones más relevantes del estudio se destaca la necesidad de una mejora hacia un proceso de formación adecuado para cumplir con un perfil efectivo en el rol de directivo docente, por lo que se recomienda propender para que, desde las actuales direcciones educativas, se inviertan y gestionen recursos en la formación continua del docente, como un acto de interés desde los

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directivos y la misma institución, de modo que se proyecte el continuo desarrollo, tanto profesional como intelectual, de los docentes, como parte relevante dentro del contexto educativo, en la construcción constante de conocimiento certificado y avalado; evitando dejar solo a la experiencia la adquisición de este perfil.

**Palabras clave:** Dirección escolar; gestión directiva; liderazgo; modelos de liderazgo; transformacional.

## Introduction

The purpose of this article is to analyze the performance of the managerial role, considering the styles and models of leadership, considering the importance of strengthening the training processes in public and private educational institutions in the country through the implementation of leadership strategies. Consequently, achieving the quality of education involves a cooperative leadership; however, it specifically emphasizes the manager of the institution, for being responsible for the administrative, pedagogical and community work, and as administrator of the educational management.

The document is made up of theories of various authors involved in the discussion of the role of the leader, as well as the conceptualization of leadership, school management, types, characteristics, among others, as well as in its analysis and reflection. The purpose of the research was to conduct a comparative study of the realities rescued from the rhetoric of educational contexts. The performance of the managerial role, in secondary educational institutions, from a managerial leadership vision, is the one that allows establishing the collective conditions that enhance the effectiveness of the school organization, creating an authentic educational climate, linking its work with the improvement of learning in the classroom.

## Leadership

The concept of leadership has attracted the attention of many intellectuals in its definition. It is undoubtedly a concept of great interest, occupying an extensive bibliography in the business world and, in recent years, also in pedagogical aspects. From the point of view of pedagogy, it has been approached in a decisive way since it contributes to the understanding of the school and its success or decline in the educational community. From the above, countless semantic and pragmatic approaches have emerged, depending on the point of view that contributes to this article.

In the same way, different visions emerge from the philosophical, psychological, pedagogical, and business/organizational, which makes the concept vary, although there may be different considerations about its etymology, all agree that the concept implies two elements, someone who leads and others who follow him.

For Contreras, et al. (2001), who defines it as a traditional model, it is based on exchange or transaction, "the leader uses power by rewarding or sanctioning workers according to their performance, this leader plans and generates strategies to ensure compliance with the processes that will lead to the desired result" (p. 159). Therefore, this type of leadership focuses on order, structure, and planning focused on achieving goals; this leader will manifest, directly, to each member of his team what task should be performed.

On the other hand, Mosquera (2017) states that the concept of leadership is defined as a dogmatic and firm leader. This directs through the ability to give or withhold rewards and punishments. It is recommended in the following cases: "to resolve emergency or crisis situations, when subordinates show little emotional maturity and when there are deficiencies in work aspects" (p.34).



In this way, it can be said that this leader always seeks obedience, shows a very particular way of leading a group, has characteristics such as demanding processes that must be carried out in a linear way, through supervision and follow-up, always looking for an immediate way to resolve conflicts, although it can generate repression, fear and insecurity in employees, in the educational environment, There are managers who present this type of leadership, although in some institutions it has given results due to its efficiency, the results are visible in the short term, managing to fulfill what is required in a short time and carrying out the tasks under pressure, while in other cases it has failed due to lack of teamwork, demotivation, poor communication and distrust generated by authoritarianism.

## Methodology

To carry out the research, a probabilistic sample of 438 educational institutions, both public and private, was taken, considering that the objectives of the research will forge relationships and associations between the variables. A quantitative approach was used, with a descriptive approach that allowed the identification of some elements that were taken as a basis for the elaboration of the data collection instruments and the identification of the characteristics of the managerial role as a leader.

The instruments used for data collection were a closed identification questionnaire and a Likert scale, these elements allowed the researchers to ask closed questions, these contain delimited categories and response options, to collect accurate and reliable information that allows the identification of educational management models and trends in leadership styles of managers of public and private institutions in the country.

Within the framework of the research, it was established that a probabilistic sample would be used, this choice was based on the objectives of the study, which sought to establish relationships and associations between variables, and on the need to obtain results that would allow decisions to be made regarding school management models and leadership styles that have shown positive effects on the improvement of educational institutions. It is important to emphasize that each.

## Survey

By applying a Probabilistic Sample, the 438 institutions that make up the population under investigation had the same probability of being selected to participate in data collection during the development of the study. To determine the appropriate sample size, a general formula designed for finite populations could be used. However, there are currently various tools and applications that allow you to calculate, in an automated manner, the sample size required for probabilistic samples. These tools simply require entering data for the relevant variables and will perform the necessary calculations to define the optimal sample size.

In the study, the ANALYST STATS tool, Version 2.0, proposed by Hernández-Sampieri (2018) in his work "Research Methodology" was used. This tool offers a practical and reliable solution for determining the sample size needed in research that applies a probability sampling approach.

Finally, all participants expressed their informed consent in writing before voluntarily participating in the research and accepted the publication of the results of the study, preserving the anonymity of their identity, in accordance with the management of personal information, 'Habeas data' in Colombia.



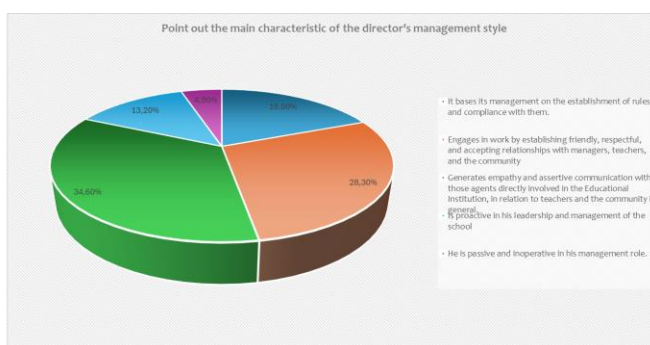
## Results

### Educational management models and leadership styles

The analysis of the results related to the category "Models of educational management and school leadership styles" is presented, taking into account the results of the application of Instrument No. 1 Closed Questionnaire, which consists of 10 questions classified in two subcategories. Considering the subcategory educational management models, the main characteristics of the principals' management style, their technical and administrative capacity and their leadership style were identified.

**Figure 1.**

*Main characteristic of the rector's leadership style.*



**Note.** This figure represents the predominant characteristic with respect to the leadership style of the rectors. Source: Own elaboration, 2023.

The results obtained from the application of the instrument of the closed questionnaire show what the teachers consider to be the main characteristic of the principal's management style:

It is evident that 34.6% of the teachers interviewed consider that their principal generates empathy and assertive communication with those agents who directly intervene in the educational institution. In this case, the agents are the teachers and the rest of the educational community in general.

13.2% perceive him/her as proactive in the exercise of leadership and school management.

28.3% believe that their principal is involved in the work by establishing friendly, respectful, and accepting relationships with administrators, teachers, and the community.

Finally, 19.0% think that the principal bases his or her management on the establishment of rules and their observance.

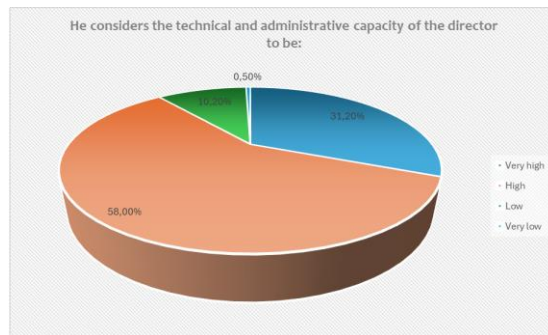
The above characteristics are related to some approaches and types of leadership. One of them is the approach based on the Leader-Member Exchange Theory (LMX), which is based on the relationship between leaders and followers. A leader-member leadership approach conceives the achievement of objectives based on the relationship of friendship, respect and acceptance between leaders and followers, seeking to achieve the goals set in the institutional improvement project (Salgado, Molina, Orjuela, Pérez, 2002, p.29).

**Figure 2.**

*Technical and administrative capacity of the rector.*



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**Note.** This figure represents the perception of teachers regarding the technical and administrative capacity of rectors. Source: Own elaboration, 2023.

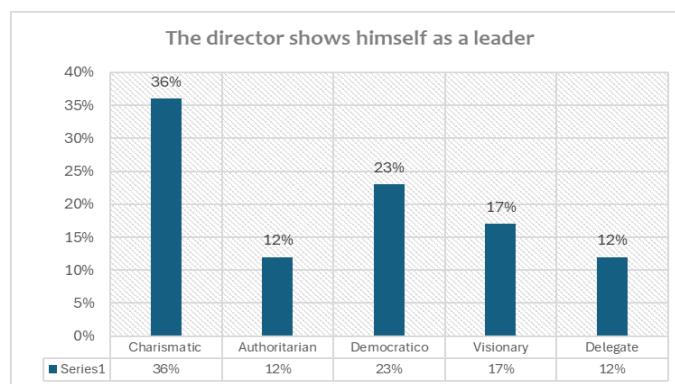
Regarding the technical and administrative capacity of the rector, 58% of the teachers surveyed consider it to be high, 31.2% consider it to be very high, 10.2% consider it to be low and 0.5% consider it to be very low.

From the above, most of the teachers perceive the managers in charge of the institutions as technically and administratively competent, who have the necessary knowledge to plan, organize and direct the strategic objectives in such a way as to facilitate the achievement of the institutional goals.

Given that educational institutions have a context composed of different actors, the rectors are supported by the teaching collective in a collaborative work to achieve these objectives, demonstrating a distributed leadership, defined by Spillane et al. (2008), as cited in González et al. (2017), "as that which emerges from daily actions and involves the different people responsible for a task" (p.5).

**Figure 3.**

*Rectors' leadership style*



**Note.** This figure represents teachers' perceptions of principals' leadership style. Source: Own elaboration, 2023.

Regarding the leadership style of the principals, 36% of the teachers identify their principal as a charismatic leader, while 23% consider him to be Democratic. Likewise, 17% consider him to be Visionary, 12% say he is Authoritarian and, finally, another 12% consider him to be a Delegate.

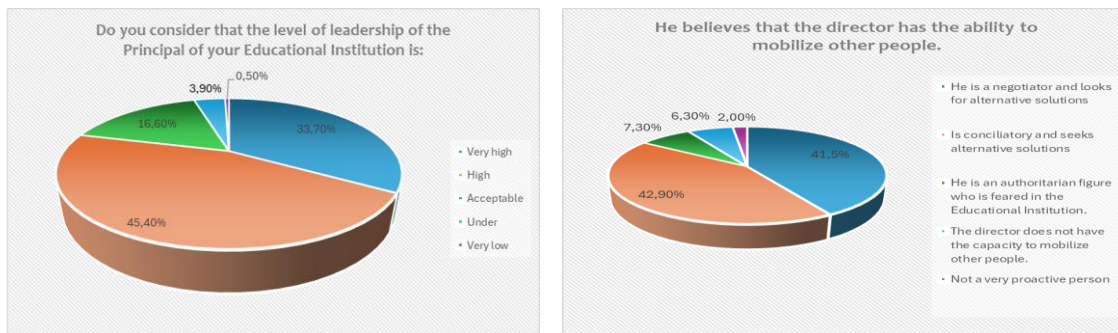
The results show a significant percentage for a leadership model known as "transformational leadership" that emerges as a reconceptualization of the eighties, which speaks of a charismatic, visionary, transformational, more flexible, and inclusive, communitarian and democratic leadership (Figueroa, 2012, para.47).

Similarly, some characteristics of transactional leadership are observed by pointing out its leader as a delegator and authoritarian. In this sense, the ability to perform tasks that allow the fulfillment of objectives is identified in the collaborators. This is argued by Figueroa, (2016) "The transactional leader recognizes the needs and desires of the followers and then clearly explains how they will be able to satisfy those needs and desires, in exchange for meeting the specified objectives and performing certain tasks" (p. 2).

### Subcategory Trends in educational leadership styles

In relation to the subcategory related to trends in educational leadership styles, the results are presented below that make it possible to identify the characteristics that mark these predominant trends in public and private educational institutions in the country.

**Figure 4.**  
*Leadership level and ability to mobilize.*



**Note.** This figure represents the perception of teachers in relation to the level of leadership and the principals' ability to mobilize. Source: Own elaboration, 2022.

Compared to the assessment related to the level of Leadership of the rector of the educational institution, a positive response from the teachers stands out, between very high and high, 79.1%, likewise, compared to the rector's ability to mobilize other people, 84.4% express that he is conciliatory and seeks alternative solutions, likewise, he inspires through his leadership capacity, his charisma, and his management.

It is important to consider that the level of leadership identified in the teaching directors of the country's educational institutions is high, given that it is of high quality, due to their capacity for mobilization, charisma, and management. The academic monitoring is specific and in accordance with the institutional needs to exercise its role, involving the community within the institutional framework.

## Conclusions

A Throughout the study, the performance of the teaching leadership role in educational institutions has been analyzed, highlighting the importance of recognizing the qualities and practices that distinguish teaching leaders. Likewise, the tools available to exercise effective leadership have been explored, emphasizing the importance of human resources, technology implementation and strategic planning.

Thus, one of the great conclusions found is that leadership plays a crucial role in the context of educational institutions, especially about the work of teaching managers. In general, it is observed that these managers tend to adopt a transactional approach to leadership, which is characterized by focusing on compliance with regulations and the administrative management of the institution. However, it is essential to distinguish between the concept of manager and leader. While the manager focuses on ensuring that tasks are carried out, the leader focuses his attention on the people who make up his work team. In this sense, the teaching leader seeks to establish solid and meaningful relationships with his or her team, aspiring to develop a high-quality transformational leadership style.

On the other hand, teaching managers have various tools at their disposal to exercise their leadership effectively, coordinate institutional actions and improve the quality of the educational services provided. These tools cover both aspects related to human resources, as well as the use of technology and planning strategies. It is recognized that human resources constitute a fundamental element in the institutional framework, and their participation is considered a determining factor to achieve success in the initiatives and projects that are carried out. Consequently, we seek to encourage the participation of students, teachers, parents, managers, and administrative staff in all those activities that contribute to the achievement of institutional objectives.

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