PEDAGOGICAL LEADERSHIP IN THE EDUCATIONAL MANAGEMENT OF PERUVIAN EDUCATIONAL INSTITUTIONS

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ARTICLE INFO	ABSTRACT
	Purpose: determine the relationship of pedagogical leadership and educational management considering a primary level educational institution. **Theoretical framework:** The literature has reported good findings on pedagogical leadership independently from educational management, which is one of the reasons why it was decided to investigate both categories. **Design/methodology/approach:** Under an exploratory and basic study, with a qualitative, relational approach, the bibliographic analysis was performed, using a documentary guide. **Findings:** After reviewing and analyzing the articles published in Scopus and other academic platforms, it was shown that pedagogical leadership and educational management maintain a very significant relationship, since by having certain skills of managers, teachers and administrative staff, educational management will be adequate, allowing to improve the results in educational institutions. **Research, Practical & Social implications:** It is suggested that researchers study pedagogical leadership and educational management together, using a mixed survey and interview approach. **Originality/value:** It was found that as long as the authorities of the educational entities exercise pedagogical leadership in each of the administrative and academic activities, there will be a better teamwork that will allow achieving institutional goals through efficient educational management. Doi: https://doi.org/10.26668/businessreview/2023.v8i4.1548

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LIDERANÇA PEDAGÓGICA NA GESTÃO EDUCACIONAL DAS INSTITUIÇÕES EDUCACIONAIS DO PERU

RESUMO

Objetivo: O objetivo geral foi determinar a relação entre liderança pedagógica e gestão educacional em uma instituição de ensino de nível primário.

Estrutura teórica: A literatura relatou boas descobertas sobre liderança pedagógica independentemente da gestão educacional, o que é uma das razões pelas quais foi decidido investigar ambas as categorias.

Design/método/abordagem: Sob um estudo exploratório e básico, com uma abordagem qualitativa e relacional, foi utilizada a análise bibliográfica, com orientação documental.

Resultados: Após revisão e análise dos artigos publicados no Scopus e outras plataformas acadêmicas, foi demonstrado que existe uma relação significativa entre liderança pedagógica e gestão educacional, uma vez que quando os gerentes, professores e pessoal administrativo possuem certas habilidades, a gestão educacional será adequada, permitindo melhores resultados nas instituições educacionais.

Implicações práticas e sociais: sugere-se que os pesquisadores estudem juntos a liderança pedagógica e a gestão educacional, utilizando uma abordagem mista de pesquisa e entrevista.

Originalidade / Valor: Constatou-se que, enquanto as autoridades das instituições educacionais exercerem a liderança pedagógica em cada uma das atividades administrativas e acadêmicas, haverá um melhor trabalho em equipe para alcançar os objetivos institucionais através de uma gestão educacional eficiente.

Palavras-chave: Liderança Pedagógica, Administração, Educação, Professor, Processo.

EL LIDERAZGO PEDAGÓGICO EN LA GESTIÓN EDUCATIVA DE LAS INSTITUCIONES EDUCATIVAS DEL PERÚ

RESUMEN

Propósito: Se consideró como objetivo general, determinar la relación del liderazgo pedagógico con la gestión educativa de una institución educativa de nivel primario.

Marco teórico: La literatura ha reportado buenos hallazgos del liderazgo pedagógico de forma independiente a la gestión educativa, siendo una de las razones que se decidió investigar ambas categorías.

Diseño / metodología / enfoque: Bajo un estudio exploratorio y básico, con enfoque cualitativo, relacional, se manipuló el análisis bibliográfico, con guía documental. **Resultados:** Después de revisar y analizar los artículos publicados en Scopus y otras plataformas académicas, se demostró que entre el liderazgo pedagógico y la gestión educativa mantienen una relación muy significativa, puesto que al contar con ciertas habilidades los directivos, los docentes y personal administrativo, la gestión educativa será adecuada, permitiendo mejorar los resultados en las instituciones educativas.

Investigación, implicancias prácticas y sociales: Se sugiere a los investigadores estudiar el liderazgo pedagógico y la gestión educativa de forma conjunta, mediante un enfoque mixto con encuesta y entrevista.

Originalidad / Valor: Se encontró que mientras las autoridades de las entidades educativas ejerzan el liderazgo pedagógico en cada una de las actividades administrativas y académicas entonces existirá un mejor trabajo en equipo que permita alcanzar las metas institucionales a través de una gestión educativa eficiente.

Palabras clave: Liderazgo Pedagógico, Gestión, Educación, Docente, Proceso.

INTRODUCTION

According to UNESCO (2020), despite efforts to design plans that allow teachers and students to return to classrooms, the author points out that many regions of the world still lack functioning educational centers and therefore cannot resume the educational processes that were left pending. It is essential to have managers and teachers with managerial skills, as this allows directing the entire staff towards the same objective.

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On the other hand, Tandoh et al. (2022) point out that when it comes to CSR, Ghana's top leaders see social needs as more important than financial incentives. In addition, 61 percent of executives said that improving their company's image is the most significant benefit of CSR activities.

Likewise, having directors with high levels of leadership allows the teaching staff to perform efficiently in all academic actions carried out in classrooms, thus improving educational management (Intriago et al. 2021).

Alasiri and AlKubaisy (2022) indicate that companies must provide comprehensive training to employees at all levels so that they can creatively address change management in all digital training initiatives.

In Colombia, multiple deficiencies in teamwork, assertive communication, and dogmatic training of teachers and authorities are evidenced, with the main factors affecting inadequate educational management, affecting the achievement of institutional objectives (Parra and Prieto, 2020). Additionally, the lack of support for teachers and the educational community by educational institution managers in Costa Rica has generated serious problems in educational management. Therefore, it is necessary that the Ministry of Education of this country evaluates the pedagogical leadership capacity of these professionals since the success or failure of the school year depends on it (Robles and Arguedas, 2020).

Titín et al. (2022) state that the lack of development in cooperatives dates back to the managers' inability to change their perspective and develop more innovative and effective leadership skills to keep their subordinates in line and ultimately achieve the goals set by the cooperative.

The deficiencies evidenced in humanistic management strategies by the authorities in the diagnosis, sketch, realization, and evaluation of Institutional Strategic Planning are generating inadequate educational management that does not allow meeting the goals established by the education regulator in Ecuador (Cavagnaro and Carbajal, 2020).

Similarly, Caicedo and Chere (2021) revealed that the problems facing educational management are the lack of academic training with twenty percent, low interest and collaboration with twelve percent, and especially little support for academic activities with forty-eight percent.

In Peru, the lack of precision in educational policies, the use of very old strategies and mechanisms by directors, has generated different problems in educational management in all public schools. It is necessary that the government, through the regulatory entity, promote a

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radical change in habits and customs of authorities and teachers because this is harming educational quality and, above all, affecting the teaching of students at all levels of academic training (Vela et al. 2020).

Likewise, Romero and Santa María (2021) showed that the pedagogical and administrative factors limit educational management, which is why there are multiple problems in the entity.

Furthermore, the Ministry of Education (MINEDU, 2021) states that teachers play a mediator, guide, and mentor role in their students' learning and development of each of their competencies, making it essential for them to have managerial skills that allow them to fully fulfill their assigned roles.

In the institutional environment, it is evident that authorities do not support and back up teachers when they present proposals to improve the effectiveness of coordinating and reviewing the progress of the academic curriculum. Additionally, it is observed that they do not provide rational resources and academic materials for teachers to adequately carry out their work, demonstrating that they do not involve themselves in the teaching and learning processes of their students. This brings about the consequence that the institution does not achieve the goals set by the Ministry of Education.

With regard to social value, this work is justified because through identifying the restrictions generated by inadequate educational management, students and parents will benefit from an increase in educational quality. This is because through pedagogical leadership from authorities and teachers, administrative processes and academic activities can be efficiently achieved.

Regarding theoretical value, this work is reinforced by the contributions of various scientific articles, books, and thesis reports that have provided scientific input to both variables of study. Furthermore, it is justified because through the contribution of the responsible researcher of this work on pedagogical leadership and educational management, teachers, directors, and parents who wish to delve deeper into these topics can use it as a source of scientific knowledge to help understand these variables theoretically.

Regarding practical value, this research through the subcategories of managerial leadership and educational management can improve the current situation of the institution. The pedagogical leader can use these tools that are being shared to improve processes within the educational institution, allowing for better educational management at all levels.

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Regarding methodological value, this work is justified because the results obtained in this research could serve as input for future research, serving as a previous work that allows for the discussion of results.

The general objective was considered to determine the relationship between pedagogical leadership and educational management in a primary level educational institution.

DATA AND METHODOLOGY

Regarding the degree of abstraction, it was considered an exploratory study, because it has allowed to have an overview on an explicit reality (Niño, 2011).

Likewise, it is basic, because it aimed at a more complete understanding of the phenomena through the reason of its fundamental aspects, the observable facts or the relationships that form the entities (CONCYTEC, 2018).

According to the methodological approach it could be classified as qualitative, because it aimed to understand the phenomena, because it was observed through the eyes of the accomplices in their natural environment and with the context (Hernández and Mendoza, 2018).

Concerning its objective, the research was relational, because the degree of relationship between the study variables was explained (Hernández and Mendoza, 2018).

According to the handling of the variables, it was grounded theory since the present study emphasized on identifying the theoretical categories that were derived from those data obtained after the analysis. The technique used was documentary analysis, because only a bibliographic analysis of scientific articles and thesis reports was performed (Hernández & Mendoza, 2018).

The instrument manipulated were the matrices of creditable products, such as index cards and the documentary guide. The data processing techniques that were used is the review of scientific articles, thesis reports and books that allow expanding the theoretical basis, until reaching the conclusions.

With respect to ethical aspects, the contribution of Ñaupas et al., (2018) was taken into account, where they state that all work performed must comply with respecting people, being fair, avoiding hurting or harming any individual. It is because of these situations that all the indications and orientations of the teacher of the course and the guide for the elaboration of research work of the UCT have been fully complied with.

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RESULTS

As shown in Figure 1, the most used key word is pedagogical leadership, being one of the variables of this study referring to the abilities and/or skills possessed by the person responsible for directing, managing, planning and evaluating the fulfillment of all academic activities within the educational institution.

Figure 1 Co-occurrence of keywords within the publications identified in the Scopus database
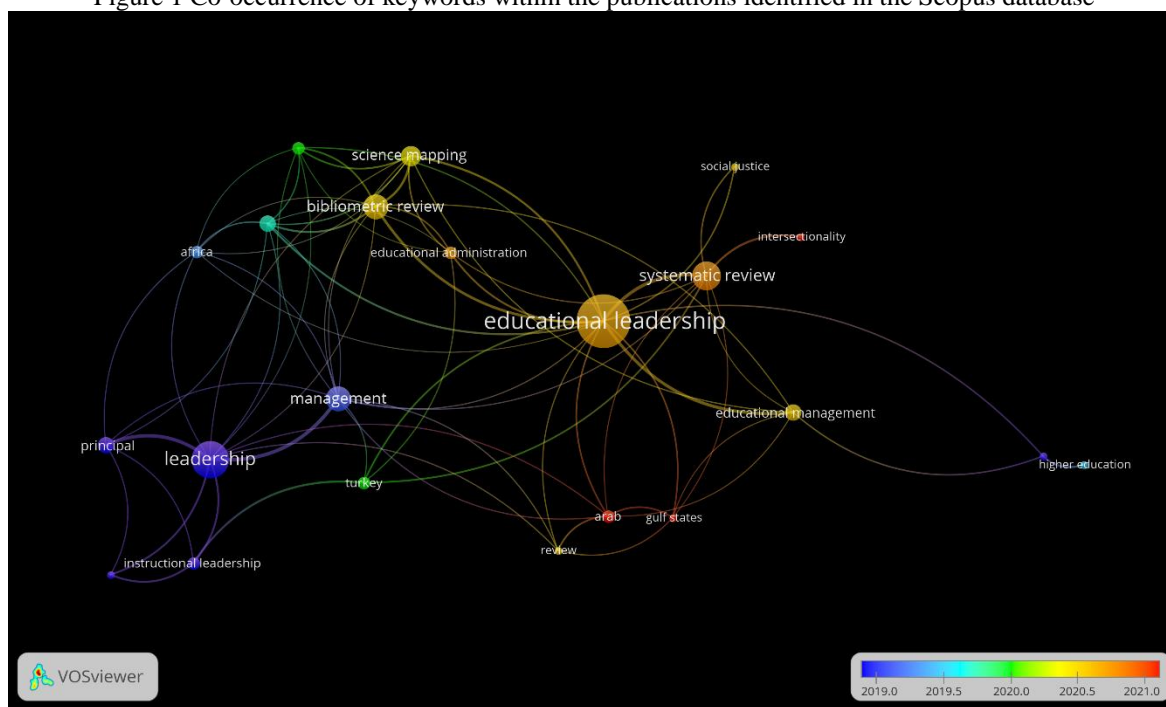
Prepared by the authors (2023)

In the Figure 2, it is highlighted the background found in the last five periods, i.e. from 2018 to 2022, it is so Boe et al. (2022) as they identified three categories related to pedagogical leadership: organizing, facilitating core areas, and motivating and supporting. In addition, they assist in the acquisition of new knowledge by clarifying the concept of pedagogical leadership as flexibility and support.

Likewise, Reynolds and McKimm (2021) as they contrasted that poor educational practices, lack of leadership in classroom pedagogy, and the complexity of leadership enacted by managers have generated a giant gap with educational management. This allows us to know in depth how the variables that have been developed in this research have been executed, and also allows us to observe the factors that cause leadership to be deficient, which has a significant impact on educational management.

On the other hand, Wang (2021) revealed that educational management is deficient because to date the authorities of the regulatory body do not use artificial intelligences that

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today have proven to be efficient in control, evaluation for decisions in the improvement of school education, network security and in the social environment.

In addition, Medina (2020) contrasted that the lack of consolidation of pedagogical leadership in schools is the main factor that there are still deficiencies in educational management, such situations have generated non-compliance with the required goals. He even revealed that the non-compliance with the goals is mostly generated by authorities without institutional commitment, without responsibility, without vocation of service and without work or professional experience, which is why it is extremely necessary that the directors of the educational entities are people with extensive experience, with ethical and moral values, and above all that they are fully involved in the improvement of the processes carried out in the academic institutions.
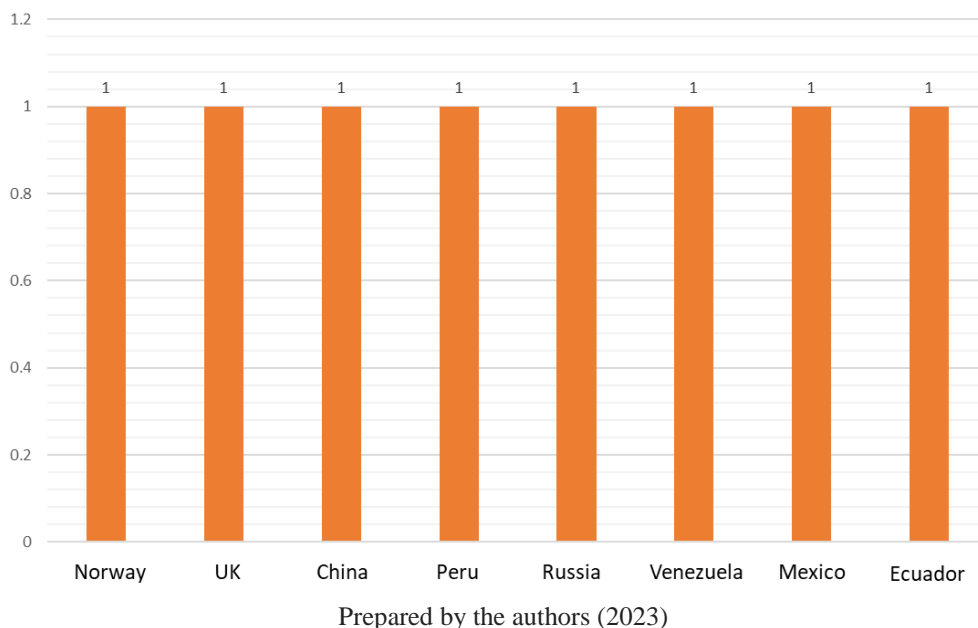
Pugacheva et al. (2020) because they contrasted that by manipulating digital tools they allow authorities to monitor all teachers achieving an efficient educational management that positively impacts the achievement of strategic objectives.

In contrast, Briceño et al. (2020) since they pointed out that the lack of adequate strategies within the higher education institution has generated that educational management is deficient, preventing the entity from achieving the objectives embodied in its PEI.

Similarly, Hernandez (2020) stated that the impact of the pandemic caused principals and teachers to innovate through new action protocols and participation schemes that allow teachers, administrative staff and authorities to work as a team seeking the welfare of all students. Social isolation and the paralysis of face-to-face academic activities have caused different young people to leave their studies due to lack of information from the authorities, lack of teachers and lack of technological tools so that they can continue with their studies, revealing that the lack of pedagogical leadership was evidenced in those critical moments.

Largo and Cortes (2020) determined that the relationship between the two variables is strong in a positive sense due to the fact that the Spearman's Rho reached was 0.825; in addition, it was shown that the sig. was less than 0.05, indicating that the results were statistically significant. The data obtained by these authors showed that the variables do maintain a significant relationship, thus indicating that if one works incorrectly, the other will be directly affected.

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Figure 2 Cited articles by country of origin

Prepared by the authors (2023)

Epistemologically Grounding Pedagogical Leadership

After reviewing the literature, the transformational leadership theory in education was considered, since it is based on the work of academics who applied this theory to companies and other institutions for the first time. First, Burns (1975) is a leadership style in which leaders inspire their followers to achieve remarkable results. In this way, both leaders and their followers experience a personal transformation (Liu et al. 2019).

Similarly, the constructivist theory was taken into account, where Lambert (1998-2003) argues that leadership should not fall on a single individual, the principal, for example, but should be the shared responsibility of the entire school community. This theory connects leadership to a constructive learning process in which the school community as a whole gains knowledge from its leaders, making leadership a two-way street. Community sharing and introspection spring from this mutual respect.

In addition, distributed leadership was considered, where Gibb (1947) was the first to use the term "distributed leadership." The first author to use the term "distributed leadership", as established by a review of the relevant theoretical literature, is attributed to Gibb (1947). The author argues that "leadership, rather than being seen as a fixed attribute of an individual, should be better considered in terms of the goals and values of the group and the techniques available to help the group achieve its goal" (Thorpe et al. 2011).

Murillo (2006) presents distributed leadership as an alternative to the singular leader model, where leadership is clearly demonstrated at all levels. In addition, he reaffirms that

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decentralized leadership is reaffirmed more than a simple delegation of tasks because it means a change of culture that captures the dedication and participation of all members of the school community in the development of the school, its operation and its management. In this, the members of the educational community emerge as agents of change, and the role of the principal goes from reflecting the bureaucratic model to being a proactive and motivating talent manager for the development of the school's students.

As conceptual definitions of pedagogical leadership, according to Fonsén and Sou kainen (2020) they point out that it is the ability to display predominance in other individuals that allows the entity to be mobilized towards a common objective that benefits all members and the interests of the organization, such as that of their clients (Fonsén and Soukainen, 2020). Equally, it is the orientation of the management carried out by the authority in educational establishments that allows promoting joint work through an efficient work of teachers, administrators and the authorities themselves that positively impact the entire family that integrates to the institution (Forssten, 2020).

Furthermore, Haglund and Coutts (2022) define it as that objective that allows to improve student learning, which is why it includes pedagogical improvements such as better lesson planning and more exhaustive evaluations.

The subcategories of pedagogical leadership considered for their importance in this study is the establishment of goals and expectations, since Rodríguez et al. (2019) externalize that the manager or director of the entity must promote the expectations and the scope of the goals to their employees, through the positive expression when the workers meet the prospects of the company.

In obtaining and allocating resources strategically, the same Rodriguez et al. (2019) mention that for this purpose the leader of the entity must ensure that all the resources that he assigns to the dependencies or those responsible for any activity within the entity must use the economic resources taking into account the pedagogical purposes and goals that have been implemented in the educational establishment.

For the planning, coordination and evaluation of teaching and curriculum, Rivera and Aparicio (2020) point out that the leader must form work teams with suitable people committed to the development of the entity, coordinating and continuously reviewing the curriculum of teachers and administrative staff, since, through this, an articulation is achieved between all the degrees held by the employees.

In the promotion and participation in the learning and professional development of teachers, Rivera and Aparicio (2020) state that at this point the leader and all those responsible for the work teams must be involved in the teaching and learning processes carried out by the teachers of the entity, since, in this way it will be possible to offer a quality education to all students, likewise, the director or manager must maintain leadership in the organization in an effective way that allows achieving the institutional objectives.

About ensuring an arranged and supportive environment, Rivera and Aparicio (2020) mention that it is the backing, advice and support that the director or manager of the entity must provide with the aim of achieving the common good of the whole family that integrates the educational community, and must also value the efforts and efforts made by teachers, since, in this way, it will be possible to maintain a work environment that allows identifying bottlenecks and improving all teaching processes.

The purpose of pedagogical leadership, according to Vásquez et al. (2021) in the Ibero-American scenario, where the destinies of educators, students, administrators, managers and leaders are intertwined, the topic of education cannot be left aside: *What is the role of educators in this context of education and pedagogical leadership?*

All studies on the quality of education in Iberia agree that teachers are the most crucial link in the chain when it comes to implementing effective reforms, so it is imperative to provide them with sufficient resources, including respect, appreciation, training and salary increases. They are a kind of cult figure whose presumed universal goodness makes them worthy of the greatest possible effort and recognition by all members of society (Vásquez et al. 2021).

Epistemological foundation for educational management, The literature reviewed revealed that the theories that are most considered in educational management is the behaviorist approach, where Cabrera et al. (2020) externalize that because the human relations psychology movement is booming, this theory gives the decision-making process and organizational and administrative behavior a more human face. Since the merger of psychology and education during the last two centuries, the subjective dimension of human behavior has been an integral part of management.

The theoretical overlap between psychology and sociology gave rise to the field of educational psychology, which fueled the field of educational administration research for nearly a century. During the global educational crisis, systems theory was widely used as an analytical tool to examine the state and improvements of educational systems around the world. A new phenomenon-based perspective is emerging that views educational administration as a

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pedagogical act rather than a business practice; however, this view has not yet gained sufficient traction in Latin America (Cabrera et al. 2020).

Also, technocratic theory was taken into account; according to Cabrera et al. (2020) the scientific, bureaucratic and general management strategies were all influenced by the classical school of management. Building a technocratic administrative structure. Concern for the implementation of logical responses to procedural and operational failures. Political-social factors and ethical considerations usually carried less weight than purely economic ones. Reduced focus on the role of economic, political and cultural factors in the evolution of organizations.

It emphasizes the adoption of viewpoints and organizational solutions based on instrumental pragmatism. It proposes that the field of education should provide technical solutions that respond rationally to the genuine problems faced by educational administration. However, the tradition of Roman administrative law remained strong throughout Latin America. The first attempts to systematize organizational and administrative theories of education and the first studies of educational management were made in the 1970s in Latin America (Cabrera et al. 2020).

The conceptual definitions considered in the educational management was from Beech and Anseel (2020) since they mention that it is the orientation towards institutional integration, aimed at fulfilling the purposes that allow to improve the education of a given people.

On the other hand, Brammer and Clark (2020) argue that these are systematic processes aimed at strengthening educational entities that enrich the pedagogical, managerial, community and administrative processes that allow preserving institutional autonomy.

Moreover, Hermanns et al. (2020) reveal that it is responsible for highlighting the restrictions that are causing problems in the entity that allow it to achieve continuous improvement of all pedagogical and administrative processes of the educational system.

The subcategories considered are four. It starts with institutional management, this is the responsibility of the principal. Its implementation should lead to the achievement of institutional goals and objectives at the end of the educational period so that successful institutional management can be coordinated (Ministry of Education, 2021).

Next is administrative management, which is related to the management of human resources, economic goods and services, all of which must be carried out in a rational and motivated manner. Administration must contribute to the achievement of educational objectives, i.e., it must be a necessary complement to the management of teachers. Since the

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operational component is responsible for individuals outside education, coordination and timely support are a challenge (Ministry of Education, 2021).

It continues, the pedagogical management, is the execution of the teaching process. It must respond to the teaching guidelines of the institution. Curricular recommendations specified in PEI and PCI, which in turn must be the result of the contextualization of the national curricular design (Ministry of Education, 2021).

Additionally, community management, which refers to the relationship between educational institutions and communities, is an inseparable part of the community. Serving on the basis of the identification and full explanation of their needs, problems and other needs (Ministry of Education, 2021).

The objectives of educational management, according to Riveros and Santos (2021) is the development of the educational institution as a learning community in charge of achieving exceptional educational quality. Improve the decision-making authority of educational institutions to promote the pedagogical and administrative autonomy of all levels of government are governed in a similar way by the principles of subsidiarity, solidarity, complementarity and competition.

In addition, we must ensure that administrative decisions are consistent with each other and are subordinated to pedagogical choices. We also need to ensure that administrative decisions make sense and are subservient to pedagogical alternatives.

Also, in order to achieve effective, efficient and innovative management of educational institutions that promote academic excellence. To work together with intersectoral articulation that ensures that management processes are carried out within the framework of a national policy of integral development. Similarly, coordinate educational institutions to foster cooperative and supportive partnerships. Increase ethical leadership in administrative roles to improve openness and freedom to share information (Riveros & Santos, 2021).

CONCLUSIONES

It has been determined that pedagogical leadership maintains a significant relationship with educational management, as Largo and Cortes (2020) obtained a Rho value of 0.825, revealing that as educational authorities exercise pedagogical leadership in each of the administrative and academic activities, there will be better teamwork that allows achieving institutional goals through efficient educational management.

Moreover, pedagogical leadership, according to Fonsén and Soukainen (2020) is defined as the ability to exert influence on other individuals that allows mobilizing the entity towards a common objective that benefits all members and the interests of the organization. Similarly, Forssten's contribution (2020) defines it as the orientation of the management carried out by the authority in educational establishments, which allows enhancing teamwork through efficient work by teachers, administrative staff, and authorities that have a positive impact on the entire family that integrates the institution.

Similarly, educational management, according to Beech and Anseel (2020) is the orientation towards institutional integration, aimed at fulfilling the purposes that allow improving the education of a particular community. In the same line, Brammer and Clark (2020) reveal that it is the systematic processes aimed at strengthening educational entities that enrich pedagogical, managerial, community, and administrative processes that allow maintaining institutional autonomy.

It was also identified that the factors of pedagogical leadership that relate to educational management are motivation, as it allows teachers, administrative staff, students, and parents to identify with the achievement of institutional objectives, knowing that achieving these purposes will promote educational quality and social relationships through respect and mutual support. Additionally, administrative skills are a factor, as authorities can guide and adequately orient teachers and administrative staff to perform their academic activities efficiently in all processes. Lastly, the work conditions factor allows for a substantial improvement in the efficient performance of the functions that teachers, authorities, and administrative staff possess.

Finally, it was evident that the relationship between pedagogical leadership and educational management in a primary-level educational institution is significant, as it was evidenced that while the director and other authorities focus their tasks on achieving objectives, while they are interested in establishing shared purposes and goals with each of the members of the entity, while they give the necessary importance to the professional development of their teachers and administrative staff, and while they offer adequate organizational conditions, then educational management will be efficient, allowing the institution to achieve each of its planned goals until achieving the institutional objective.

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