

Leadership for educational quality management

Liderazgo para la gestión de la calidad educativa

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Abstract

Every day, educational institutions take on the challenge of improving the quality of education that students receive. The principal assumes the fundamental role of leading and providing students with an environment that allows them to optimize their learning, evidencing his leadership capacity. The main purpose of the review is to address managerial leadership as the authority responsible for achieving the goals and objectives set by the educational institution and its interrelation with teachers, in order to improve the quality of education. The method used in the systematization of the information was the deductive method, with a quantitative, qualitative and mixed approach. It is concluded that the shared leadership of managers and teachers is an essential part of the educational system to improve educational quality and student learning. Likewise, it was identified that managerial leadership is closely linked to teacher performance, allowing them to be guided to the achievement of established objectives, with efficient repercussions on educational quality. It is recommended to continue with the review of this type of articles in order to increase research on managerial leadership, seeking the

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development of improvement plans for their educational institution and active support for the achievement of teacher leadership.

Keywords: Leadership, educational quality, learning improvement.

Resumen

Las instituciones educativas asumen día a día el reto de mejorar la calidad educativa que reciben los estudiantes. El director asume el rol fundamental de liderar y proporcionar a los estudiantes un ambiente que les permita optimizar sus aprendizajes, evidenciándose su capacidad de liderazgo. El propósito principal de la revisión es abordar el liderazgo directivo como autoridad responsable de que se cumplan las metas y objetivos trazados por su institución educativa y su interrelación con los docentes, para lograr mejorar la calidad educativa. El método empleado en la sistematización de la información, fue el método deductivo, con enfoque cuantitativo, cualitativo y mixto. Se concluye que el liderazgo compartido de directivos y profesores es parte esencial en el sistema educativo para mejorar la calidad educativa y el aprendizaje de los estudiantes. Asimismo, se identificó que el liderazgo directivo está estrechamente vinculado con el desempeño docente, permitiendo guiarlos al logro de objetivos establecidos, repercutiendo eficientemente en la calidad educativa. Se recomienda continuar con la revisión de este tipo de artículos para incrementar la investigación del liderazgo directivo procurando la elaboración de planes de mejoramiento para su institución educativa y un apoyo activo para el logro del liderazgo docente.

Palabras clave: Liderazgo, calidad educativa, mejora de aprendizajes

Introduction

Today, as the era of knowledge, globalization and scientific and technological progress characterize the world, we are going through great changes to the point that educational institutions face increasingly sophisticated challenges that lead to the development and improvement of today's society. In this context, the principal assumes the fundamental role of leading and providing students with an environment that allows them to optimize their learning, evidencing his leadership capacity. For this reason, educational policies have focused their interest on educational leadership, since research has shown that it has a positive influence on the effectiveness and improvement of education.

In this regard, the United Nations Educational, Scientific and Cultural Organization - UNESCO, through the document involving

school leaders in Latin America and the Caribbean, investigated the strengthening of principals as leaders, concluding that, despite the policies implemented to achieve positive managerial leadership in schools, there are still difficulties in decision-making. That is, the principal training programs implemented have not generated the desired response, due to the fact that most principals lack the skills that would allow them to assume leadership and stimulate their teachers, together with a deficient organizational capacity. This evaluation allows for the strengthening of the capacities of educational leaders to transform education, allowing them to achieve quality education. (UNESCO, 2014) .

In Latin America, we face the challenge of quality at the educational level. Colombia shows progress in educational policies, making educational management the essence of change in educational system reforms (Correa et al., 2001). For their part, Ecuador and Argentina are working to ensure that their school systems achieve better management in the pedagogical, administrative and socio-educational areas, seeking the incorporation of school programs and the fulfillment of institutional projects, based on the results obtained. (UNESCO, 2014) . In Mexico, educational reforms have been adapting to the needs of modern society, through educational management, aimed at solving conflicts in educational organizations, improving the conditions of teachers and students, which translates into favorable educational results (Carrillo, 2008, p. 45).

A study conducted by De la Cruz (2011) in Peru reveals that the efficiency of educational centers reflects the influence of the director's leadership. Likewise, he affirms that the transformational approach in which the principal leads from a school exerts a significant influence on the efficiency of the educational center. Along the same lines, Freire (2014) delves into research on the role of the principal as a pedagogical leader in the management of educational institutions in Peru, concluding that the measures adopted by the state must be associated not only with the authorities but also with the teachers who are the ones who transmit the measures, teach the curriculum and projects proposed by the state. The Ministry of Education, through the Framework of good performance of the principal (2014), defines the role and responsibility that the principal must assume to achieve an impact on the quality of teaching and student learning, together with the

accompaniment of the teacher's work, highlighting its importance in the teaching process. Therefore, it is proposed to establish a managerial role from the pedagogical leadership approach, that is, a leader who influences, inspires and moves the educational sector in terms of pedagogy, so that the school is constituted and developed in terms of learning, linking the work of the teacher, together with a pleasant school climate, with the collaboration of families and the community.

Bolívar (2010) states that, in order to improve educational organizations, managers must promote their progress through effective operations and the establishment of leadership within the organization. However, Sierra (2017) research warns that Latin American countries such as Colombia, Chile, Mexico and Ecuador do not have policies within the national educational framework that correctly define the tasks or the role to be performed by educational leaders.

In the words of Chiavenato (2006), leadership is understood as the interpersonal influence exerted in certain situations, directed through communication to the achievement of one or more defined objectives. For Hogg and Vaughan (2010), it is the relationship that arises between certain members of the same group, some of whom are able to influence the rest of the members, making them internalize values, attitudes and goals as their values and strive to achieve them. According to Chemers et al. (2000) leadership is conceived as a process of social influence, in which one person is the one who brings together and mobilizes others to achieve a common goal.

From the 1960s and 1970s onwards, leadership applied to education began to develop more autonomously. Thus, we have Sergiovanni (1984) who proposed five styles of leadership: technical leadership, human leadership, educational leadership, symbolic leadership, and cultural leadership, which allows us to appreciate that his classification is based on the main aspects of leadership.

Similarly, we have school leadership provided by Leithwood, Begley and Cousins (1990). They have established four types of leadership based on styles, thus we have: Style A, which is characterized by an interest in interpersonal relationships and establishes a cooperative and communitarian environment within the school. Style B focuses on the performance of students and their welfare. Style C concentrates on plans to promote the growth of

teachers. Style D redirects attention to administrative issues, such as the organization of institutions.

In the 1980s, the emergence of instructional leadership made the most important contribution to school effectiveness, enabling institutions to achieve comprehensive student development, teacher professional growth and school community involvement. The contribution of this style of leadership is undoubtedly undeniable, since it promotes a change of bureaucratic direction towards those interested in the teaching provided. (Murillo, 2006, p.89).

This will allow the emergence of transformational leadership, proposed by Bass (1985, 1988). Leaders are characterized by charisma, vision, personal consideration, intellectual stimulation and motivational capacity. Over time, facilitative leadership emerged, characterized by power exercised through others and not over others (Lashway, 1995). Similarly, Conley and Goleman (1994) proposed methods of using strategies, such as predicting resources, forming teams, providing feedback, coordinating and managing conflicts, creating communication networks, practicing collaborative strategies and defining the vision of the school.

The persuasive leadership proposed by Stoll and Fink (1999) is based on the optimism that the leader maintains together with the confidence that he transmits to others and the intentionality to persuade. On the other hand, the basis of sustainable leadership is: sustainable learning, success over a period of time, support for others, social justice, development of human resources, development of the environment and commitment to it. (Hargreaves and Fink, 2003; 2004; 2005)

These previous studies allow us to see distributed leadership as a new paradigm to achieve educational quality. It stands out for: analyzing and confronting school leadership interested in achieving the commitment of all members of the educational community. It also redefines the role of the principal as an agent of change who values and takes advantage of the competencies of the members of the school community to achieve a common mission. It also promotes and facilitates the professional growth of teachers, discarding individualistic school practices and gives way to a shared vision in which teachers assume personal leadership and give way to a common vision, allowing schools to improve their problem-solving skills, as well as taking advantage of the knowledge, skills, abilities and efforts of the school community (Murillo, 2006, p.10).

The author Robinson et al. (2009) expresses that educational leadership is understood as that leadership that influences others, directing them for the execution of actions aimed at achieving improvements in student learning. As a result, educational leaders manage to involve all school agents in a common improvement project, which enables the participation of the educational community, getting them involved and leading to the goal of student learning, managing economic resources and the human factor in the pursuit of this shared goal. In this regard, Leithwood (2009) pointed out that leadership is an exercise of influence, the influence of power has been transferred to anyone without having to occupy a specific position within the school organization.

The authors, Silíceo et al. (2001) state that leaders must exhibit attitudinal qualities (wisdom, conviction, risk, generosity and courage), inspirational behaviors (motivation, passion, consistency, credibility and integrity, faith and hope), and interpersonal behaviors (willingness and presence to communicate, ability to listen, persuade and negotiate). According to Alvarado (1996), leadership involves interrelating four elements: goals, style, followers and power. He states that the goal or objective is key to all institutional activities. The style is represented by the manifestation of behaviors and attitudes to exercise power. While the followers are formed by the employees who adhere to the product of the leadership imparted. Finally, power is the ability to govern the followers.

Since the 1990s, the quality of education has been a pending issue in the educational policy agenda of all countries. The Organization for Economic Cooperation and Development - OECD (1991) conceptualizes it as an attribute, the degree of excellence or relative value, which is understood as good or excellent, and therefore, it is a non-quantified characteristic or judgment.

For its part, UNESCO qualifies quality education as a right that every person has. Quality must go beyond ensuring that students enter the classroom and continue their studies; that is, it must record the conditions for teaching and student academic performance (UNESCO, 2013, p. 75). Therefore, educational quality refers to training that pays attention to the general skills of students, which goes beyond cognitive knowledge, becoming a challenge for educational institutions, as they reveal the skills of teachers to recognize the needs and achieve progress in their students, in

addition to this, the environmental conditions where the educational work is developed must be valued.

A quality school, according to Mortimore (1991), is one that promotes the intellectual, social, moral, and emotional achievement of students, taking into account their socioeconomic level, family environment, and prior learning situation. An effective school system is a system that maximizes the school's capacity to achieve these goals.

Marchessi and Martín's (2000) understanding of educational quality is that quality schools can improve the cognitive, social, emotional, aesthetic and moral skills of students, contribute to the participation and satisfaction of the educational sector and promote the professionalism of teachers, developing and promoting their educational opportunities in their social environment. Quality educational centers must consider the characteristics of their students and their social environment. A high quality educational system is conducive to the operation of such centers, especially for those students who must receive special education or students located in socially or culturally disadvantaged areas.

The educational society, at present, is guided by the principle of teaching quality, being fundamental the educational strategies applied by teachers, which should be aimed at enhancing the development of learning with new strategies that allow the greatest achievement of the students' capabilities. The quality of teaching is a reflection of the learning process transferred to the students. For the achievement of quality, it requires a good directional management of the direction, as well as pedagogical strategies imparted by teachers with creativity and motivation capacity for the formation of future citizens with competent skills and provide satisfaction to their parents.

With these considerations, this article raises the following questions: What is the value that the learning community attributes to the concept of managerial leadership? What is the role of managerial leadership in improving educational quality? How do managers and teachers interrelate in improving educational quality? What is the current impact of shared leadership between managers and teachers in improving educational quality?

In this sense, the research focused on conducting a critical review of articles related to leadership and educational quality, extracted from certain databases and correspond to the period from 2016 to 2020,

carried out in a methodical way, identifying the strategies applied to improve educational quality, analyzing relevant aspects that allow highlighting the importance of the influence of principals and teachers as managers and drivers of learning improvement and the achievement of educational quality.

The objective of the research is to identify and analyze the scientific production on research related to leadership and the improvement of educational quality, during the last five years; showing the main applied research, with the purpose of evaluating the contribution of leadership in the educational quality received by students. The study variables correspond to leadership and educational quality.

Materials and methods

The present research is a review, for its elaboration empirical articles were taken into account, extracted from the databases Scopus, Ebsco, ProQuest and Google Scholar, considering the years 2016 to 2020; and taking as reference the study variables leadership and educational quality; the extracted articles have been published in Spanish and English language.

Likewise, articles were taken from indexed journals, taking into account similar criteria used in the search in the databases mentioned in the preceding paragraph and based on the study variables.

Similarly, research papers and theses available in the repositories of universities in Peru and around the world have been taken into account, using similar criteria to those mentioned above, taking into account the variables under study.

In this review, the descriptive analytical method was applied, identifying and reviewing article by article, by reading and identifying strategies used by the authors to improve the quality of education. At the same time, the deductive method was used, which is characterized by starting from the generality and arriving at the specific content relevant to this research. According to this nature, the result was a review article, non-original, non-experimental; with a quantitative, qualitative and mixed approach.

Two types of tables were used to collect the information, one to record the articles identified according to databases, containing the following data: No., article title, year, type of article, country, journal, indexation, subject reviewed, citations reviewed,

commentary, possible use of the article to be written, references (APA), link/DOI.

The target audience for this research is mainly principals and teachers of elementary and higher education, university and non-university, parents, and can be extended to graduate students of higher education, in order to enhance the skills to propose improvement plans for the educational quality of students.

Results

The results of the analysis of the articles, taken from the Scopus, Ebsco, ProQuest and Google Scholar databases, reveal that researchers are interested in addressing issues related to educational leadership and quality, contributing with research and analysis for the benefit of the educational community.

Villa's research (2019) concludes that there is a trend of positioning pedagogical leadership, which characterizes effective schools with better educational levels. His studies were developed by applying four leadership models: Fiedler's situational leadership, Bernanrd Bass' transformational leadership, Kenneth Leithwood's effective leadership practices at the educational level, and finally, emotional leadership. This finding is shared by Contreras (2016) who reports that teachers with leadership skills together with pedagogical leadership constitute a new concept of comprehensive school, whose purpose is to help students in their learning process, as well as their personal development and professional growth, being necessary for the achievement of this objective, that teachers and principals are adequately trained.

Rodríguez, et al. (2019) and Ordoñez, et al. (2020), address the issue of leadership based on educational management as a factor for the improvement of school quality. Both studies recognize the importance of managerial leadership and pedagogical leadership, as well as teacher performance, in the achievement of educational quality. For Rodríguez, "the results of the study confirm that the opinion of principals on pedagogical leadership and school improvement is determined by regulations, limiting their work structure" (p.275). For his part, Ordoñez assures that citizens have the right to education and the state has the duty to provide them with quality education.

In the same line, Rosas (2016), concludes that, from the student perspective, "there is a significant relationship between pedagogical leadership of the principal and teacher performance" (p.56). Salvador and Sanchez (2018), in their research on managerial leadership and teacher commitment, their results show that the rho Spearman correlation = ,676 and a p-value = 0.000 lower than the α level = 0.05, concluding that if there is a moderate significant relationship between the variables of analysis of managerial leadership and organizational commitment of teachers (p.115). This contradicts the research of Santiago and Sanchez (2020), demonstrating that although teacher leadership is a cause that influences the effectiveness of education, their findings reveal that although the participants are recognized as leaders, and leadership is valued as the key to improving the quality of education and the academic performance of students, it was not possible to determine the presence of leadership in teachers and their performance.

Carvalho, et al. (2020), in their analysis of shared leadership in educational organizations, report that despite the relevance of the topic, there is little research analyzing which factor triggers the emergence of shared or participative leadership in public organizations and how it translates into organizational results. Their findings highlight the importance of a good organizational climate for the emergence of shared leadership, which also reduces the turnover of professionals in the public sector.

The research by Leiva and Vásquez (2019) proposed that principals carry out processes of accompaniment to teachers, assuming pedagogical leadership for the strengthening of teaching work and student learning. Therefore, their research finds that educational leaders assume an important role especially in the most vulnerable educational institutions, where students and teachers are propellants of the management performed by principals. Results with which Condor and Remache (2018) coincide, who investigate the appreciations of principals and teachers on educational quality and the main problems currently facing education, in addition to evaluating the teacher's work in the classroom. Their results conclude that principals and teacher performance will affect learning, so retaining traditional teaching practices will not contribute to improving the quality of teaching.

The conclusions of the research by Maya et al. (2019) reveal that the correlation between managerial leadership and quality education is

low, demonstrating that managerial leadership has a direct impact on the achievement of quality education. Managerial leadership must be effective, decisive, democratic and participative, allowing teachers and staff to participate in the work plan in a positive way. If this leadership style exists, the organization will develop towards quality, and when the principal adopts other leadership styles, the quality of quality education management is reduced, deviating from the expectations of achieving quality education.

For his part, Sallán (2020) highlights the importance of the nature and performance of principals in the literature. He states that the need to improve school results has boosted the interest in delving into pedagogical leadership, in which principals are seen as agents of change that focus on formative processes and are oriented to solve teaching-learning problems. These results are shared by Castillo, et al. (2017), who investigate leadership, through the valuation that members of a Learning Community, conclude that, despite the different conceptualizations of leadership, the valuation on the importance of leadership as a basis for educational improvement and change, is high, emphasizing that the sustainability of educational projects depends on the participation and shared responsibility of all members in learning.

Educational improvement involves interaction among individuals in the school environment, which requires leadership roles and their prominent distribution. Although the leadership of the department head is very important, in some cases, teachers who do not have this position may even play a more important role in influencing school improvement, so concludes the research of Queupil and Montecinos (2020).

Domínguez (2018) specifies that education demands new ways of understanding and exercising leadership. Gone are the classic conceptions of leadership, related to the figure of the "great leader" who occupies formal positions and has a visionary profile. The new paradigm proposes a "transformational leader", who seeks new forms of collaboration, flexibility and network organization, conditions that point to shared leadership, which allows the successful execution of new management and leadership tasks. (p. 1)

Campos, et al (2019) and *Serrano (2018)*, both studies recognize the importance of distributed or shared leadership as a factor for the improvement of educational quality. For Campos, the management

team has a distributed leadership characterized by promoting accessibility, assertive communication and an environment of trust and respect. Likewise, the collaborators he chooses are proactive people who promote assertive communication. *Serrano* assures that the ability to lead is a key factor within the educational development model. In this sense, he assures that successful schools promote coordination by creating a collaborative environment that fosters participation, professional development, mutual support and assistance in problem solving.

The scientific research Contreras and Jimenez (2016) entitled "Leadership and Organizational Climate in a School in Cundinamarca". It uses a descriptive correlational design, in a sample of 101 individuals (managers, teachers and staff). A descriptive study was carried out in which leadership and organizational climate were measured by means of two instruments: the Pitcher Adjective Test (PAT) and the Organizational Climate Scale (ECO). The conclusion reached is that there is a relationship between the research variables, which indicates that there is a direct and highly significant correlation between leadership ability and organizational climate.

Álvarez (2020) in his academic research entitled "The role of the principal in the improvement of educational quality" assures that, in order to achieve the improvement of educational quality in schools, it is necessary to have a principal who has the leadership capacity to motivate and lead in an organized and democratic way the educational management in his institution and achieve the objectives proposed for the good of education. The role of the principal is transcendental, focusing on constant motivation, recognizing the work of teachers individually and as a team, fostering a good institutional climate, good coexistence and mutual respect among the educational community, allowing to lead teachers, students and parents to build educational projects aimed at improving the quality of education.

The scientific inquiry of Vila (2018) entitled "Managerial Leadership and Educational Management in the Public Educational Institutions of the Primary level of the UGEL N° 04 - Comas, 2018". The quantitative exploration, adopted the hypothetical - deductive method, and performs a typology of research in function of basic purpose, with a correlational level and transversal temporality. The design used is non-experimental. The instruments used were two

technical surveys, applied to primary school teachers in the district of Comas. The population group was composed of 1172 teachers from 10 public schools. The results obtained show that there is a positive correlation coefficient of 0.810, which leads to the conclusion of affirming the relationship between managerial leadership and educational management. Findings with which the work of Ferruzo (2019), in his Thesis "Principal's leadership, quality of educational management and teacher performance in the Emblematic Educational Institution "Daniel Alcides Carrión" - Pasco" agrees, confirming, that there is a positive and significant relationship between the principal's leadership, the quality of educational management and teacher performance.

Changanaquí and Huapaya (2017) in their thesis called "Managerial leadership styles and the quality of educational management from the teachers' perception of four Public Educational Institutions". The design is non-experimental, cross-sectional, correlational. A total of 174 teachers participated. The instruments used were the Multifactorial Leadership Questionnaire and the Survey of opinion of teachers regarding the quality of educational management. The results show that there is a significant relationship between the quality of educational management and managerial leadership styles ($p=0.00$). The predominant leadership style is Transformational, representing 59.77%, and the quality of educational management reaches 47.7% of acceptability. Corrective/avoidant leadership is positively related to all dimensions of educational management quality ($p=0.00$). Finally, they conclude that teachers consider Transformational leadership to be the predominant style among principals. However, they consider that there is a stronger relationship between corrective/avoidant leadership style and educational management quality.

Finally, the research by Arana and Coronado (2017) entitled "Managerial leadership and teacher performance in a parochial educational institution in the district of San Isidro". The design used was correlational. The population group was 48 teachers to whom the managerial leadership questionnaire technique was applied. They conclude that there is a correlation between managerial leadership and teacher performance, with transformational leadership being the predominant style.

Discussion

This research was carried out on a thorough review of articles that analyze the scientific production on leadership for the improvement of learning and educational quality, in the various databases (materials and methods), it was found that the leadership exercised by the principal plays an important role in the level of performance of teachers in educational institutions in terms of motivation, communication and participation. This has led us to understand that there is a direct relationship between the categories of analysis. It can be seen that the leadership exercised by principals in an efficient and committed manner with their educational institutions tends to be related to the good performance of teachers, that is, teachers will be able to develop joint efforts for the achievement of certain goals (motivation), experiencing improvements in the exchange of information (communication) as well as intervention in activities (participation). In general terms, the authors consulted agree that efficient managerial leadership, together with good teacher performance, improves learning and educational quality. In this sense, under the above mentioned and upon analyzing the results, it is advisable to continue with the review of this type of articles to increase and improve the leadership of managers, seeking the development of improvement plans for their educational institution and active support for the achievement of teacher leadership.

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