

A Bibliographic Exploration Of Management Leadership In Educational Institutions

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Abstract

The purpose of this article is to determine the direction of the leadership of the Educational Institutions. For the development, the most recent articles were taken into account in order to determine the direction and performance of the leadership. Therefore, it was possible to recognize that there is a need to assess the levels of leadership and the impact on training in educational practice, the recognition of practices and strategies that managers deploy in the contexts so that a culture of social inclusion is established, providing quality training and support for management teams. An analysis of the performance adopted by management leaders in educational institutions must be based on effectiveness and commitment, taking into account the competencies and capacities supported by four pillars such as learning management, strategic thinking, teamwork and personal relationships. The value of the performance of management leaders is based on the professionalism of the performance that will be connected to management, development of quality and efficiency of learning promoted by teachers, use of resources, application of standards; managers becoming emotional and professional guides to achieve the development of the people they lead.

Keywords: Leadership; management; educational institutions

Introduction

From a social perspective, it is expected that the performance of leaders adopt positions in accordance with professional, moral and ethical solvency and they are judged by civil laws for poor or good management in state institutions and even in private ones; or within social groups. When exercising this function, managers have certain pressure to direct and exercise their function in an educational institution. Therefore, he adds, this function must be exercised thanks to the collaboration of the members of the educational community. This leadership must take into account the development of the student body at the local, regional, national and international levels to guide efforts towards improving educational standards (Muñoz & Charro, 2018). The Peruvian educational system needs to have managers who fulfill their role and have a commitment to the community surrounding the educational institution, empowering them to transform deficiencies into opportunities for achievement. This leads to strengthening interactions between members of the community. It is essential that managers are the ones who promote the activities of the educational institution, facilitating the progress and fulfillment of institutional objectives (Estrada, 2018). The task of managers begins with raising awareness among other actors to achieve their involvement, including parents. This is achieved when the leader acts assertively, executing his role as leader, although this seems to be a utopia, but it is possible that it is achieved when the manager adopts an attitude of commitment to the institution he leads.

For Fuentes & Pérez (2019) , parents have high expectations that the educational institution responds according to the demands of the context. Therefore, they demand from the leaders of the institution an adequate and better performance in acting in an efficient, effective and effective manner. Hence, the role of the manager is shown to be effective when a decision that is made favors the development of activities undertaken, reflecting the efficiency in the decisions that are made to achieve the expected results proposed in the objectives.

In the field of teaching-learning processes, there is certain dissatisfaction among teachers with the training provided in educational institutions whose directors assume the role of leaders for improvements in student learning. According to Bozú and Imbernón (2016), traditional approaches to student training processes were the traditional way of practicing and addressing teaching. Added to this is the low value given to student training processes, which contrasts with the low impacts observed in pedagogical work.

The assessment of training processes is low because it requires a deep analysis and reflection on the forms of education that are being implemented. It is necessary to recognize that the teaching actions carried out by teachers are not only a product of their initial training, but rather correspond to complex training processes under certain social, personal and cultural conditions that intersect in educational contexts. In education, there are not only academic attitudes but also perspectives of training processes that accompany the development of professionalism.

For Hallinger (2019), from Chile, he explains that there is little research on educational leadership. By carrying out a bibliographic review of the research from 2008 to 2019, they concluded that research in this aspect is just in an emerging stage. It is necessary to generate knowledge on the topic of managerial leadership and its implications in the changes in the last 13 years. Models on managerial leadership are promoted through policies to strengthen the capacity of managers. They propose to pay attention to the documentation that prescribes that the facilitation and management work of the school must have a framework where the capacities for the improvement of the processes of the institution are enhanced. In the management processes in the school, there is tension due to the accountability models that limit school development due to the centralist work carried out by these models.

Many times, the regulations and centralist orientation are far from the practice of pedagogical school leadership, which is why schools are expected to adapt the

pedagogical precepts of governments to institutions. These adaptations require an investigative touch so that proposals and forms of pedagogical action are adapted to the educational entity for the improvement of the school based on the context. Therefore, Valenzuela & Montecinos (2017) explain that the decisions of governments and ministries have an impact on the actions of directors and teachers within the institution. These forms of action are perceived by parents and the community as contrary to teaching and treatment of students and education, so the responses are immediate, such as reduction of enrollment, decrease of the social value of the educational institution and they feel the little vulnerability of families and communities. For Anderson (2010), in Chile, forms of social inclusion have been implemented in schools and communities with long-term features, modification of beliefs, new approaches, teaching resources and development of capacities. These changes have repercussions on the school as a new institutional vision, new conceptions in teachers, new orientation of teaching-learning. Krichesky & Murillo (2010) refer that this action implies the appreciation and valuation of diversity in the educational institution. This changes the educational sense because it seeks that the new conceptions are directly linked to the culture under the reflection and transformation of the teaching practice with the purpose of forming educational leaders especially in the institutional directors. Institutional micro policies are included where the resistance or submission of the directors to government decisions of the reform is perceived.

Research is important to the extent that it determines the performance of management leadership in this new context of the world order where institutions have to offer offers in response to very demanding demands from an educational community and parents based on the current environment that surrounds us.

From a methodological point of view, it is important because it reconstructs the ways in which leaders act in different institutional contexts, under certain concepts of

guidance and orientation for the actors in the formation of new generations. In this sense, a conception will be formed based on the perceptions of the actions of leaders in these modern times. To achieve this goal, documentary analysis is used under certain lines of work until the objectives are met. The general objective is to determine the orientation of the leadership of the educational institutions based on a bibliographical review. The specific objectives are to recognize the recent sources of important information that coincide with the theme of leadership. To analyze the orientation that the leaders adopt in their performance in the educational institutions in these times based on a bibliographical review. To recognize the value of the performance of the leaders in the educational institutions for the benefit of the formation of children and adolescents.

Methodology

For this review article, the Bibliographic Research method has been used, in which the analysis of the main databases has been taken into account, for which documentary analysis techniques have been worked on, through the use of a bibliographic manager where a simplified database has been established that helped in the systematization and writing of the article. The bibliography analyzed has been chosen according to the criteria of journals related to the field of education, trying to ensure that the information is as up-to-date as possible. For the selection of topics, the descriptors or keywords considered in the summary and the general objective of this article have been taken into account, and which have been searched in the main databases of indexed journals. For this bibliographic review, the analysis of scientific articles and other documents such as e-books has been taken into account.

Development

Peña & Semblet (2019) argue that within groups, there is a leadership of the people who most influence the masses. These leaderships obey the imitation of macro political and micro political models that have as sources the social conflicts that are

reproduced as practices in educational institutions. These socio-educational conflicts generate negative consequences in interpersonal relationships at school. The task that corresponds to the leaders is to reduce the tensions generated by student groups and the management actors. Carrasco & González (2017) conducted research related to leadership and social inclusion as forms of challenge to management leadership. The authors analyze the perception of school inclusion in a group of managers participating in management functions. In the understanding of leadership, it was developed as a factor that brings with it a transformation in pedagogical, social and management relationships that promote horizontal treatment in diversity to generate inclusive spaces. Another element analyzed corresponds to the mechanisms of public policies that fail to effectively develop communication of understanding in school communities, which results in incorrect responses of non-compliance or resistance to authority. This situation blocks the communicative dynamics between managers and students, closing the spaces for participation and collaboration based on the trust that generates a culture of inclusion. Romero, et al. (2020), state that in order to train managerial leaders, it is first necessary to develop systematic evaluations that show the levels of leadership and the impact on training in educational practice in institutions. The study exposes the understanding and analysis that has been had in the observation of leaders such as self-confidence that develops as a result of the intervention of factors in the relationships between actors in the institution; finding the main factors that hinder the lack of institutional conditions and integrity to assume managerial positions. In the results, they observe that there is a high assessment of training plans considering a training plan with demands of the function of the position transferring to learning. This means that the decisions of the managers affect in one way or another the learning of the students.

Rodríguez & Acosta (2020) argue that the directors of these contexts maintain some success that facilitate improvements and changes that are based on a co-responsible

vision with the expectation of the performance of the people in the community. In these vulnerable contexts, the leading directors have the task, together with their collaborators, of diagnosing the learning, the conditions of the students, the educational processes of the school, selecting through proposal the improvement strategies and the permanence of the students in the school in order to generate opportunities for the continuity of studies so that they can access work spaces. This includes training in citizenship and labor rights. In these contexts, the creation of a conscious leadership was observed to reduce the barriers, inequity and asymmetries of exclusion, assimilating the new theoretical perspectives on social inclusion.

Aparicio, et al. (2020) , in a work developed on educational change and directive leadership, suggest that instructional leadership strengthens competencies in professional communities. The research experience was developed through the support of the management teams for the change and strengthening of the response capacities to demands that are intrinsic to the school. The tasks of the management leaders go through difficulties and challenges that the teams have to face under the reflection of the plans programmed and implemented with coherence to the context and the mission determined for institutional development. In this context, leadership practices must seek strategies to improve the working conditions of the work teams for the establishment of dialogue and the use of innovative methodologies applicable to the context. In short, all this work has to do with actions of openness under approaches of co-responsibility and work to face the modern educational context at an international level. Franco (2019) proposes the generation of different managerial leaders for a new context of world order. The functions that correspond to these managers must characterize them by the proactive function, fulfillment of goals and with results, leadership that optimizes the learning processes of basic training (children and adolescents), forgers of a quality education. This implies always avoiding deficient academic preparation and the negative attitude towards

development, which are factors that block the development of training in generations. Likewise, it leads to dynamiting the processes of change in the school-family-student relationships in order to enhance the learning of future generations. In this assertion lies the satisfaction of the expectations of parents who always demand an education that serves the student to improve their future based on the awareness of a quality service based on the child and adolescent, generating favorable climates.

The leader's profile is built from specific knowledge of each profession and, for his part, Goleman (2014), based on socio-emotional competencies. The two act closely related to achieve institutional objectives. Professionalism will be connected with the management, development of the quality and efficiency of the learning developed by teachers, use of resources, application of standards. The socio-emotional is linked to the intrapersonal: self-management, self-awareness, relationship management. Managers must be emotional and professional guides to achieve the development of the people they lead. Managers achieve directive leadership when they exhibit guiding capabilities and commitment to the educational community.

Management action must be based on effectiveness and commitment, taking into account the skills and abilities supported by four pillars such as learning management, strategic thinking, teamwork and personal relationships. In this sense, Oriol et al. (2011) maintain that there is no unique model of leadership and that the educational institution demands a unique model that, together with the external and internal contextual features, achieves the optimal functioning of the educational entity.

Four forms of school leadership styles are proposed, each of which corresponds to a technocratic director who seeks productivity and efficiency; the humanistic director who develops relationships between its members; an educational director focused on curricular development; and a cultural director who seeks institutional identity. Therefore, Weinstein & Muñoz (2017) suggest that what should be exercised

corresponds to a democratic, community-based and participatory leadership that contributes to empowering the educational institution and improving the work environment, requiring a sustained update in the training of directors, teachers, resources and strategies.

A definition of leadership from an etymological point of view comes from an English word “lead” which is an action that means the ability to lead a group of people. From a functional point of view, the Ministry of Education in Peru (2014) indicates that it is the authority that guides or leads. This word carries with it the idea of prestige, power or authority. For Madrigal (2011), directive leadership consists of “the ability to influence others, in the attitudes, behaviors and skills of directing, guiding, motivating, linking, integrating and optimizing the work of people and groups to achieve the desired objectives.”

Capacity and power are not measured by what the leader can do; on the contrary, they are measured by how much power or influence he or she exerts on others to develop actions taking into account the institutional objectives. If the leader achieves the objectives, then the prestige that will serve as an example and empower the leader in guiding groups or institutions is generated, developing talents not only in himself or herself but in his or her followers.

For Ryan (2016), good leadership in classrooms encourages collaborative work together and does not develop traditional discriminatory practices and persecution of teachers and people who oppose institutional management decisions, which is common in state schools. Institutional work is seen as a collective development where inclusion, the idea of everyone, active participation, commitment, and solidarity are present at all times; the school community is always present.

From this point of view, having a leadership role in the institution is considered to be an attribute that relates innate personal, formative and experiential skills with the task of directing others under consensus, general acceptance, and teamwork devoid of

discriminatory and tasteless ideas and practices. This implies the practice of fundamental ethical values at different levels based on example and commitment and not on selfish calculation, discrimination and rumor that harm the organization. Leadership today involves complex and diverse concepts that involve the development of educational and business institutions. The main action that leaders must achieve is the influence on the behavior of others to achieve institutional objectives. This will facilitate the development of the skills and abilities of its members. The skills of the leader lie in possessing self-knowledge, self-control, motivation and the understanding of the emotions and behavior of members to know how to act with empathy and assertive communication.

Conclusions

The literature review allows us to recognize that there is a need to develop systematic evaluations that show the levels of leadership and the impact on training in educational practice in institutions, the recognition of practices and strategies deployed by managers in vulnerable contexts to establish a culture of social inclusion, providing quality training for students and support from management teams for change and strengthening the response capacities to demands that are intrinsic to the school.

An analysis of the direction that management leaders take in their performance in educational institutions must be based on effectiveness and commitment, taking into account the competencies and capabilities supported by four pillars such as learning management, strategic thinking, teamwork and personal relationships.

The value of the performance of the leaders is based on the professionalism of the performance that will be connected with the management, development of the quality and efficiency of the learning that the teachers promote, use of resources, application of standards; the managers becoming emotional and professional guides to achieve the development of the people they lead.

Good leadership in classrooms encourages collaborative work and does not develop traditional discriminatory practices and persecution of teachers and people who oppose institutional management decisions, which is common in state schools.

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