Leadership in institutional educational management in the San Cayetano Educational Unit of the city of Chone in 2022

Yenny Alexandra Zambrano-Villegas\textsuperscript{1}, Orley Benedicto Reyes-Meza\textsuperscript{2}, Carmen Dolores Andrade-Zambrano\textsuperscript{3}, Dalila Monserrate del Roció Alcívar-Cedeño\textsuperscript{4}

\textsuperscript{1}Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Ecuador. ORCID: https://orcid.org/0000-0002-4203-5848
\textsuperscript{2}Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Ecuador. https://orcid.org/0000-0002-5913-4658
\textsuperscript{3}Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Ecuador. https://orcid.org/0000-0002-5913-4658
\textsuperscript{4}Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Ecuador. https://orcid.org/0000-0002-5913-4658

ABSTRACT

The study, on Leadership of institutional educational management in the San Cayetano educational unit of the city of Chone in 2022, is part of the research on Leadership in the educational units of Chone, which starts from a wide field of inquiries about the type of direction that is applied in basic general education centers, the objective is to know the type of leadership that currently exists in the educational unit, the work is focused on the constant search to improve the quality of education in its centers of study, which is often limited by the lack of proper functioning of the institution, the research is of a mixed approach, with a descriptive and explanatory level, the methods used are theoretical and empirical, a field study was carried out, in which we worked with the sample in the educational institution and the specialized sources consulted in relation to leadership in institutional management. The Blake and Mouton Leadership Styles Test was applied and it was done manually by printing the questionnaires and the test was applied in a personalized way to a population of 20 between managers and teachers, resulting in the type of The leader observed in the San Cayetano educational unit is a Team Leader, thereby improving institutional educational management.

Keywords: Leadership, educational management, institution, leader, Managers, Teachers.

1 Introduction

The study, on Leadership of institutional educational management in the San Cayetano Educational Unit (UE) of the city of Chone in 2022, had the objective of determining leadership in institutional educational management, which is part of the research on Leadership in the Educational units of Chone, which starts from a wide field of inquiries about the type of Leadership that occurs in basic general education centers, focused on the constant search to improve the quality of education in their study centers, which is often limited by the interference of higher authorities that guides the Directors to comply with provisions of higher rank, and that limits the actions of who are in charge of the institutions of this level.

In theory, reference is made to (García Olalla & Poblete 2006), who believe that leadership requires an endless number of characteristics such as relevance, honesty, and responsibility. In the same way, Álvarez (1988), says that the exercise of management in education must be a constant improvement, for Graffe (2002), the application of the curriculum must be in the best conditions that favor learning.

It is known that basic general education and baccalaureate is aimed at the comprehensive training of students at this level, and to respond to the social development needs of the country in question, in accordance with the current characteristics of the development of humanity (Loján Maldonado, 2011), but the training of students not only depends on their effort and application to the learning process, but also requires other actions emanating from the authorities, and this has to be related to the leadership and school management that these do, to contribute in a transcendent way to the achievement of educational objectives (Moreno, June 2019).
The educational resources are these didactic and technological, they are part of the decision-making in the curricular inputs, as in compliance with the policies supported in the constitution of the Republic of Ecuador, the education law and its regulations, as in the manual of coexistence of the institution, but a well-established educational leadership is based on the idea that the team is the one who develops the capacities of the others in a plane of horizontal coexistence, not imposed but idealized by the person who directs the institution, or who is in front of it. His students, does not impose his authority, and reflects personal and professional values and has the ability to transmit his vision in a democratic and consensual manner.

As pointed out (García Olalla & Poblete, 2006) that "The ability of a school to improve depends, significantly, on leaders who actively contribute to energize, support and encourage their school to learn to develop, doing things progressively better." The improvement of learning matters, for this a series of elements such as infrastructure, maintenance of the physical plant, promotion and recruitment of students, organizational communication, climate, and culture, among other aspects, must be met. Which shows that leadership requires an endless number of characteristics such as relevance, honesty and responsibility, a vision and preparation that makes the educational process improve day by day.

This makes it possible to understand that leadership in education exists a "sense of belonging" to the institution, both for its managers and its students, without a doubt this creates a favorable work environment to develop a high-level teaching and learning process.

Educational management involves a dynamic process of leadership aimed at the promotion and development of efficient administrative and pedagogical activities, therefore, education being one of the fundamental pillars for the generation of healthy, productive and competitive people and societies, cannot be lost. view those who do educational management.

The leadership exercised by the directors must be focused, in the search for the constant improvement in the quality of the education imparted in the educational institution under their control, its management requires strategic actions for the fulfillment of clear objectives directed in this regard.

With this, it is about turning the school or educational institution into an entity based on a quality organizational culture, developing a sense of belonging and rooting towards said organizational culture by the entire school group, in this way the actions, aptitudes and practices evolve. naturally towards the fulfillment of the goals previously established by the educational leader or director.

On the analysis of reality and the contributions of various authors, it was raised whether the leadership of directors and teachers improves the institutional educational management of the San Cayetano educational unit in the city of Chone in 2022.

Within the theoretical discussion, authors who write about educational leadership were considered, such as Álvarez (1988) who raises about the exercise of management in education, who the professional must have a profile according to institutional competencies, or as well It is proposed by Graffe (2002), which states that "the educational manager exercises the direction and orientation of the educational actors, as well as the administration of resources in order to ensure the quality of the service, improve the application of the curriculum - broad and restricted". In accordance with what was previously expressed, professional competencies not only range from an administrative aspect, but also from the guide in improving the service that is offered where it integrates all the actors and does not lose connection with the context.

Educational management is the process through which the teaching and administrative work of the institution and its relations with the environment are oriented and conducted (Manes, 1999), with a view to achieving institutional objectives through the work of all members of the educational community (Amarate, 2000, p. 11) in order to offer a quality service, and coordinate the different tasks and functions of the members towards the achievement of their common projects (Álvarez, 1988, p.23). In the exercise of education management, the manager must have the professional profile of competencies in accordance with institutional requirements. From the perspective of Graffe (2002), "the educational manager exercises the direction and orientation of the educational actors, as well as the administration of resources in order to ensure the quality of the service, improve the application of the curriculum - broad and restricted" (p.2). In accordance with what was previously expressed, professional competencies not only range from an administrative aspect, but also from the guide in improving the service that is offered where it integrates all the actors and does not lose connection with the context.
These functions determine the profile of competencies that the director must possess, associated with 1) the management of interpersonal relationships, since as a leader he represents the institution before the educational community and agencies of the school system and other external entities. Its role is to motivate and stimulate participation and commitment to teaching, administrative tasks and projects to be undertaken (Álvarez and Santos, 1996); 2) the management of the information obtained in its interrelation with the agents of the educational community and its environment, thus obtaining an overall vision of the reality of the school and of the teaching and administrative processes, which facilitates the diagnosis and the management of the projects and of the school as a whole; and 3) decision-making and the authority to undertake new plans, organize the work, allocate the people and resources available for its execution (Mintzberg and Quinn, 1993).

Its main functions in the direction of the school would be: 1) to represent it before the instances of the Ministry of Education, Culture and Sports and other institutions and entities of an educational nature; 2) direct and coordinate their activities; 3) energize its management and consultation bodies, as well as the participation of the educational community; 4) organize and manage assigned personnel and resources; 5) advise teachers on the adaptation of the curriculum and pedagogical practices; 6) promote innovation and teacher training programs and projects; and 7) assist and guide students and representatives (Noriega and Muñoz, 1996; Estebanaz, 1997).

From the previous analysis, the following are derived as competencies (Ruiz, 2000; Alvarado, 1990; Álvarez and Santos, 1996): the ability to provide direction to school management with an overall vision and develop an environment and culture of teamwork that favor creative participation and innovation, ability to obtain and process relevant information to plan and solve problems, negotiation capacity and commitment generation, leadership focused on modeling, willingness to learn, ability to train and advise in teaching and administrative processes and the ability to establish collaborative links with the community and its environment, among others. The study design is based on the Leadership Project in learning management, of an applied nature to collect and analyze data on the variables, finding answers to the research questions, in our case about a: Leadership in institutional management.

The research has a quantitative-quantitative approach, with a descriptive and explanatory level, the methods to be used are theoretical and empirical, a field study was carried out, in which the sample was worked at the San Cayetano educational institution in the city of Chone, and bibliographic, for the documentary analysis for the study of the specialized sources consulted in relation to leadership in institutional management, taking into account criteria from the Teaching and Guideline experience. A Psychometric analysis was carried out to Diagnose and classify the types of educational leadership in the Educational Units of Chone; particularly from the San Cayetano UE, to which the Blake and Mouton Leadership Styles Test was applied, and it was done manually by printing the questionnaires. A workshop was held, with teachers and students, to apply the questionnaires and the results of these, directly with those involved. The population was made up of the Teachers of the Educational Units of Chone, specifically from the EU. San Cayetano, selected from among the institutions with the largest student population, the test was applied in a personalized way to a number of 20 between Directors and Teachers, reaching the conclusion that: The type of Leader observed in the San Cayetano UE is TEAM LEADER, which improves institutional educational management.

2 Materials and methods

The study design is based on the leadership project in learning management, of an applied nature to collect and analyze data of the variables, the research has a quantitative-quantitative approach, with a descriptive and explanatory level, the methods to be used are theoretical and empirical, these allow to reveal the essential relationships of the research object, they are fundamental for the understanding of the facts and for the formulation of the research hypothesis. It was developed at the San Cayetano educational institution in the city of Chone, for documentary analysis, information related to leadership in institutional management was consulted, taking into account criteria from teaching experience, which helped to reveal what type of leader was considered. They have in educational institutions, and lay the foundations of good leadership using the relationship that exists in the institutional context as a strategy.

In addition, the psychometric analysis was carried out to diagnose and classify the types of educational leadership in the Chone UE; particularly from the San Cayetano UE, to which the Blake and Mouton Leadership
styles test was applied and what was done manually by printing the questionnaires. A workshop was developed, with teachers and students, to apply the questionnaires and the result of these, was done directly with those involved. The population was made up of teachers from the EU selected from among the institutions with the largest student population, the test was applied in a personalized way to 20 managers and teachers. Data management was carried out taking into account each aspect of the test, analyzed and detailed information taking into account the reality under study and the theoretical components that support the study.

3 Analysis and discussion of results

The institutional educational leadership, within the theoretical analysis, is oriented to achieve the institutional objectives, through the joint work of all its actors, in a cooperative, inclusive manner, who support the same ideal, in order to offer a quality educational service, based on the basis of their professional skills and full knowledge of these, with an overall vision developing an environment of harmony, participation, cooperative work, solving problems, and above all generating the conditions for learning to develop, a substantive element that was evidenced according to the results in the EU San Cayetano.

This argument, as sustained by (Ruiz, 2000; Alvarado, 1990; Álvarez and Santos, 1996) is the ability to provide direction to school management with an overall vision and develop an environment and culture of teamwork that favors creative participation and innovation, ability to obtain and process relevant information to plan and solve problems, ability to negotiate and generate commitment, leadership focused on modeling, willingness to learn, ability to train and advise in teaching and administrative processes and ability to establish collaborative links with the community and its environment, among others, as shown in table 1.

The manager encourages my team members to participate in decision making and implements their ideas and suggestions.

Table 1. People and assigned tasks.

<table>
<thead>
<tr>
<th>TASK</th>
<th>PEOPLE</th>
<th>Am</th>
<th>4</th>
<th>4</th>
<th>4</th>
<th>5</th>
<th>4</th>
<th>4</th>
<th>5</th>
<th>5</th>
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<td>9</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>TOTAL</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>40</td>
<td>TOTAL</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>15</td>
<td>18</td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Managers and Teachers UE San Cayetano

What determines this result is the relationship between the tasks and the way to act in front of the group, as Ruiz says, overall vision, which is expressed in the institutional unit, in 80%, this is due to the fact that the 20 that the test was applied to them, according to Table 1, they have more or less these results, which is interpreted as a work environment and culture that favors participation and educational quality, as Álvarez and Santos say.

By taking the answers vertically, that is, tabulating question 1 by application, what is shown in table 2 was determined.

Table 2. Tabulation of question 1.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Amount</th>
<th>Results</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE</td>
<td>20</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>TASK</td>
<td>20</td>
<td>82</td>
<td>82</td>
</tr>
</tbody>
</table>

Source: Managers and Teachers UE San Cayetano

It is observed that an optimal level is not reached to determine the type of leader in this institution, but it does come close to being managers and teachers, to being a team leader, with their own style, being functional to achieve institutional objectives, willing to work as a team, but there are also teachers, who reserve the right to join all the activities of the institution.

The test result for question 2 is shown in Table 3, where nothing is more important than completing a task.

Table 3. Result of the Question that there is nothing more important than fully completing a task.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Amount</th>
<th>Results</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE</td>
<td>20</td>
<td>89</td>
<td>89</td>
</tr>
</tbody>
</table>

Source: Managers and Teachers UE San Cayetano

It is observed that an optimal level is not reached to determine the type of leader in this institution, but it does come close to being managers and teachers, to being a team leader, with their own style, being functional to achieve institutional objectives, willing to work as a team, but there are also teachers, who reserve the right to join all the activities of the institution.
The team of directors and teachers consulted shows that there is nothing more important than fully fulfilling a task, this highlights the degree of academic responsibility and criteria, that is, very good in tasks and also good in dealing with people, in addition having 92% in tasks a little more than dealing with others, which means that they are actively contributing to energize, support and encourage the development of the center, this is going after the objectives, according to (García Olalla & Poblete, 2006) That "The ability of a school to improve depends, significantly, on leaders", which is evident in this study center.

Table 4 shows question 4 of the test related to the fact that they like to help others to carry out new tasks or procedures.

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
<th>Results</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE</td>
<td>20</td>
<td>85</td>
<td>89</td>
</tr>
<tr>
<td>TASK</td>
<td>20</td>
<td>88</td>
<td>92</td>
</tr>
</tbody>
</table>

Here an institutional reality is configured, although an idea is projected in which there is cooperation to innovate, to undertake, to develop new tasks, but in reality and in the visit to the study center, there is another reality, if there are jobs as a team, but having these percentages both in tasks and with people, not all of them join to support the others, that is, out of 20 consulted, 2 are opposing ideas, which affects institutional work, here the leader is lacking, incorporate them into teamwork, and above all in the training of students, or as García Olalla & Poblete says, the greatness of a center depends on the leaders.

Table 5 shows the results of test question 6, related to the encouragement offered to collaborators to be creative in their work.

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
<th>Results</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE</td>
<td>20</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>TASK</td>
<td>20</td>
<td>81</td>
<td>81</td>
</tr>
</tbody>
</table>

One of the great virtues of institutional Leaders is to guide their collaborators to create and innovate the teaching-learning process, supported by educational quality, however it is observed in terms of tasks (81%), there is a percentage that is not very good, but it is not bad either, but if there is an imbalance of those who do not apply a fundamental principle, both Managers and Teachers, to encourage them to be creative in their work, because a positive work environment is the beginning of great results, or from the classroom class, when the Teacher is creative motivated by the conditions to do it, the results are satisfactory, at this point it is important to talk about the fact that the leaders suggest new paths, capable of turning a problem into an opportunity, generating trust, awakening enthusiasm, and Above all, it encourages others to be creative (Quintás, 2004).

The improvement in the institutional educational management occurs because the staff, the Directors with the Teaching and administrative staff, and the Teachers with their students are considered.

What determines this result is the relationship between the tasks and the way to act in front of the group, as Ruiz says, overall vision, which is expressed in the institutional unit, which is interpreted as a work environment and culture that favors participation and educational quality as Álvarez and Santos say.

When the group is encouraged to be creative at work, environments for experimentation, trust, belief in the other, creating spaces for opportunities, giving them the guidelines so that they can also do it and feel capable of doing it are generated. In this sense, the hypothesis is verified, so that the leadership of managers and teachers improves institutional educational management.

### 4 Conclusions

The Blake and Mouton Leadership Styles Test, to the managers and teachers of the UE San Cayetano de Chone in 2022, it was obtained that the type of Leader observed in the UE San Cayetano is team leader, due to the group of
managers and teachers who show the degree of academic responsibility, the fulfillment of tasks, teamwork, going to the fulfillment of institutional objectives, also because it proposes the team to participate in decision-making and tries to implement ideas and collect suggestions, that strengthens institutional educational management, leading managers and teachers to go beyond fulfilling the tasks and therefore improve the quality of education.

References