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Leadership in learning management in educational units in the city of Chone

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Abstract---The research is based on a collection of information that allows characterizing the leadership in learning management in the Educational Units of the city of Chone: Cinco de Mayo, Eugenio Espejo, Raymundo Aveiga, Oswaldo Castro Intriago, Augusto Solórzano Hoyos and Santa Mariana de Jesús. From this perspective, its significance is weighed, given that the implementation of data collection instruments allowed determining the current state of leadership in learning management in the Educational Units in the city of Chone. The objective is to investigate the current state of Leadership in learning management in the institutions studied. Field work was used as a methodology, organized to collect information through a survey using the Google form platform. The result was that the educational units exercise leadership is not fully understood by the students, as there is no majority of criteria as there are students who do not perceive it as institutional leadership.

Keywords---leadership, learning management, educational units, Chone.

Introduction

One of the biggest problems that the educational system has is the lack of leadership in learning management in educational institutions at the local level, where over the years various methodologies have been implemented so that students of all levels can achieve significant learning, however, the results have not been as expected and the objectives have not been met (Sierra, 2016). The importance of educational leadership from some elements that affect the behavior of a leader, from the perspective of sustainability, acquire a formative and ethical sense, which leads to becoming the person with specific conditions against the sense of education when it guides the educational community such as students, teachers, parents and people who manage educational processes, seeking to improve quality, climate and organizational culture in personal growth, represented in the comprehensive training of institutions.

In this sense, the objective of this article is to determine the importance of leadership in learning management based on some necessary aspects that affect the behavior of those involved. At the same time, respond to the characteristics that leadership must have in the educational field and the implications that it has with educational quality. It is necessary to respond to the importance of leadership in the field of the practice of human values within the educational institution.

The purpose of the research was to know which ones and what impact leadership has on learning management in Educational Units in the city of Chone (Bolívar, 2011). Teaching skills are not limited to knowing how to teach specialized content, the new demands of the school require leadership at all levels, not limited to those who occupy the formal position. Students differ in their ways of motivating themselves to access knowledge. In the school environment, learning is acquired through the development of intrinsic and extrinsic motivation generated from leadership (Cabrera, 2005).

At the level of the Educational Units in the city of Chone, it allows establishing differences and similarities at the gender level, regarding the way in which leadership is approached. In this sense, the purpose of the research was to demonstrate the relationship that exists between leadership in learning management in the institutions, through the implementation of information collection instruments which contributed to establishing the characteristics of leadership against the process for teaching learning. In this context, a reflection on the leadership process in the educational system is proposed, making an exhaustive review of research on management, provoking a technical and political debate with the need to redouble efforts to achieve a management model that contributes to achieving a school of quality (García, 2016).

Materials and Methods

The field work was applied as a methodology to others, the survey applied through the Google form platform was used as an instrument; In addition, the qualitative and quantitative analysis to carry out the evaluation of the results obtained, in addition to the inductive and deductive analysis to be able to

determine the conclusions of the investigation. The documentary methodology was used, which allowed the application of search methods and techniques, processing and storage of the information contained in the documents, in the first instance, with systematic, coherent and sufficiently argued presentation of new information in a scientific document, the method descriptive to show the object of the investigation, analyze and interpret the data obtained from the leadership in the management of learning in the Educational Units in the city of Chone. Information collection instruments were implemented in a survey where 60 students from the following Educational Units of the city of Chone participated: Cinco de Mayo, Eugenio Espejo, Raymundo Aveiga, Oswaldo Castro Intriago, Augusto Solórzano Hoyos and Santa Mariana de Jesús. Fundamentally, it is intended to determine the level of leadership in learning management in these institutions.

Analysis and discussion of the results

For there to be effective leadership in the teaching process, one must have the ability to be able to produce, organize and carry out actions with the aim of achieving a planned purpose of instilling in social entities values that then they can reproduce and transmit to others by example or promoting these. Leadership is a potential and can be developed in different ways and in very different situations. It is closely related to change and personal and collective transformation.

Leadership is an opportunity that can be exercised by many people in various environments: educational, family, sports, professional, scientific, social, military, political. Leadership is a capacity that develops from a potential that in many cases is innate and develops in the individual.

Leadership in learning management

Each of the school activities carried out by a student is guided by means of formats that are related to the intrinsic and extrinsic motivation strategies implemented by the teacher, but it is also related to the preparation of each student to lead your own learning process. The knowledge society, as it is called today, needs educational systems with the capacity to learn and develop new skills (Vargas, & Orozco, 2010). In this field, educational organizations become valuable, an adequate leadership behind them positions them in a highly competitive context. The human being is an organizational being and it is the individuals who drive and lead the organizations.

Leadership is a cooperative theme in the development of optimal management in educational organizations, there are various styles, its application generates a response among the members of the institution, so it is possible to mention a managerial, pedagogical, transformational style, among the main ones developed due to the roles performed (Candela, Castro, Lema, & Santana, 2022). From the point of view of (Cabrera, 2005). Within the framework of these current conceptions in which the importance of considering the different characteristics and personalities of a leader is recognized, the great importance that knowledge

has for the effectiveness of the process and institutional growth is particularly highlighted. and learning development.

Leadership at the managerial level is one that helps managers to motivate, manage, in teachers a substantial improvement in working conditions, as well as seek continuous training, a cooperative situation in the integral growth of the teacher, therefore, transmit from this dimension, effective student learning (Aparicio, Sepúlveda, Valverde, Cárdenas, Contreras, & Valenzuela, 2020). At the pedagogical level, leadership must focus on improving the pedagogy with which the teaching-learning process is generated, it is developed by all the members of the institution, directed by a defined curricular line, thus working on the continuous improvement of the teaching staff, it has the particularity that must be developed by each teacher in relation to contributing the best of themselves, for the consolidation of effective learning (Ritacco, & Amores, 2017).

At the transformational level, leadership is perceived as the one that projects in the orientation of organizations towards change and innovation, basically consisting of generating motivation, commitment, to meet goals more than the expectations of subordinates, the transforming leader resorts to various strategies to encourage transformation in the person and then in the context in which they develop (Hermosilla, Amutio, Da-Costa, & Páez, 2016). The information obtained based on other research, according to (Yangal, & Torres, 2020), there is no direct or significant impact between the perception of managerial leadership styles and student learning in primary educational institutions, therefore, student learning is associated with multiple factors such as: teaching job performance, family economic situation, student motivation, etc.

From the author's point of view, there is another aspect that is fundamental at the level of leadership in learning management and that has not been considered. According to (Kazarián & Prida, 2014), the lack of institutional leadership causes little motivation for learning among students, there is a need to develop strategies at the institutional level that motivate learning. On the other hand, for (Barrera, Curasma, & Gonzalez, 2014), motivating learning is putting students in adequate emotional conditions for them to learn; If students feel motivated in class, they will not have any difficulty learning, because they have the strength, the enthusiasm that will lead them to achieve significant learning.

At the level of learning management in the Educational Units in the city of Chone, learning skills in all areas of knowledge is not an easy task for a teacher, much more so when there is no clear leadership among them. These circumstances caught the attention of the author, who, in order to determine the incidence of learning management leadership, should characterize a student based on their motivation.

In this context, institutional authorities must try to plan activities in order to lead the comprehensive development of students, taking into account motivation based on the practical usefulness of the knowledge acquired. The statistical information regarding the implementation of a questionnaire applied to the participating students of the six educational institutions involved in the city of Chone is shown below. The research corresponds to the context of learning

management in the Educational Units in the city of Chone, in which the level of leadership and its impact on the development and teaching performance within the classroom have been investigated.

The results were evidenced that with respect to the authority takes into account the opinions of the students, a majority segment indicated that in general each one of the rectors of the educational institutions does carry out this type of exercise. Figure 1 shows the student responses.

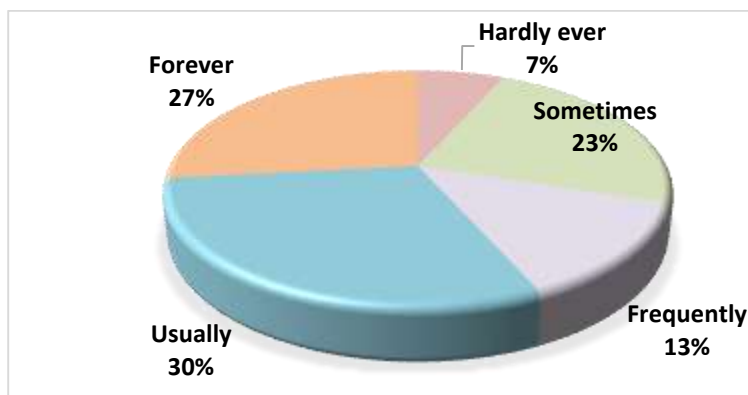


Figure 1. The authority considers the criteria of the students

As can be seen, only 27% answered that they always, the other answers were shared, demonstrating that there is no solid criterion, nor a unanimity of criteria since there are students who do not agree. agreement. According to the information presented that was related to task-oriented behavioral leadership, it is the one you observe daily in the school environment, shown in Figure 2.

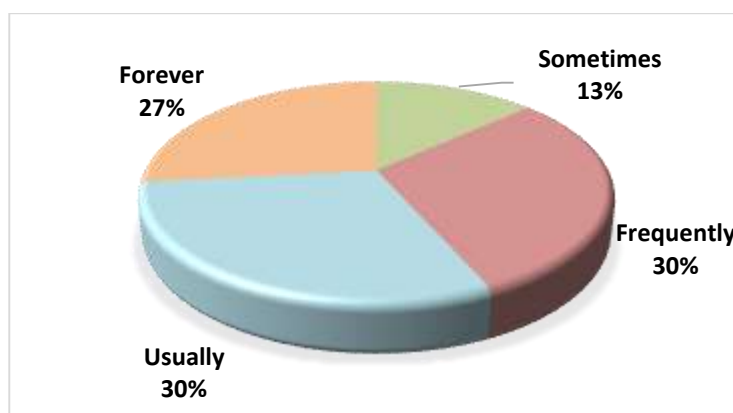


Figure 2. Behavioral leadership

The results obtained in educational institutions indicate that, in general, a majority segment affirms that this type of leadership is observed during work in the classroom. It was consulted if in the classes it is expected that all the students do the same work, in the same way and in the same time, the results are shown in figure 3.

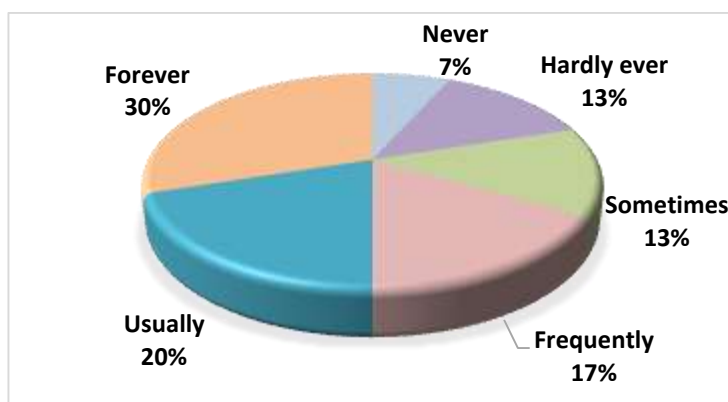


Figure 3. The students do the work in the same way and in the same time

In this sense, the most significant results obtained show that, at this point, there is no clear definition since there are different criteria, of course, all of them very valid. This shows that each social being is independent and students do not have to do the tasks oriented by the teacher in the same way and for a similar time. Teachers must create a pleasant atmosphere in class, so they must begin their activities by motivating their students related to the subject they will teach, and figure 4 shows the results obtained.

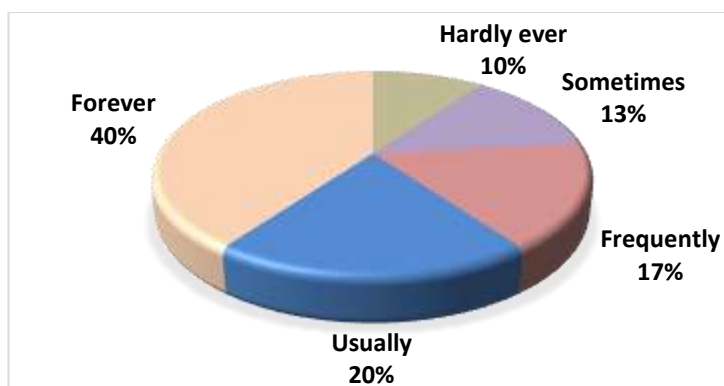


Figure 4. Teachers begin classes with motivational phrases

As can be seen in the figure, the data show that students actually perceive leadership in the teacher's attitude, which shows the guidelines given by the authority. However, contrary criteria persist, which merit further investigation, since not all students agree with the same idea. Other questions related to ethical aspects and the values that the teacher teaches by example were applied. In this sense, the data is revealing since the students have certain reservations and do not endorse the behavior of the teachers. Similarly, this research has many limitations, so further investigation is warranted.

It was also inquired about whether the teaching methodology is characterized by innovation, leadership, participation and interaction of the student with the teachers. Regarding the issue raised, the information reveals that there is no

significant segment of students that can endorse good practices and leadership on this issue by teachers. There is no uniform criterion, on the contrary, there is a diversity of responses. Other criteria consulted show that indeed a majority segment of students indicates that teachers are interested in the problems of students, which suggests that in these aspects teachers in general have some empathy with their students, demonstrating leadership in the learning management in Educational Units in the city of Chone.

It was consulted about the realization of a cooperative work with clear instructions and led by the teacher, which shows once again that there is no generalized criterion that supports the good practices of teachers and where the teacher's leadership is not observed. The information obtained on the criteria that the students have related to whether the teachers are committed to the management and leadership of the educational authorities. The results are shown in figure 5.

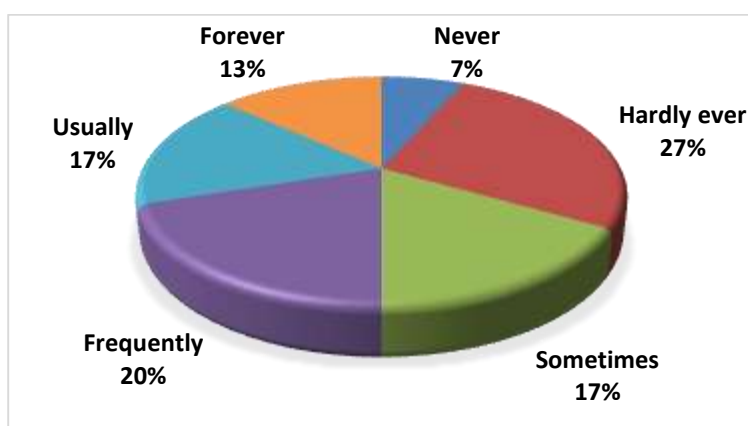


Figure 5. Teachers are committed to management and leadership

As can be seen, the results are scattered, showing that students consider that teachers in most cases are not committed to the leadership. The information obtained reveals that the students do not have a clear idea regarding the characteristics of the leadership of their authorities and the scope it has. In this sense, other research works (Rivera, & Cavazos, 2020), coincide with the relevance of clearly determining the traits in the leader's profile, highlighting knowledge and skills, approach to the personal task, recognition, competitiveness, values, promotion of culture, ethics of the organization and managers and humanistic management.

However, according to the author, there are as many ways to approach a leadership attitude as there are people. That is, not all people should and have the same profile of a leader, the leadership style at the level of learning management in Educational Units Cinco de Mayo, Eugenio Espejo, Raymundo Aveiga, Oswaldo Castro Intriago, Augusto Solórzano Hoyos and Santa Mariana de Jesús, are often the product of social and economic conditions of the environment. It should be noted that, for the present investigation, educational institutions whose socioeconomic characteristics are different were chosen. In this context, the results presented show that there is no unanimity in the way

students perceive leadership in each of the educational institutions. From the author's point of view, a planning of activities oriented towards the authorities and teachers of the educational institutions should be proposed, to develop leadership in the management of learning in the Educational Units in the city of Chone.

On the other hand, the leadership style at the level of learning management in the Educational Units in the city of Chone, constitutes an important element for effective school management, so it is convenient to note that this interaction will have to achieve that the members of the educational institutions collaborate in a conscious and motivated manner in the achievement of the objectives and goals set.

According to the investigations carried out based on the leadership in the management of learning in the Educational Units in the city of Chone, the importance of having authorities that exercise leadership in each of their respective educational units is determined, where it is necessary and It is important to respond to aspects such as ethics in the performance of their role as authority and teacher. According to (Sierra, 2020), thinking about leadership is associated with people who have changed history and who have left a legacy. These, generally, have shown extraordinary qualities as human beings with valuable experiences and great influence. It is important to respond to the importance of the leader, as an ethical human being who works in an educational organization, at any level of training. The exercise of leadership in an educational institution is a multisectoral activity, therefore, the educational strategies planned by must be developed and implemented in accordance with the entire educational community.

Conclusions

The information obtained made it possible to show that in the Cinco de Mayo, Eugenio Espejo, Raymundo Aveiga, Oswaldo Castro Intriago, Augusto Solórzano Hoyos and Santa Mariana de Jesús Educational Units, fundamentally, the exercise of leadership is not fully understood by the students, not There is a unanimity of criteria since there are students who do not perceive it as an institutional leadership, proving that in the current state the educational units studied do not meet the current state of leadership in learning management in various scenarios seen by the students.

The investigation made it possible to show that the students surveyed consider that the teachers do not feel committed to the management and leadership of the educational authorities. Managers must demonstrate their own leadership style: legitimacy, motivation, focus on the task-person, teamwork, decision-making, autonomy, knowledge, and skills of collaborators to solve problems, recognition, institutional competitiveness. In this context, it is convenient to develop activities around the implementation of what is called "Transformational Leadership", in aspects such as: Motivation at the level of educational management, intellectual stimulation in the management of learning in Educational Units in the city of Chone and Leadership through the performance of authority.

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