

Managerial Leadership and Its Influence on The Professional Development of Teachers in A Public University

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Abstract

The development of this article had as its main objective to establish managerial leadership and its influence on the professional development of teachers in a public university, for this purpose a quantitative approach methodology was developed, with a non-experimental design correlational causal, with a cross-section under a population and census sample of 174 teachers under a non-probabilistic sampling for convenience. having as main results a sig. <0.001 so the general hypothesis was accepted which establishes that managerial leadership significantly influences the professional development of teachers of a public university, all supported by a Nagelkerke value of 0.790, concluding in this way that managerial leadership manages to influence 79% of the professional development of teachers and indicating that the more focus is developed based on the capacities of managerial leadership, the greater the development of the teacher within the various institutions.

Keywords: Leadership Leadership, Teacher Professional Development, Performance

INTRODUCTION

At the global level, the issue of teacher professional development is very important due to its great importance in the field of education. In addition, it is considered an important factor in the promotion of managerial leadership, since an adequate education will be created based on these two factors, being so, on the part of (Chávez, 2022), mentions that for teacher professional development, it is necessary to design scenarios based on self-regulation strategies, cognitive goals and reflective goals, among them consists of analyzing what a person does, evaluating their society, cultural comfort, justification, the nature of the action, the premise it offers and the development of possibilities for change; Thus, according to the Organization for Economic Cooperation and Development OECD (2018), in terms of professional development and teacher supervision, it is stated that: 67% of teachers in rural educational establishments are located in rural areas during the development process, while. The control of pedagogical activities was dissatisfied with the development of their educational activities, however, after building a process of leadership and management training, more than 25% of the teachers expressed tendencies and changes in attitudes at the time of reception. a specific one; Training contributes to teachers' professional development

Similarly, schools in Latin America need adequate leadership to help teachers improve their skills and do their jobs well (Montoya, 2021), however, the lack of administrative leadership is due to the fact that most professionals in school administration roles do not have the necessary training. assume this responsibility, which affects both their professional development and their growth within the organization (Pacheco, 2022). Similarly, Watros (2019) tells us that professional development, as an activity that equips teachers with knowledge to improve their teaching and exercise correct managerial leadership, focuses on activities related to the implementation of research-based teaching. Hartinah et al. (2020) analyzed the relationship between the leadership of principals, the institutional environment, and the attitudes of members to improve teaching effectiveness and concluded that teaching effectiveness depends on the numerical variables on leadership and work environment; Therefore, there is a need to reconsider strategies to support the development of teaching

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practice through the leadership of principals and appropriate work environments. On the other hand, Toledo (2020) through his research sought to create a solid theoretical framework linking teaching effectiveness with administrative leadership, concluding that it is necessary to promote the democratic style through classroom management and leadership because it is the style that is most commonly found. beneficial for students and improves the effectiveness of teachers' teaching.

Incio and Capuñay (2020) in their study decided to investigate the relationship between staff performance and teaching leadership in private institutions and concluded that this relationship is proportional to each other and it is necessary to promote a democratic style between teachers and students. According to Sánchez et al. (2020), they identified an existing connection between leadership in educational administration and teaching work. In this way, it is possible to establish the relationship between the variables, concluding that, the higher the level of administrative leadership, the better teacher development will exist.

Thus, in terms of managerial leadership, Apaza et al. (2023) point out that educational leadership in educational settings is essential for teachers to effectively perform their functions. This skill is considered a necessary competence for adequate communication and the establishment of specific goals and appropriate strategies in administrative management; Geraldo et al. (2020) point out that managerial leadership itself is a person's ability to influence others, either through skills, confidence, status, etc., that support leadership skills in achieving proposed goals and achieving expected expectations. Therefore, the best leader will be the one who improves employee performance. This ability is collaborative in nature because it gives rise to the direction, purpose, and methods necessary for the individual to achieve what has been agreed upon. Consequently, Leithwood et al. (2020) believe that instructional leadership is the ability and capacity of educational leaders to direct, influence, and motivate those in school to achieve goals and thus improve student learning outcomes. Similarly, regarding teacher professional development, Fernández (2020) mentioned that teachers' professional development aims to enhance their skills in the classroom and expand students' knowledge to meet their needs, achieving participation in the study process. The definition of professional development, as Philipsen (2019) points out, is defined as the knowledge and skills that teachers must possess to enhance student learning, with special emphasis on teacher training being competitive, sustainable, timely and humane.

According to Vilchez (2020), professional development can be studied from three perspectives: personal, relational, and practical. The personal aspect encompasses the development of the teacher through his or her level of satisfaction with his or her work, with special emphasis on reflection and self-evaluation in his or her current role as a teacher, which is always accompanied by criticism. The relational aspect, which emphasizes the development of projects and the promotion of team spirit, as well as cooperation among all members of the organization, attracts participants to raise educational standards (Vilchez, 2020). And the practical aspect, which is based on the effectiveness of the educational process, requires achieving educational excellence through teacher-led teaching (Misra, 2018).

The justification attempts to express the author's opinion, revealing the reasons or circumstances why such research should be carried out, from theoretical and practical aspects, thereby creating a purpose of the study, it is assumed that establishing adequate leadership facilitates a good professional development of teachers. In this sense, this study is theoretically based since different theories and theoretical frameworks have been used to explain the concepts, definitions, meanings and aspects of the variables of leadership and teacher professional development. It is reasonable from a practical point of view, as it aims to find a solution to the problem of determining how decision-makers can contribute to the professional development of teachers, as well as contribute to reducing gaps in the development environment. It is justified for social reasons, because research takes into account the current situation of society, it requires specialists capable of making decisions and performing management functions, leading to development and its evaluations, which help teachers to acquire the necessary skills to improve the quality of teaching. and promoting equity in access to digital education is ultimately methodologically sound, as data collection is carried out using tools such as surveys, which allow for the manipulation of variables for analysis and explanation.

In this way, the general objective was to establish managerial leadership and its influence on the professional development of teachers in a public university; Likewise, specific hypotheses were used: To determine

managerial leadership and its influence on the personal environment of the teacher of a public university; To determine managerial leadership and its influence on the relational environment of the teacher of a public university; To determine managerial leadership and its influence on the practical field of the teacher of a public university.

As a general hypothesis: Managerial leadership significantly influences the professional development of teachers in a public university; likewise, as an alternative hypothesis we will have: Managerial leadership does not significantly influence the professional development of teachers in a public university.

METHODOLOGY

Based on the methodology, it was possible to develop a quantitative approach, because the visualization of the content will be through tables and statistics will be used as the main support for the evidence of the results, in the same way a non-experimental design of causal-explanatory correlational level was used, since it was sought to measure what is the influence of the directive leadership variable on the professional development of teachers. finally, a cross-sectional was used, since the required information was obtained at a certain time, under a pre-determined sample (Hernández et al, 2018)

Following this, the population was composed of the 174 professors of a public university, having as the main inclusion criterion the professors registered on the payroll and as exclusion criteria professors with receipts for fees, and who had leave or medical breaks; For the determination of the sample, a census-type sample was determined, which allowed the selection of the 174 teachers, obtained through a non-probabilistic sampling for convenience.

For the processing of the data, programs such as Microsoft Excel 2017 and the program Spss Statistics version 27.0 were used, which allowed to know the descriptive and inferential results, as well as a normality test was determined for the distribution of the data where ordinal logistic regression could be obtained as a determining statistic for the verification of the results as part of the non-parametric statistics

RESULTS(DISCUSSION)

DESCRIPTIVE RESULTS

Table 1 Level of the directive leadership variable

			f.	(%)
VARIABLE	Managerial leadership	Inefficient	34	19.5
		Regular	90	51.7
		Efficient	50	28.7
DIMENSIONS	Pedagogical management	Inefficient	34	19.5
		Regular	100	57.5
		Efficient	40	23.0
	Administrative management	Inefficient	36	20.7
		Regular	86	49.4
		Efficient	52	29.9
Institutional management	Inefficient	32	18.4	
	Regular	95	54.6	
	Efficient	47	27.0	
Total			174	100.0

Note. Retrieved from the Spss (2024)

After the analysis of Table 1, it was found that the directive leadership variable was at a regular level with 51.7%, likewise the pedagogical dimension was at a regular level with 57.5%, the administrative management dimension

at a regular level with 49.4% to finally find the institutional management dimension with 54.6% at a regular level, thus evidencing the lack of constant attention to promoting capacities that allow the development of managerial leadership within the various institutions.

Table 2 Level of the teacher professional development variable

			n	(%)
VARIABLE	Professional Development	Inefficient	30	17.2
		Regular	102	58.6
		Efficient	42	24.1
DIMENSIONS	Personnel	Inefficient	36	20.7
		Regular	90	51.7
		Efficient	48	27.6
	Relational	Inefficient	32	18.4
		Regular	110	63.2
		Efficient	32	18.4
Practice	Inefficient	32	18.4	
	Regular	88	50.6	
	Efficient	54	31.0	
Total			174	100.0

Note. Retrieved from the Spss (2024)

As the most outstanding data, it was found that the professional development of teachers was at a regular level with 58.6%, likewise the personal, relational and practical dimensions were also at a regular level with 51.7%, 63.2% and 50.6%, evidencing the little development on the part of teachers to be able to establish their functions within the institutions.

Table 3 V1 and V2 normality test

Normality tests				
Kolmogorov-Smirnova				
	Statistical	Gl	Gis.	Statistical
Managerial leadership	,159	174	<,000	,923
Professional Development	,085	174	,004	,975

Note. Retrieved from the Spss (2024)

For the normality test, Kolmogorov-Smirnov was taken into account due to having a sample greater than 50, in the same way it can be observed based on the significance which is less than 0.05 that the data do not present a normal distribution so the use of non-parametric statistics will be incurred, this being the ordinal logistic regression which will allow to see the influence of one variable on the other

INFERENCE RESULTS

Objective G: To establish managerial leadership and its influence on the professional development of teachers in a public university

Table 4 Testing the general hypothesis and influence of managerial leadership on teacher professional development

Model tuning information	Pseudo R square
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					Cox and Snell	0.674
Model Intersection only	Logarit. Likelihood - 2 219.208	Chi-square	Gl	Gis.	Nagelkerke	0.790
Final	24.214	195.014	2	<0.001	Mcfadden	0.584

Note. Retrieved from Spss (2024)

For the following table, it is possible to corroborate that under a sig. less than 0.05 that it is possible to reject the Ho and accept the Hg, which mentions that managerial leadership significantly influences the professional development of teachers of a public university, all this supported by the Nagelkerke value of 0.790, thus mentioning that the independent variable influences 79% on the dependent variable, all this coincides with Hartinah et al. (2020) who mention that it is necessary to promote managerial leadership for the development and evolution of the teacher's professional form, all this supported by Toledo (2020) who mentions that it is necessary to promote managerial leadership for the benefit of both the student and the teacher when teaching their classes; finally supported by Apaza et al. (2023) who point out that educational leadership in educational environments is essential for teachers to effectively perform their functions and develop fully.

SO 1: Determine managerial leadership and its influence on the personal environment of the professor of a public university

Table 5 Testing of specific hypothesis 1 and the influence of managerial leadership in the personal sphere

					Pseudo R square Cox and Snell	0.485
Model Intersection only	Logarit. Likelihood - 2 153.613	Chi-square	Gl	Gis.	Nagelkerke	0.557
Final	38.279	115.344	2	<0.001	Mcfadden	0.324

Note. Retrieved from Spss (2024)

Table 5 corroborates that under a sig. less than 0.05 it is possible to reject the Ho and accept the Hg, which mentions that managerial leadership significantly influences the personal environment of the teacher of a public university, all this supported by the Nagelkerke value of 0.557, thus mentioning that the independent variable influences 57% on the personal sphere; all of this supported by Sanchez et al. (2020) who mention that the greater the leadership, the better the teacher's personal development will be, followed by Incio and Capuñay (2020) who confirm the relationship between the variables under study and specifically approving that managerial leadership is fundamental for the teacher in all aspects; finally supported by Philipson (2019), who considers leadership as the knowledge and skills that teachers must possess to enhance student learning, with special emphasis on making teacher training competitive, sustainable, timely and humane.

SO 2: Determine managerial leadership and its influence on the relational environment of the teacher of a public university

Table 6 Testing of specific hypothesis 2 and the influence of managerial leadership in the relational field

Model tuning information					Pseudo R square	
					Cox and Snell	0.496
Model	Logarit. Likelihood - 2	Chi-square	Gl	Gis.		
Intersection only	151.645				Nagelkerke	0.591
Final	32.394	119.251	2	<0.001	Mcfadden	0.375

Note. Retrieved from Spss (2024)

In the same way, in table 6 it is possible to corroborate that under a sig. less than 0.05 that it is possible to reject the Ho and accept the Hg, which mentions that managerial leadership significantly influences the relational environment of the teacher of a public university, all this supported by the Nagelkerke value of 0.591, thus mentioning that the independent variable influences 59% on the relational field; this is supported by Geraldo et al. (2020) who mention that managerial leadership is a main factor in influencing relationships with others through trust, status, etc; supported by Fernández (2020) who mentioned that the professional development of teachers aims to enhance their skills in the classroom and expand students' knowledge to meet their needs, achieving participation in the study process.

SO 3: Determine managerial leadership and its influence on the practical field of the teacher at a public university.

Table 7 Specific Hypothesis Testing 3 and the Influence of Managerial Leadership in the Practical Field

Model tuning information					Pseudo R square	
					Cox and Snell	0.624
Model	Logarit. Likelihood - 2	Chi-square	Gl	Gis.		
Intersection only	201.042				Nagelkerke	0.718
Final	30.770	170.272	2	<0.001	Mcfadden	0.480

Note. Retrieved from Spss (2024)

Finally, for table 7 it is possible to corroborate that under a sig.<0.001 being less than 0.05 that it is possible to reject the Ho and accept the Hg, which mentions that managerial leadership significantly influences the practical field of the teacher of a public university, all this supported by the Nagelkerke value of 0.718 mentioning in this way that the independent variable influences 71.8% on the practical field; this is supported by Apaza et al. (2023) who mention that leadership will allow an adequate relationship in the practical field by facilitating effective communication between staff; in the same way, Leithwood et al. (2020) believe that instructional leadership is the ability and capacity of educational leaders to direct, influence, and motivate those in school to achieve goals and thus improve student learning outcomes

CONCLUSION

It was possible to conclude by mentioning that as the most outstanding data, managerial leadership was at a regular level with 51.7% and teacher professional development in the same way with 58.6%, evidencing the little or low emphasis on these variables which are necessary for the development of teachers and directors.

Likewise, it can be concluded under a sig. less than 0.05 that it is possible to reject the Ho and accept the Hg, which mentions that managerial leadership significantly influences the professional development of teachers in a public university

Finally, it is concluded by mentioning that managerial leadership will be essential to incur in issues of how the staff is being managed within the institutions to provide certain capacities that will allow correct and accurate decisions to be made in different situations, thus allowing to empower the staff and teachers for optimal development within the organization where they develop their functions

RECOMMENDATION

As a general recommendation, it is considered necessary to implement a management leadership program which allows to empower and promote the various teachers of the multiple universities by creating development capacities, and incentives to allow the teacher to acquire those characteristics and skills that are necessary for professional development both inside and outside their jurisdiction, thus contributing to society and the field of pedagogy.

It is also recommended to establish a control of the teacher's development which allows in one way or another to measure how this factor evolves over the months, achieving significant compensation for the contributions they have within the organization, providing added value and generating importance for the educator.

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