



Leadership in Teaching Management in Educational Units: Case Study



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Abstract

The objective of the research called Leadership in the Management of Teaching in Educational Units was to evaluate leadership in the management of teaching through the NeuroView method in Educational Units in the province of Manabí. The research adopted a quantitative, qualitative and descriptive approach with the purpose of generating information based on the results obtained. The information obtained compared the perception of the Rector/teachers / other evaluators regarding eight factors proposed by the NeuroView method. The purpose was to test the following hypotheses: Therefore, the hypothesis is tested: $H_a =$ There are important differences between institutions that show institutional leadership in the management of teaching and those that do not show institutional leadership.

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1 Introduction

What makes a leader? Oestrus? Who are the teachers that students remember after many years? The answer; It is not what they do, but what they understand. The best teachers know in depth what they teach, but fundamentally they know how to lead and motivate their students, eliciting highly productive responses from them. And, above all, the teacher instills two aspects: That their learning is important and above all that their students firmly believe that they can achieve it.

From the point of view of [Temporetti \(2006\)](#), all meaningful learning has been linked, in curricular jargon, to effectively significant content and potentially significant content, as well as to leadership in teaching management. No content is content in itself, but in relation to the relationship with social subjects and their contexts. And this is a question of leadership and pedagogical, and emotional, particularly in the area of teacher training (p. 11). In this context, the research adopted a mixed (Qualitative and Quantitative) and descriptive approach. A descriptive, longitudinal level of research with a quasi-experimental design was determined. Its objective was to evaluate leadership in the management of teaching in the educational units of the Sucre canton, province of Manabí, using the NeuroView method. The information obtained compared the perception of the Rector / Teachers / External evaluators regarding eight proposed factors ([Gençer & Samur, 2016](#); [Reyes et al., 2019](#); [Reed et al., 2019](#)).

At the same time, demonstrate the level of leadership in teaching management that the rectors of the San Isidro Educational Unit, Jama Educational Unit, Rambuche Educational Unit and Brazil Educational Unit have. In this sense, the following factors were proposed to be evaluated: x. Expectation, O. Recognition, AND. Performance, o. Sincerity, c. Understanding, I. Investment, n. Naturalness and t. Transfer. At the same time, the research sought to test the following hypotheses: Ha = There are important differences in institutional leadership in the management of teaching between institutions and those that do not evidence institutional leadership.

2 Materials and Methods

The research is called Leadership in the Management of Teaching in Educational Units. Adopted a mixed approach (Quantitative and Qualitative). The methodologies used were linked to the inductive method, through which the information collected is organized and analyzed, with the purpose of drawing conclusions starting from the particular scope of the problem raised until reaching the general one. These methodologies were also linked to the deductive method through which the current situation of leadership in the management of teaching in the authorities of the institutions involved was evidenced.

A descriptive, longitudinal level of research with a quasi-experimental design was determined. At first, and through the NeuroView method, the Rector of the institution carries out his own evaluation, at the same time the teachers carry out an evaluation of the Rector's management and finally, other evaluators carry out an evaluation of the management of the institutional authority. . In a second moment, an analysis of the neoroleadership information was carried out using the NeuroView method, which provided specific information regarding eight specific areas of leadership practice that, as neuroscience suggests, are directly related to high-trust cultures. in leader management ([Biasutti & Heba, 2012](#); [Conde et al., 2014](#); [Martin et al., 2012](#)).

The information obtained compared the perception of the Rector / Teachers / External evaluators regarding eight factors proposed by NeuroView. The values were obtained based on a survey developed and implemented through the Form application. As an alternative means of communication, the WhatsApp application was also used to send and receive information. The population was made up of teachers and authorities from 4 educational units. The sample was made up of a total of 40 teachers and 4 authorities from the educational institutions of the Sucre canton, province of Manabí.

3 Results and Discussions

Education has always been a topic of debate about its purpose in society. Its primary objective has always been to prepare young people, with the necessary skills, to serve the future of a country. Every year the demands change and evolve due to the events that occur daily both in politics and in society. Understanding the concepts of reform, quality, equality and equity are essential to be able to adapt education to a new reality. The challenges of the 21st century bring with them new teaching strategies and excellent preparation of their teachers ([Pérez et al., 2023](#)).

Leadership in learning management must directly impact students, teachers, and administrators; In general, in the educational community with the sole purpose of achieving the objectives of the institution based on philosophy and contributing to generating a differentiating value in the educational offering it offers; Therefore, the role is not only transformative, but integrative (Sesè & Gómez, 2021). Educational leadership is based on three pillars: an epistemological process, an emancipatory and contextualized process and, finally, a transformative process (Robles-Barrantes & Arguedas Zúñiga, 2020).

The new social dynamics and the trend towards the decentralization of educational systems cause managers to assume new roles, have the capacity to act autonomously and make decisions that allow them to access the globalized world of education and society in general (Diaz et al., 2020). Significant learning has been linked to socially significant content and potentially significant content. No content is content in itself but in relation to social subjects and their contexts. And this is an ethical and pedagogical issue that comes from the teacher's training itself (Temporetti, 2006). To educate it is essential to define what is human and how it should be human. The greatest richness in both definitions ensures the best education, because it will translate into commitment to a comprehensive proposal. Education is impoverished and betrayed if it categorically circumscribes and limits the vision of man and his possibilities of development (Noro, 2018).

Teacher leadership can influence other factors, also indicators of school quality, such as: class attendance, low school dropouts, family participation, school satisfaction, effectiveness of school processes, student effort, among others. In this sense, the need arises to study teacher educational leadership and its impact and with it the development of a model for its discussion and analysis. Added to the problem raised are the few studies related to teacher-centered educational leadership that occur in the country (Riascos-Hinestroza & Becerril-Arostegui, 2021).

Educational leaders develop a strategic vision for their institutions, act as role models for students and teachers, and are the key to creating an effective and attractive environment conducive to learning and an appropriate work climate. To achieve effective educational leadership, it is necessary to focus efforts on improving the quality of teaching and learning, professionalizing, strengthening and supporting the role of educational leaders, clearly define roles, adopt a collaborative approach, recognizing the strengths and competencies of teams, have sufficient autonomy to assume the responsibilities and commitments that leadership entails (Montes, 2021).

Educational leadership has to do with people and their behaviors compared to the qualities, characteristics and competencies of leaders at the individual level, which is projected throughout the educational organization. Management competencies reinforce the educational leadership that is represented in the leaders and, therefore, promote educational quality and efficiency in their processes. Sustainability is a source of educational development in terms of the factors that influence training, such as: social, economic and environmental, mediated by ethics, in relation to principles and values (Cortés-Castrillo, 2022). Sustainable leadership and educational improvement preserve and develop the deep learning of everything that is disseminated and that manages to last over time, so that it does not cause any harm and that it actually promotes a positive benefit for the people who are around us. Around, now and in the future (p. 114) in several sub-chapters.

Management in teaching

The director is, without a doubt, the central figure of the educational community, who supervises and manages the activities of the schools, integrating pedagogical and administrative aspects, promoting the quality of teaching and efficiency in its processes, assuming educational challenges. and exercising their leadership in favor of academic excellence (Padilla Díaz & Vargas Fuentes, 2022). The leadership of the authorities is based on the recognition of competencies related to communication, coping with change and teamwork that impact the teaching-educational process at the institutional level. Pedagogical management is assessed as effective based on adequate planning, execution of strategies and evaluation of learning (Andrade & Weise, 2021).

Management in teaching always has a subject and an objective, it is about leading something somewhere and it focuses on the relationships between the practice of leadership and the practice of teaching. It is argued that the work of leadership and school management must be firmly anchored in teaching. In other words, it is about leading and managing teaching and learning, a primary function of the institution (Spillane & Ortiz, 2019)

Leadership within educational centers turns out to be fundamental in the learning results of students; However, these are not directly related to them, but the teachers, in this sense the latter, are the ones who have a direct relationship with the educational leaders. There are two leaderships, that differ in schools: one focused on administration, and another, on the curriculum; The latter is the one that faces and relates to the teaching staff, being in charge of

supervision, accompaniment of pedagogical practices, curricular and learning management, which is recognized and valued by the teaching staff (Rodríguez-Molina, 2011).

Leadership has evolved, because the theories that try to explain it have also expanded their perspectives on understanding man and the world. And indeed, the more one has delved into giving a broad and complete answer to the question "who is man?" —which is not a question only for anthropologists, philosophers and theologians—, the "what", the "how" and the "why" of leadership have been clarified (Gorrochotegui Martell, 2007). Transformational leadership is important in educational management since it contributes to the development of processes focused on directing, organizing and controlling the resources of the institution in order to offer sustainability with the participation of students and social actors and, finally, the Transformational leaders foster feelings of institutional identification that allow collaborators to develop their creativity and commitment to fulfill the activities in educational management (Gálvez & Llatas, 2022).

For the training of future leaders to prosper in the environment, more than a theoretical development of competencies is required, a practical vision of those that can be observed, applied, described and measured in the organizational environment is required. If not, institutional leadership training may run the risk of being simply idealized and incongruent; being insufficient in the training of future education administrators as it becomes a fragmented model (Santa Fajardo et al., 2021).

The transition to a leadership model focused on teaching management involves a cultural change. Going from traditional teaching to a learning process based on active methodologies implies changing roles between the teacher and the student, since in this sense the teacher stops being that figure on which learning is centered and the student becomes be the main character (Curipoma et al., 2023). The teaching process involves the acquisition of skills, knowledge, behaviors and values through study, experience and instruction. It can be analyzed from multiple perspectives and is influenced by the environment and family values. The family plays a fundamental role in initial learning and lays the foundations for future learning (Cayo-Lema & Satuquinga-Lema, 2023). Table 1 shows the factors proposed for the evaluation of the NeuroView method.

Table 1
Factors proposed for the evaluation of the Neuro View method

Description	Factors
Agree together with teachers on clear and challenging objectives; Creates an atmosphere and climate where teachers are encouraged to do their best	x
He can be trusted to do the right thing, even in difficult situations; Share openly and honestly with others both your strengths and weaknesses.	n
Spend time and understand what teachers care about and how to best support them; Take time to actively listen and understand teachers' point of view	c
Creates and supports new opportunities for teachers to develop additional skills and experiences on the job; Help your employees understand how they can use their talents to grow and develop professionally	i
Expresses confidence in teachers and provides them with the tools and resources necessary to succeed on the job; Use and make the most of the skills, knowledge and experiences of teachers	t
Demonstrates integrity and acts in a moral and ethical manner, even in challenging or difficult situations; Encourages teachers to openly share their thoughts, suggestions and ideas	the
Pay attention and show interest in the progress and effort it takes to do things well; Significantly recognizes teachers' efforts and achievements in a timely and appropriate manner	THE
Use setbacks and mistakes as a valuable opportunity for teachers to learn and try something new; My leader gives me autonomy, flexibility and control to decide how I can make decisions and do my job.	AND

Strongly Disagree = 1, Disagree = 2, Somewhat Disagree = 3, Somewhat Disagree = 4 Strongly Disagree = 5 and Strongly Agree = 6

Source: Adapted from Tools4success (2018)

Leadership in the management of teaching in educational units focuses on the decoupling that exists between cognitive and affective processes and the harmonious development of educational management, that is, in the process of articulating a strategic direction of an educational center with the community. According to Andrade & Weise (2021), it is indicated that the leadership of educational authorities is based on the recognition of competencies related to

communication, coping with change and teamwork that impact the educational teaching process in the classroom. and in the community (p. 368).

Currently, teaching management is based on methodological models that privilege and promote practical/theoretical knowledge. The center of attention is combined on the basis of the teacher/authority/community relationship, within the framework within which leadership stands as an emerging proposal to consolidate the established institutional objectives. For Pérez & Suárez (2024), leadership and administrative management are fundamental issues in the functioning of educational units. The quality of education offered in these institutions depends largely on the ability of leaders and administrators to make effective and efficient decisions (p. 1).

In this context, the information obtained evidenced the perception that exists between Rector / teachers / external evaluators regarding eight fundamental factors proposed by the NeuroView method with the purpose of evaluating institutional leadership. The purpose was to check if there are important differences between institutions that show a level of institutional leadership in the management of teaching and those that do not show institutional leadership in the management of teaching. Table 2 shows the NeuroView test at the San Isidro Educational Unit.

Table 2
Neuro view test at the San Isidro Educational unit

Evaluation of the leadership of the San Isidro Educational Unit				
Quadrant	Factor	Self-assessment	Team evaluation	Other evaluators
Potential strengths	x. Expectation	5.50	5.00	5.40
	O. Recognition	5.50	5.00	5.00
	Y. Performance	5.00	5.00	5.20
Confirmed Development Areas	either. Sincerity	5.00	5.00	5.40
	c. Comprehension	5.50	5.00	5.40
	Investment	5.00	5.00	5.20
Potential Development Areas	n. Naturalness	5.50	5.00	5.00
	t. Transfer	5.50	5.00	5.00

Source: Adapted from Tools4success (2018)

Thus, based on the information obtained at the San Isidro Educational Unit, when evaluating the x factor, there was no significant difference in perception between the criteria of the rector and the teachers. At the level of factor O, there is no difference in the perception of the rector with the teachers. Regarding the evaluation of the Y factor, there was no significant difference in the perception of the rector with the teachers. Regarding the o factor, there was no difference in perception (Martins et al., 2019; Adomßent et al., 2014; Avolio & Gardner, 2005). At the same time, in factor c, no significant differences in perception were evident either. As far as factor i has to do, this indicates that the criteria are balanced, when analyzing factor n, itself and finally when evaluating factor t. The aforementioned factors did not show significant differences in the perception between the rector, the teacher and the external evaluator, consequently the information agrees on institutional leadership at the level of teaching management. Table 3 shows the results of the Try NeuroView at the Jama Educational Unit

Table 3
Neuro view test at the Jama Educational Unit

Evaluation of the leadership of the Jama Educational Unit				
Quadrant	Factor	Self-assessment	Team evaluation	Other evaluators
Potential strengths	x. Expectation	5.00	5.50	4.90
	O. Recognition	5.50	5.00	5.20
	Y. Performance	5.00	5.00	4.95
Confirmed Development Areas	either. Sincerity	5.00	5.00	5.40
	c. Comprehension	5.50	5.50	5.40
	Investment	5.50	5.00	5.40
	n. Naturalness	5.50	5.00	4.95
Potential Development Areas	t. Transfer	6.00	5.50	5.00

Source: Adapted from Tools4success (2018)

In relation to the information obtained at the Jama Educational Unit, when evaluating the x factor, there was no significant difference in the perception between the criteria of the rector and the teachers. At the level of the O factor, there is no difference in the perception of the rector with the teachers. Regarding the evaluation of the Y factor, there was no significant difference in the perception of the rector with the teachers. Regarding the o factor, there was no difference in perception. At the same time, in factor c, no significant differences in perception were evident either. Regarding factor i, this indicates that the criteria are balanced. When analyzing factor n, itself and finally when evaluating factor t, the aforementioned factors did not show significant differences in the perception between the rector and the teacher. . However, the external evaluator indicated that at the level of institutional leadership practices in teaching management there are confirmed areas of development and potential leadership strengths represented in this parameter are those that obtained a low evaluation. Consequently, the information does not agree on institutional leadership at the level of teaching management, due to discrepancies at the level of external evaluation.

For [Bretz \(2010\)](#), evaluating strengths at the leadership level has great value for educational institutions. In general, understanding the existing strengths in the leadership of educational management contributes to institutional decision-making and its relationship with the educational community (p. 72). The new social dynamics and the trend towards the decentralization of educational systems cause managers to assume new roles, have the capacity to act autonomously and make decisions that allow them to access the globalized world of education and society in general. ([Diaz et al., 2020](#)). Table 4 shows the results of the NeuroView Test at the Rambuche Educational Unit.

Table 4
Neuro view test at the Rambuche Educational Unit

Evaluation of the leadership of the Rambuche Educational Unit				
Quadrant	Factor	Self-assessment	Team evaluation	Other evaluators
Potential strengths	x. Expectation	5.00	5.50	4.90
	O. Recognition	5.00	4.90	4.90
	Y. Performance	6.00	4.90	4.95
Confirmed Development Areas	either. Sincerity	5.00	5.50	4.95
	c. Comprehension	5.50	5.50	4.90
	I. Investment	5.00	5.00	5.00
	n. Naturalness	5.00	4.90	4.95
Potential Development Areas	t. Transfer	6.00	5.00	5.00

Source: Adapted from Tools4success (2018)

Regarding the Rambuche Educational Unit, when evaluating the x factor, there was no significant difference in the perception between the criteria of the rector and the teachers. At the level of factor O, if there is a difference in the perception of the rector with the teachers. When evaluating the Y factor, a significant difference was evident in the

perception of the rector's self-evaluation with the teachers' evaluation. In relation to the o factor, there was no significant difference in the perception of the rector with the teachers. When evaluating factor c, no significant differences were evident either. When evaluating factor i, it is evident that the perception is balanced, when analyzing factor n, a significant difference was evident in the perception of the rector with the teachers and, finally, when evaluating factor t, the aforementioned factors did not show significant differences. in the perception between the rector's self-evaluation and the teachers' evaluation. By way of illustration, the external evaluator indicated that at the level of institutional leadership practices in teaching management there are parameters that obtained a lower evaluation. In areas such as potential strengths and confirmed Development Areas. Table 5 shows the results of the NeuroView Test at the Brazil Educational Unit.

Table 5
Neuro view test in the Brazilian Educational Unit

Evaluation of the leadership of the Brazilian Educational Unit				
Quadrant	Factor	Self-assessment	Team evaluation	Other evaluators
Potential strengths	x. Expectation	5.50	5.00	4.95
	O. Recognition	5.00	5.00	4.90
	Y. Performance	5.50	4.90	4.95
Confirmed Development Areas	either. Sincerity	5.00	4.95	4.95
	c. Comprehension	5.50	5.00	4.90
	II. Investment	5.00	5.50	4.90
	n. Naturalness	5.00	5.00	4.95
Potential Development Areas	t. Transfer	5.50	4.90	4.90

Source: Adapted from Tools4success (2018)

The information obtained in the Brazilian Educational Unit, when evaluating the x factor, did not show a significant difference in the perception between the criteria of the rector and the teachers. At the level of factor O there is no difference in the perception of the rector with the teachers. Regarding the evaluation of the Y factor, a significant difference was evident in the perception of the rector with the teachers. Regarding the o factor, a significant difference in perception was revealed. On the other hand, in factor c there were no significant differences in perception either. Regarding factor i, this indicates that the criteria are balanced; when analyzing factor n, a significant difference was evident in the perception of the rector with the teachers. When evaluating the t factor, the aforementioned factors did not show significant differences in the perception between the rector and the teacher. Finally, the external evaluator indicated that at the level of institutional leadership practices in teaching management there are parameters that, related to potential strengths, confirmed development areas and potential development areas that obtained a lower evaluation. Therefore, the hypothesis $H_a =$ There are important differences between institutions that show institutional leadership in the management of teaching and those that do not show institutional leadership is proven.

According to the results obtained based on the implementation of the NeuroView method, when investigating the important differences in institutional leadership in the management of teaching between institutions, it was determined that, when evaluating the leadership of the San Isidro Educational Unit, the criteria of the external evaluators determined that at the level of the expectation factor (x), that is, it agrees together with the teachers on clear and challenging objectives; It creates an atmosphere and climate where teachers are encouraged to do their best, their evaluation dropped to 4.90 out of 6.

When investigating the important differences in institutional leadership in the management of teaching between the institutions, it was determined that, when evaluating the leadership of the Jama Educational Unit, the criteria of the external evaluators determined that at the level of the expectation factor (x), that is, it agrees together with the teachers on clear and challenging objectives; It creates an atmosphere and climate where teachers are encouraged to do their best, their evaluation dropped to 4.90 out of 6. According to the results obtained based on the implementation of the NeuroView method, when investigating the important differences in institutional leadership in the management of teaching between institutions, it was determined that, when evaluating the leadership of the San Isidro Educational Unit, the criteria of the external evaluators determined that at the level of the expectation factor (x), that is, it agrees

together with the teachers on clear and challenging objectives; It creates an atmosphere and climate where teachers are encouraged to do their best, their evaluation dropped to 4.90 out of 6.

Based on the data collected through the NeuroView method, when investigating the important differences in institutional leadership in the management of teaching between institutions, it was determined that, when evaluating the leadership of the Rambuche Educational Unit, the criteria of the External evaluators determined that at the level of the Expectation factor (x), related to the fact that the rector agrees together with the teachers on clear and challenging objectives; Creates an atmosphere and climate where teachers are encouraged to do their best, their evaluation dropped to 4.90 out of 6. Regarding the Recognition (O) factor, Pay attention and show interest in the progress and effort needed to do the things things well; Significantly recognizes the efforts and achievements of teachers in a timely and appropriate manner, its evaluation dropped to 4.90 out of 6. In relation to the Understanding factor (c) 4.90 Dedicates time and understands what matters to teachers and how to best support them; He spends time actively listening and understanding the teachers' point of view, his evaluation also dropped to 4.90 out of 6.

Based on the data collected through the NeuroView method, when investigating the important differences in institutional leadership in the management of teaching between institutions, it was determined that, when evaluating the leadership of the Rambuche Educational Unit, the criteria of the External evaluators determined that at the level of the Expectation factor (x), related to the fact that the rector agrees together with the teachers on clear and challenging objectives; Creates an atmosphere and climate where teachers are encouraged to do their best, their evaluation dropped to 4.90 out of 6. Regarding the Recognition (O) factor, Pay attention and show interest in the progress and effort needed to do the things things well; Significantly recognizes the efforts and achievements of teachers in a timely and appropriate manner, its evaluation dropped to 4.90 out of 6. In relation to the Understanding factor (c) 4.90 Dedicates time and understands what matters to teachers and how to best support them; He spends time actively listening and understanding the teachers' point of view, his evaluation also dropped to 4.90 out of 6 (Van Knippenberg et al., 2004; Martini et al., 2018; Putra & Rasmini, 2018).

4 Conclusion

With the implementation of the NeuroView method, as an ideal method to evaluate the level of leadership in teaching management that the rectors of the San Isidro Educational Unit, Jama Educational Unit, Rambuche Educational Unit and Brasil Educational Unit of the Sucre canton, province of Manabí it was determined that there are significant differences between the institutions that show institutional leadership in the management of teaching and those that do not show institutional leadership.

The information obtained through the NeuroView method, when investigating the important differences in institutional leadership in the management of teaching between institutions, could determine that, when evaluating the leadership of the Brazilian Educational Unit, the criteria of the external evaluators, I determine that at the level of factor c. Understanding, meaning that the principal takes the time and understands what matters to teachers and how to best support them; Spends time actively listening and understanding teachers' point of view, his evaluation dropped to 4.90 out of 6. In factor I Investment that Creates and supports new opportunities for teachers to develop additional skills and experiences on the job; Help your employees understand how they can use their talent to grow and develop professionally, their evaluation also dropped to 4.90 out of 6. In terms of the t factor. Transfer, Expresses confidence in teachers and provides them with the tools and resources necessary to succeed on the job; It uses and makes the most of the skills, knowledge and experiences of the teachers, its evaluation also dropped to 4.90 out of 6 and finally in the o factor. Recognition, that is, the rector pays attention and shows interest in progress and effort. what it takes to do things well; It significantly recognizes the efforts and achievements of teachers in a timely and appropriate manner, its evaluation also dropped to 4.90 out of 6.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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