



REVISTA

CÁTEDRA

Leadership: analysis of professional management performance in educational institutions

Liderazgo: análisis del desempeño profesional directivo en instituciones educativas

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Abstract

This research work is based on the study of the leadership style of four educational institutions: fiscal, fiscal-commissioned, municipal and private, in which the auditing processes by the Ministry of Education (MINEDUC) showed ineffective results in terms of professional managerial performance. The objective of this study is to analyze the relationship between educational leadership and the achievement of educational quality standards of professional managerial performance. A mixed documentary and field approach was used. For the collection of information, surveys addressed to managers and teachers were used, validated by means of Cronbach's Alpha coefficient, and expert



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interviews were conducted. We worked with a probabilistic sample of 152 teachers from the referred institutions, 12 managers and 2 experts in professional managerial performance, officials of the Educational District 17D08-Los Chillos-Quito. It is highlighted that managerial leadership styles: transformational, distributed, dialogic and sustainable, present a very high significant relationship with the dimensions of managerial professional performance, in the opinion of the experts, managers should strengthen their management of the pedagogical leadership style. As the main conclusion, there is a high correlation between the distributed and sustainable leadership styles and the pedagogical management dimension, which allows identifying that it is necessary to strengthen managerial competencies in these two leadership styles due to their importance in meeting educational quality standards.

Keywords

Professional managerial performance, educational quality standards, educational leadership.

Resumen

El presente trabajo de investigación se basa en el estudio del estilo de liderazgo de cuatro instituciones educativas: fiscal, fiscomisional, municipal y particular, en las cuales los procesos de auditoría por parte del Ministerio de Educación (MINEDUC) mostraron resultados poco efectivos en cuanto al desempeño profesional directivo. Tiene como objetivo analizar la relación del liderazgo educativo con la consecución de estándares de calidad educativa de desempeño profesional directivo. Se utilizó un enfoque mixto, documental y de campo. Para la recolección de la información se utilizaron encuestas dirigidas a directivos y docentes, validado por medio de coeficiente de Alfa de Cronbach, y se desarrollaron entrevistas a expertos. Se trabajó con una muestra probabilística de 152 docentes de las instituciones referidas, 12 directivos y 2 expertos en desempeño profesional directivo, funcionarios del Distrito Educativo 17D08-Los Chillos-Quito. Se destaca que los estilos de liderazgo directivo: transformacional, distribuido, dialógico y sostenible, presentan una relación significativa muy alta con las dimensiones de desempeño profesional directivo, en opinión de los expertos, los directivos deben fortalecer su gestión del estilo de liderazgo pedagógico. Como principal conclusión se evidencia una alta correlación entre los estilos de liderazgo distribuido y sostenible, con la dimensión de gestión pedagógica, esto permite identificar que es necesario fortalecer las competencias directivas en estos dos estilos de liderazgo por su importancia en el cumplimiento de estándares de calidad educativa.

Palabras clave

Desempeño profesional directivo, estándares de calidad educativa, liderazgo educativo.

1. Introduction

The search for solutions to solve problems concerning strategic management and achieve quality results of governments, companies, businesses, and institutions is very important to diagnose and describe reality in an objective and impartial manner. Governments usually turn to the external observation of specialized research institutions. McKinsey and Company is considered one of the most recognized consulting firms, and its prestige in the validity of its reports is supported by the human talent of its researchers, since it is known for hiring the most brilliant individuals in the world. In 2007, this international consulting



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firm published a report on the research they conducted in the field of education, specifically in the countries with the best educational excellence indexes. Subsequently, for the second report they focused on the analysis of twenty educational systems with the highest scores in their performance results. It is important to point out that this report presents eight conclusions, among which the second one stands out, which refers to the fact that improving the performance of a system requires optimizing the way in which principals lead and teachers teach (Crisol, 2010, p. 178). In addition, the seventh and eighth conclusions speak of leadership within the educational system, and address them from the perspective of leadership change; and, of the continuity of leadership as an essential element for the improvement of educational systems

The State executes the steering role of the national education system through the Ministry of Education (MINEDUC); an institution through which citizens' rights are protected in application of the Organic Law of Intercultural Education (LOEI, 2021) regarding the competencies of the National Education Authority, Art. 22, literal a.a states that:

define standards and indicators of educational quality that will be used for evaluations conducted by the National Institute for Educational Evaluation. The standards will be of at least two types: curricular, referring to student academic performance and aligned with the mandatory national curriculum; professional, referring to the performance of teachers and school management personnel (p. 31).

The General Regulations of the LOEI (R-LOEI, 2023) in Article 13 specifically establishes the components that will be evaluated by the National Institute of Educational Evaluation (INEVAL) whose assessment is focused on the expected achievement descriptors, measurable objectives and that in the case of the performance of education professionals: they refer to the descriptions of what a competent educational professional should do (p. 8) referring to the management of rectors, vice rectors, principals, assistant principals, inspectors, sub-inspectors and teaching staff.

School leadership has become a priority topic of study and analysis for organizations that generate educational policy worldwide, an example of which is the Organization for Economic Co-operation and Development (OECD), 2009, an institution that provides a documentary contribution of research developed in 22 educational systems whose reports and case studies serve as support for this academic compilation. The OECD's work addresses issues such as the concept of school leadership, its political priority in changing environments and its reality. Autonomy, the distribution of functions, and the development of skills for effective school leadership are topics that are developed from the perspective of the education systems investigated (Pont, B., Nusche, D. y Moorman, H, 2009, pp. 9-13). It concludes by stating that "a recent body of literature on the effects of leadership provides additional evidence that school leadership influences student learning" (p. 34).

The Center for the Study of Policies and Practices in Education (CEPPE), an educational research center in Santiago, Chile, makes a reflection in which it describes school leadership in the following terms: "The impact of this leadership is such that it has been suggested that the principal is the second most influential internal school variable in student results, after the teachers themselves" (CEPPE, 2009, p. 20). From this background it can be concluded that the ability of management personnel to achieve a quality service is surpassed only by classroom management, an activity that is closer to the teaching-learning process, and in this sense, it is of utmost importance to analyze and study the intrinsic elements of the management activities of educational centers, the application of the educational leadership



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style best suited to their context to reach the criterion of outstanding management indicators in the professional performance of managers.

Thus, in the research, which is the result of a thesis, the research questions are: how do the educational leadership styles influence the professional managerial performance; what educational leadership styles are applied in the educational institutions investigated; what are the results of professional managerial performance in the audits of the educational institutions under study; what is the relationship between leadership style and professional managerial performance; how can the results of professional managerial performance be improved in terms of effective leadership styles; and how can the results of professional managerial performance be improved in terms of effective leadership styles? The main objective is to analyze the incidence of educational leadership on professional managerial performance in four institutions of different types of support: fiscal, fiscal-commissioned, private and municipal. And as specific objectives it has been proposed to determine the leadership style applied by the managers of the educational institutions investigated and the results of the educational audit in the professional managerial performance and to identify the relationship of the leadership style with respect to the professional managerial performance. Thus, it is understood the importance of promoting the application of effective leadership styles that allow educational institutions to reach the educational quality standards set by MINEDUC.

2. Literature review

2.1 Educational leadership

We define leadership as the process of guiding the activities of the organization's personnel in the appropriate directions that lead to the achievement of the objectives of the administrative system (Balda, 2015, p. 304). As can be seen, an attempt is made to direct the conduct or behavior of other people towards the achievement of some objective or goal, it is worth analyzing this influence should be towards appropriate directions, understanding as such the positive influence, because as is known, within an organization negative influence can also be exerted.

Another definition made by Fabara (2015) regarding leadership states that it is “the process of directing the behavior of others towards the achievement of some goal. To direct in this sense, means to make individuals act in a certain way or follow a particular course” (p. 26), which is why the role of the manager as a factor of influence is important for the achievement of educational goals, since his role as a leader has a direct effect on the goals of the community.

2.1.1 Transformational leadership

The transformational leadership style is based on relationship theories, in which the predominance of the authority-work team relationship is important. For Bolívar (2010)

is a leadership style that is developed by people who have a strong vision and personality; for this reason they are able to convince the members of the institution from within, with the inclusion of expectations and values, maintaining constant and fluid communication with the members, in order to achieve the objectives (p. 94).

For Barba et al. (2021) transformational leadership comprises a management process in which the transformation of the environment represents a fundamental aspect, which is



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possible through the action of the leader who inspires and motivates his followers (p. 286). The charismatic power of the leader is evidenced by the active participation of the team members through continuous improvement. For Velásquez (2006):

transformational leadership is a style defined as a process of positive change focused on the leader's followers, which focuses on transforming and improving the competencies of employees by increasing the motivation, morale and performance of their followers (p. 4).

2.1.2 Distributed leadership

Distributed leadership is associated with other concepts, such as “shared” leadership, “collaborative” leadership, or “democratic” leadership, changing from an individualistic and personal leadership approach to a collaborative and team approach. The leadership exercised by the director and his work team seeks to change centralized management to shared management, which is why the institutional goals beyond the execution of a leader with messianic characteristics imply involving all members of the management and teaching team.

A perspective that is not far from reality if one considers that, in effect, the director's function is distributed among several people who perform specialized leadership functions, such as deputy director, vice-principal, pedagogical coordinators, sub-level coordinators, project and program coordinators, area head, the latter referred to in this way, by the hierarchical tradition itself that has not completely disappeared from the Ecuadorian educational system. As Ahumada et al. points out, (2018) distributed leadership does not focus on the personal characteristics of the leader, but on the actions that are based on: knowledge, skills and habits, which can be taught and learned by the members of the organization (p. 7).

2.1.3 Dialogic leadership

Dialogic leadership is defined as the process through which the leadership practice of all members of the educational community is stimulated and opened: teachers, students, parents, volunteers, and other members of the educational community, in harmony with external actors from civil society, private companies, the state, the family, and academia. This interrelation is called learning communities (LC), which is an innovative educational model that shows the interactions between people through dialogue, as the key element that makes it possible for learning to occur for all those involved (MINEDUC, 2019, p. 10).

This style bases its design on communication as the axis of agreements, clarifying that when communication exists, it can be raised from the pretensions of power, of authoritarianism, that is, through the imposition of ideas, in the words of Choque (2015) from the perspective of those who communicate from the presumption of “their” power, whether based on knowledge, social status, seniority, place of work, or hierarchical position held, the dialogic method, as the basis of its operation, can be used with claims of validity (p. 22).

This means validating the best argument to reach consensus as a result of equal opportunities in environments of trust. Horizontal, lateral communication that can occur between managers, colleagues in the same department or workers at different hierarchical levels.

2.1.4 Sustainable Leadership

When we talk about the term sustainable leadership, we can also refer to sustainable leadership, which within the educational aspect refers to academic approaches that allow



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us to promote more globalized ways of dealing with current problems. Currently, there is little research on this type of leadership in the educational field. Sustainability for Cantón et al., (2021)

It is handled in different environments, particularly in ecology and economics, and defines it as something that can be maintained for a long time without exhausting resources or causing serious damage to the environment. Sustainability has also been understood as the action of satisfying the needs of present generations without compromising the possibilities of future generations to meet their own needs (p. 80).

A sustainable leadership approach refers to “the balanced integration of the economic, environmental and social spheres; that is, a direct relationship must be established between the productive aspects, the environmental impact of management, framed in the social context in which they operate” (De Mello, 2015, p. 210). This concept first arises in productive organizations, some of which develop negative environmental impacts during the management of their activities, as they focused their interests on the productive aspect, ignoring other equally important aspects.

2.2 Professional management performance standards

In constitutional application, the State exercises the leadership of the national education system, through the formulation of policies that regulate and control educational activities, as well as the operation of the entities of the system. Through Ministerial Agreement 0482-12 of November 28, 2012, educational standards are issued. The educational quality standards “are parameters of expected achievements, their objective is to guide, support and monitor the action of the groups of actors that make up the National Education System for its continuous improvement. They are distributed in: learning standards, school management, professional performance” (MINEDUC, 2017, p. 13).

According to the MINEDUC, two types of general professional performance standards have been created to date: for teachers and for managers. The management performance standards are descriptions of what a competent director or principal should do; that is, the activities that are developed during their management and application of leadership that are positively correlated with the good performance of teachers, the good management of the school, and the learning achievements of students (MINEDUC, 2011, p. 6). The main purpose of the standards is to guide, support and monitor the action of the actors of the educational system towards its continuous improvement, for this purpose the traffic light system is used to evaluate the fulfillment of the quality indicators. The administrative management standards refer to the administrative activities that are implemented in the educational institution to organize and coordinate in a systematic way the activities directed to the institutional organization, professional development, information, communication, administration of complementary services and infrastructure, equipment and teaching resources.

Regarding the institutional organization, it contemplates the elements that dynamize the functioning of the educational institution from the normative, procedural, administrative and academic aspects, strategic planning and professional development. Professional development “includes activities aimed at updating knowledge and improving the processes of professionals in the educational institution and recognizing their merits in favor of the institution” (MINEDUC, 2017, p. 14).



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Regarding the pedagogical management standards, it refers to the specific leadership function towards the activity of the educational center and whose application exerts a greater influence on teaching and learning. They are standards with a pedagogical focus and "refer to the aspects necessary for the planning and execution of actions that allow carrying out pedagogical practices, their execution, evaluation and reinforcement, as well as ensuring and attending to the biopsychosocial development of the student body" (MINEDUC, 2017, p. 14). The standards of coexistence and school participation refer to the aspects that guide the relationship of the people who make up the educational institution: directors, teachers, students, and parents. "It is based on principles and values that foster an adequate organizational climate through the collaborative work of its members and the connection with the community in the development of mutually beneficial projects" (MINEDUC, 2017, p. 14).

In addition, they group the activities that allow the organization and coexistence between the different people who make up the educational community in order to promote and achieve the exercise of their citizenship and the peaceful resolution of conflicts. It also refers to strategic alliances for cooperation for development, which integrates the educational establishment with public and private institutions in the sector; as well as the development of community outreach programs (MINEDUC, 2017, p. 15).

The last of the professional performance standards for managers refers to school safety, which indicates the aspects necessary to prevent and mitigate the risks of people who make up the educational community in the face of natural and anthropogenic events. Through risk management and protection, daily practices aimed at ensuring the comprehensive safety of people who make up the educational community are analyzed. In addition, attention and referral of cases of rights violations within the educational space is contemplated (MINEDUC, 2017, p. 14).

3. Methods and materials

For the development of this research, a mixed approach was used, grouping the qualitative and quantitative approach, in the words of Hernández-Sampieri et al. (2014) this type of research "involves a set of processes of collection, analysis and linking of quantitative and qualitative data in the same study" (p. 532). It presents a quantitative approach, since pertinent instruments were used for the collection of numerical data that allowed the management of these and their analysis through statistics; it also has a qualitative approach because the data collection was carried out through interviews, which were subjected to a critical analysis.

As described in the mixed approach "the researcher uses (...) instruments such as interviews, surveys to find out everyone's opinions on the topic under discussion, facts and others are reconstructed, in addition, these surveys can be valued through measurable scales and numerical evaluations are made of them" (Cabezas et al., 2018, p. 67). It should be noted that mixed methods are developed through systematic, empirical and critical research processes, and that after data collection and analysis, integration and joint discussion are sought to make inferences (Hernández et al., 2014, p. 534). For the research, two surveys were applied, the first directed to institutional authorities and the second, as a contrast, to teachers at educational establishments. The surveys were designed with closed questions and a Likert scale with three weights was used: agree, partially agree; and disagree; in this regard, it can be indicated that it is a method developed by Rensis Likert, and consists of "a set of items presented in the form of statements, to which the reaction of the participants is requested" (Hernández et al., 2014, p. 238) in this case managers and



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teachers. To determine reliability, Cronbach's Alpha was applied. This procedure was developed by J. L. Cronbach and measures the consistency or internal reliability of the test-type data collection instrument, which produces values ranging between zero and one. Its advantage lies in the fact that it is not necessary to divide the items of the instrument into two halves; the measurement is simply applied and the coefficient is calculated (Hernández et al., 2014, p. 295). The validation of the surveys for managers obtained a coefficient of 0.885 and for the instrument for teachers of 0.931. The surveys were designed in Google forms, and the links were shared with the study population, from which a database of responses was obtained, which would later be analyzed using the SPSS (Statistical Package for the Social Sciences) computer tool, allowing the following reliability results to be obtained.

3.1 Description of the sample and the context of the research

The data were obtained from four Educational Units with different levels of support: fiscal, fiscomisional, private and municipal, with the participation of principals, vice-principals, general inspectors and teachers, who served as primary source. To determine the 152 teachers, a probabilistic sampling was applied, which refers to the taking of a part of the population using random selection, allowing each member of the population to have the same opportunities to be selected (Hernández et al., 2014, pp. 298). Regarding the directors, the instruments were applied to 3 authorities per type of institution and the interview was applied to 2 District experts. The participating educational institutions were: "Comandante César Endara Peñaherrera" Armed Forces Educational Unit, as a Fiscomisional campus, "Las Américas del Valle" Educational Unit, a privately supported campus, "Julio Moreno" Educational Unit as a municipally supported institution, and "Atahualpa" Educational Unit as a fiscal institution, all institutions belong to the Educational District D08-Los Chillos.

4. Results

4.1 Research conducted on managers

The survey assessed the perception of managers on the independent variable which is: leadership styles of the manager and includes the four dimensions; 3 questions for the transformational dimension; 3 questions for the distributed dimension; 3 questions for the dialogical dimension and 3 questions for the sustainable dimension. The first three questions are common to all leadership styles. For each question there are three response options with a weight of two points if you agree, one point if you partially agree and zero points if you disagree.

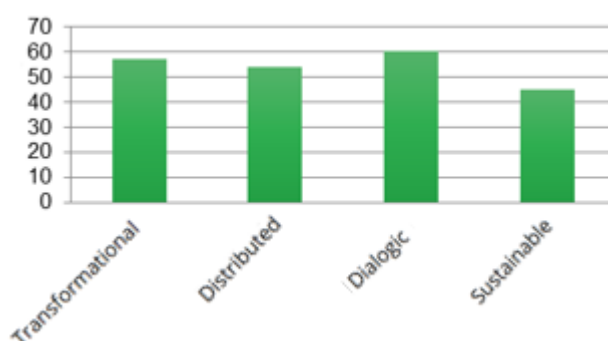


Figure 1. Leadership styles applied according to managers



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Regression statistics	
Correlation coefficient	0.748
Bilateral significance	0.005
Observations	12

Table 1. Pearson correlation results of the instrument for managers.

On the other hand, the survey assessed the perception of teachers on the independent variable which is: leadership styles of the manager and includes the four dimensions; 3 questions for the transformational dimension; 3 questions for the distributed dimension; 3 questions for the dialogical dimension and 3 questions for the sustainable dimension.

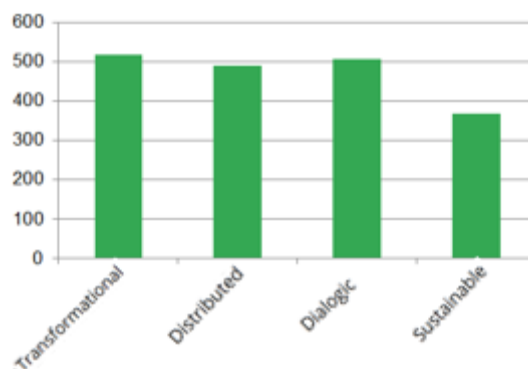


Figure 2. Applied leadership styles according to teachers

Regression statistics	
Correlation coefficient	0.794
Bilateral significance	<0.001
Observations	152

Table 2. Pearson correlation results of the instrument to teachers

Finally, correlations were obtained between leadership and professional management performance standards, which showed the perception of the leadership style from the perspective of the teacher and the manager.

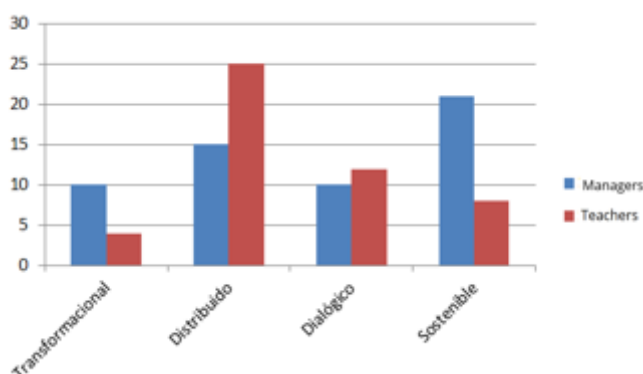


Figura 3. Estilos de liderazgo aplicado. Perspectiva del directivo y del docente



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Regarding the results of the interviews, the following triangulation shows the position of the experts, as well as their analysis. Important results include the relationship between the educational institutions that have better audit results and their environment, which is shown below:

Expert Answer 1	Expert Answer 2	Analysis and interpretation
<p>"We have to be clear about the auditing process. The quality standards established by the Ministry of Education, obviously, the institutions that manage to reach those standards have met the educational quality and based on that, they see if the institution complies: this is what it has, this is what it doesn't have, this is what it does have; then, according to that, they issue the conformities or non-conformities. With respect to those compliances of their standards, but obviously the audit is personal, that is, each institution complies or does not comply and what it lacks to reach compliance with those standards. There are no institutions that group together, that consolidate as institutions to generate strategic relationships, I refer to the fiscal issue because in the particular issue, some networks of private educational institutions are formed where there is that exchange of observations."</p>	<p>"Currently, all institutions are at their level, fulfilling their objectives, fulfilling their mission, their vision.</p> <p>If we see that there are institutions that are better, we as managers should try to help each other to be able to solve the difference.</p> <p>The difference, I think, is the person at the top: the leader.</p> <p>The person at the top is the one who has to guide the educational institution. If an educational institution has a good manager, a good leader, the institution will be able to move forward and, on the contrary, if the educational institution has a negative leader, an arrogant leader, a leader who does not talk to its teachers, this institution will not meet the quality standards and will continue to improve its quality."</p>	<p>Nowadays, it can be seen that there are institutions that group together and strategically relate to each other in the fiscal system. As for private institutions, some networks of private educational institutions have been formed where this exchange of observations exists.</p> <p>For this relationship to exist, the leader or the person who is in charge must guide the educational institution. If an educational institution has a good manager, it is easier for it to get involved with other educational establishments to seek improvements in its audit processes and results. Although collaborative networks allow the exchange of learning experiences, the first audit must be individual, that is, each institution must do it internally.</p>

Table 3. Expert interviews. How do the schools with the best audit results relate to public or private institutions in the area?

It is important to highlight that the leadership style is directly related to the dimensions of professional managerial performance. With this background, the question arises as to what type of educational leader Ecuador needs:

Expert Answer 1	Expert Answer 2	Analysis and interpretation
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<p>A leader who does not just stay in the basics, who is not “reactive”, but proactive. That he proposes.</p> <p>Reactive, that is to say, to say, such and such a thing happened, now I have just reacted to look for the solution; I was audited so I am going to see what I can do to overcome that audit, no; it has to be clearly 'proactive' to propose actions that allow me to go beyond the fulfillment of those standards curricular knowledge, as I said before, if I as a leader do not know what is a prescriptive curriculum established by the Ministry of Education, what is the orientation that the Ministry of Education wants to achieve and what else I have to collaborate, if I only remain reactive that leader is condemned to organizational failure.”</p>	<p>“Well, you need a leader who promotes work, who promotes collaboration among the entire work team of an institution, a leader who transmits his ideas with clarity, who is receptive to what other people ask him, to what other people want to support. A leader who is concerned about the human factor, who has the capacity to interact with his people.</p> <p>A leader who is not a leader at the top and who is the one who commands and punishes, but a leader who is constantly motivating his community, fulfilling or listening to their objectives, listening to their ideas, who knows how to discern what is best for the institution to move forward, that is, a leader who is a human being rather than a person who is only dedicated to work.”</p>	<p>Ecuador needs educational leaders who do not stay only in the basics, who are not reactive, but who are proactive, who propose solutions before the problems become bigger or even develop their management before the problems appear.</p> <p>It needs leaders who promote collaborative work among the entire team of the institution, a leader who transmits his ideas clearly, who are receptive to what other people can contribute.</p> <p>Leaders who efficiently manage the educational legal framework, who comply and enforce the regulations, who manage the pedagogical aspects with fluency so that they can perform the necessary accompaniments.</p> <p>A leader who is concerned about the human factor, who has the capacity to interact with his collaborators.</p>
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Table 4. Expert interviews. What kind of “educational leader” does Ecuador need?

Finally, and linked to the previous question, it is suggested that the implementation of certain characteristics of the most effective leadership styles is essential to achieve the best audit results. In this regard, the experts stated the following:

Expert Answer 1	Expert Answer 2	Analysis and interpretation
<p>“He would be characterized by being a human being, a human being with an awareness of where he is, with an awareness of knowing his country, and wanting to contribute to that country. To leave his</p>	<p>“The director must be characterized by having an agility in making decisions, must be versatile in order to change, to not close himself off in what he says, but to be able to listen to others, he must</p>	<p>Rather than specifying what currently characterizes managers, it would be more efficient to focus on what should characterize educational leaders. Among the characteristics that the Ecuadorian manager</p>



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<p>Ecuador in better conditions than it is currently in.</p> <p>In addition to that, he must have a broad knowledge of legal regulations, in the legislative field. Because a leader who does not know the legal issue will obviously get tangled up or make some mistakes.</p> <p>Currently, legal regulations have evolved so much and educational institutions are falling behind. That is the result of many teachers committing acts because it is due to ignorance and the same directors commit acts due to ignorance of the legal norm.</p> <p>He must know the pedagogical field, obviously, because if he does not know the pedagogical field, how can he perform, how can he guide his fellow teachers?"</p>	<p>be receptive, so I think that one of the main problems that the director faces is that many times the teachers are against the decisions of the director, they do not want the school to grow or they do not want to help the school to get ahead, Another of the biggest problems also in the institutions is often the lack of support from senior managers, so many times we as middle managers, let's say we request something or propose something but we do not have the support of the higher authorities, finally another of the problems that as directors we also face in many cases are the parents, which is another part of the educational community".</p>	<p>should have is his human value, with an awareness of knowing about his context, with an awareness of knowing, of knowing his country, and of wanting to contribute to that country.</p> <p>He must be agile in making decisions, be versatile in order to be able to change, be receptive. He must know the pedagogical field, obviously, because if he does not know the pedagogical field, how can he perform, how can he guide his fellow teachers.</p> <p>And above all, he must have the desire to leave our Ecuador in better conditions than it is currently in..</p>
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Table 5. Interviews with experts. What characterizes a quality manager/authority in the Ecuadorian educational system?

5. Discussion of the results

Items	Pearson correlation	Generation of accountability spaces	Optimal use of infrastructure in relation to learning objectives	Evaluation of the provision of complementary services	PCA, PCI and PUD Feedback	Institutional assessment and learning achievement ?	Feedback with organizations and institutions
Management focused on institutional vision, objectives or goals	Correlation Sig. (bilateral)	.577* 0.049	-.577* 0.049	-.577* 0.049	.577* 0.049	.577* 0.049	1,000** 0,000
	Correlation	.577*	-.577*	-.577*	.577*	.577*	0,000



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Professional attitudes as a motivational example	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	1,000
Encouraging teacher performance	Correlación	.577*	-.577*	-.577*	.577*	.577*	0,000
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	1,000
How to cope with institutional problems	Correlación	1.000**	-0.333	-0.333	1.000**	1.000**	,577*
	Sig. (bilateral)	0.000	0.290	0.290	0.000	0.000	0,049
Managerial support and charisma	Correlación	.577*	-.577*	-.577*	.577*	.577*	1,000**
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	0,000
Intellect as a strength for institutional management	Correlación	.577*	-.577*	-.577*	.577*	.577*	1,000**
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	0,000
Generation of new leaders	Correlación	1.000**	-0.333	-0.333	1.000**	1.000**	,577*
	Sig. (bilateral)	0.000	0.290	0.290	0.000	0.000	0,049
Development of professionalization activities	Correlación	1.000**	-0.333	-0.333	1.000**	1.000**	,577*
	Sig. (bilateral)	0.000	0.290	0.290	0.000	0.000	0,049
Delegation of responsibilities	Correlación	0.333	-1.000**	-1.000**	0.333	0.333	,577*
	Sig. (bilateral)	0.290	0.000	0.000	0.290	0.290	0,049
Agreements with internal agents	Correlación	.577*	.577*	.577*	.577*	.577*	0,000
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	1,000
Agreements with external agents	Correlación	1.000**	-0.333	-0.333	1.000**	1.000**	,577*
	Sig. (bilateral)	0.000	0.290	0.290	0.000	0.000	0,049
Parental involvement	Correlación	.577*	-.577*	-.577*	.577*	.577*	1,000**
	Sig. (bilateral)	0.049	0.049	0.049	0.049	0.049	0,000

Table 6. Matrix of correlations of managerial results

MANAGER					TEACHER				
FISCAL	GA	GP	CPC	SE	FISCAL	GA	GP	CPC	SE
Transformational	1	2	1	0	Transformational	1	0	0	0
Distributed	1	3	1	1	Distributed	2	2	2	0
Dialogic	1	2	1	0	Dialogic	1	1	1	0
Sustainable	2	5	2	1	Sustainable	0	2	0	0
	5	12	5	2		4	5	3	0
FISCOMISIONAL	GA	GP	CPC	SE	FISCOMISIONAL	GA	GP	CPC	SE
Transformational	0	0	0	0	Transformational	1	1	0	0
Distributed	1	1	0	1	Distributed	4	7	2	0
Dialogic	0	0	0	0	Dialogic	2	3	2	0
Sustainable	2	2	1	1	Sustainable	1	3	1	1
	3	3	1	2		8	14	5	1



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MUNICIPAL	GA	GP	CPC	SE	MUNICIPAL	GA	GP	CPC	SE
Transformational	1	3	1	1	Transformational	1	0	0	0
Distributed	1	3	1	1	Distributed	3	2	1	0
Dialogic	1	3	1	1	Dialogic	0	1	1	0
Sustainable	1	2	1	1	Sustainable	0	0	0	0
	4	11	4	4		4	3	2	0
PRIVATE	GA	GP	CPC	SE	PRIVATE	GA	GP	CPC	SE
Transformational	0	0	0	0	Transformational	0	0	0	0
Distributed	0	0	0	0	Distributed	0	0	0	0
Dialogic	0	0	0	0	Dialogic	0	0	0	0
Sustainable	0	0	0	0	Sustainable	0	0	0	0
	0	0	0	0		0	0	0	0

Table 7. Comparative table of the number of correlations per respondent and type of support of the educational institution.

From the instruments applied to the fiscal institution, the distributed leadership style (The authority treats the members of the educational institution as potential leaders, develops professionalization activities for the generation of new leaders, and delegates responsibilities to the members of the team in order to effectively achieve the objectives; and delegates responsibilities to team members to effectively achieve objectives) with the dimensions of Administrative Management (The authority periodically evaluates the Institutional Educational Project (PEI) to detect options for improvement, maintains a system for monitoring the achievements of the institution's personnel), Pedagogical Management (Readjusts the pedagogical support and accompaniment plan based on the results of its follow-up, Readjusts the pedagogical support and accompaniment plan based on the results of its follow-up) and the dimension of Coexistence, Participation and Cooperation (The manager generates feedback spaces with actors of the educational community based on the accountability of authorities and institutional bodies). The highest number of correlations are shown, with a total of five, between the different leadership styles with the dimension of Pedagogical Management.

As a reflexive analysis, it can be assured that the data from the institution of fiscal support present a greater number of correlations in comparison with the other institutions of different support. The dimension that shows the highest correlation is Pedagogical Management, which is consistent with what is described in the McKinsey Report (2007), which states that “to improve the performance of an educational system, it is necessary to improve the learning experience of students” (par. 7), thus emphasizing the pedagogical approach that educational institutions must comply with. This approach is ratified when the study refers to one of the interventions common to all levels of improvement performance, indicating that the best results depend on the teaching capacity of teachers and the management of schools by school administrators.

It is important to mention that the leadership style that shows the least correlation with the dimensions of professional managerial performance is transformational leadership, despite being the leadership style promoted by MINEDUC, a possible reason for this is the great individual contribution of the leader in the management of the center, since the so-called transformation is almost exclusively the responsibility of the leader. It can be seen that the sustainable leadership style presents the highest number of correlations, which is due to the fact that the Sustainable Development Goals are being taken into consideration by the



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leaders, perhaps not to the extent that they should be, nor with the required effectiveness, mainly in terms of linking them to the local economy.

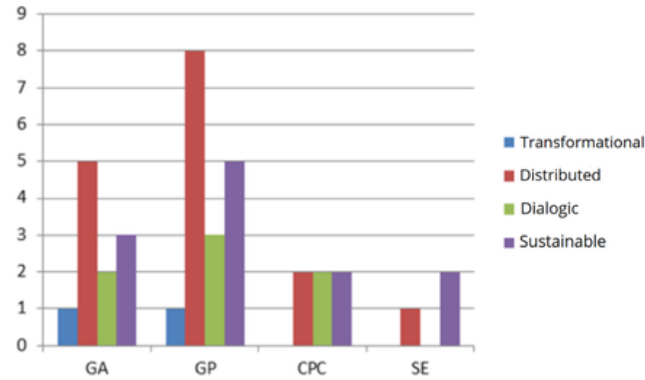


Figure 4. Predominance of correlations Fiscal-Commission Institution

	FISCAL	GA	GP	CPC	SE	FISCOMISIONAL	GA	GP	CPC	SE
Transformational		2	2	1	0	Transformational	1	1	0	0
Distributed		3	5	3	1	Distributed	5	8	2	1
Dialogic		2	3	2	0	Dialogic	2	3	2	0
Sustainable		2	7	2	1	Sustainable	3	5	2	2
		9	17	8	2		11	17	6	3

Table 8. Summary of correlation between fiscal and fiscal-commissioning institutions

In the data from the fiscal institution contrasted with the data from the fiscal institution, it can be seen that the dimensions of Administrative Management and Pedagogical Management have the same number of correlations, which indicates that, from the leader's perspective, administrative activities have the same importance as pedagogical activities. This contrasts with the results of the teachers, since the results show a higher correlation with the Pedagogical Management dimension. It should be noted that the Fiscomisonal educational institution has a military orientation, which, in addition to the guidelines of the National Educational Authority, must comply with the guidelines of the Directorate of Education and Doctrine, which regulates many of the administrative, economic and pedagogical issues; and whose approach is reflected in this equity of importance in these two dimensions.

It can be seen that the transformational leadership style and the dialogic leadership style do not present correlations, this as a result of the military philosophy, in which the educational leaders of the army carry out instructions in a vertical manner leaving little space for deliberation and dialogue. The leadership style with the highest correlations is sustainable leadership, which directly involves community factors; this is also the result of the social and communicative support approach that the Armed Forces integrate into their principles of inclusion and participation.



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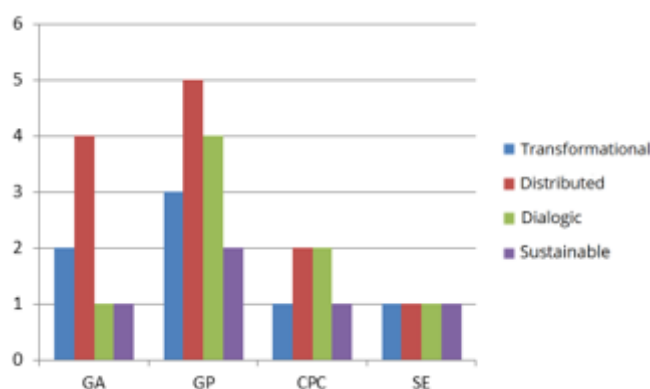


Figure 5. Predominance of correlations Municipal Institution

MUNICIPAL	GA	GP	CPC	SE	FISCAL	GA	GP	CPC	SE
Transformational	2	3	1	1	Transformational	2	2	1	0
Distributed	4	5	2	1	Distributed	3	5	3	1
Dialogic	1	4	2	1	Dialogic	2	3	2	0
Sustainable	1	2	1	1	Sustainable	2	7	2	1
	8	14	6	4		9	17	8	2

Table 9. Summary of correlation between municipal and fiscal institutions

The correlation results of the Municipal Institution are almost similar to the results of the fiscal institution, where a high number of correlations can be observed, mainly in the dimension of Pedagogical Management. It is worth mentioning that since years ago, Municipal educational institutions have distanced themselves in several administrative and pedagogical aspects from the proposals proposed by MINEDUC. This has allowed municipal institutions to have a high level of acceptance by the public, which is not reflected in the audit results, since their evaluations are not so favorable. The high level of correlation is evident when depending on the Municipal educational bodies in administrative and pedagogical issues.

There is no defined leadership style that presents higher correlations, the Dialogic and Sustainable styles are presented without being numerically very high, as similar. The participatory approach that is sought in this type of establishments can be seen here, especially in aspects such as feedback to teachers on planning issues and the relationship with the National Curriculum, as well as the processes of improvement of the institutional evaluation process, based on the participation of educational agents.

Finally, regarding the analysis of correlations in the particular institution, there are no significant correlations, as shown in Table 7 regarding the comparative table of the number of correlations per respondent and type of support of the educational institution, this may be due to the monopolization of activities generated by the leaders, to the disconnection between leadership styles and the dimensions of professional managerial performance, or to the lack of definition of a particular leadership style within the institutional management.

6. Conclusions

The leadership applied in the institutions from the perception of the managers themselves is very positive, since they rate themselves with high scores in the items related to the



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leadership style, an appreciation that is not shared from the teacher's perspective in indicators of: local economic impact, promotion of activities for local economic development, professionalization activities for the generation of new leaders; and, stimulus to the performance of the team members to increase their performance. The Transformational and Distributed leadership style prevails over the Dialogic and Sustainable styles. The application of characteristics of the Transformational leadership style with strong elements of Distributed leadership is evidenced in two of the Fiscal and Municipal institutions investigated, mainly in administrative elements such as motivation to achieve institutional objectives through the mission and vision. As for the Fiscomisional institution, there is a strong correlation with the Distributed leadership style in the administrative and pedagogical management dimensions. As for the leadership style of the particular institution, the presence of the transformational leadership style is exclusively appreciated together with the presence of common elements of all the leadership styles, due to the strong dependence on the presence of the leader for educational management. The sustainable leadership style is the least used.

It was possible to identify a very strong significant relationship between the Leadership Styles Variable (transformational, distributed, dialogic, sustainable), and the Professional managerial performance Variable (dimensions of administrative management, pedagogical management, coexistence, participation and cooperation; and, school safety) this through Pearson's r correlation analysis that presented a value of 0.794, with a 99% of confidence being a "considerable positive correlation". The directive management is based on the ministerial guidelines for the fulfillment of educational quality standards of the directive professional performance, however, they do not favor in their totality to reach the levels of optimal, nor outstanding, in the semaforización of the audits, since the majority of directors centralize their activities in administrative aspects, of fulfillment of documentation such as: operating agreements, institutional educational project, coexistence code, and risk management plans; and, relegates to the background the pedagogical aspects of accompaniment, feedback, planning and evaluation of learning achievements, which are more directly related to students and teachers, and which have a higher weighting in the audit processes.

There is a high correlation between the Distributed and Sustainable leadership styles and the Pedagogical Management dimension, which allows identifying that it is necessary to strengthen managerial competencies in these two leadership styles due to their importance in the compliance with educational quality standards. Another aspect to take into consideration is the contribution of the experts who point out the pedagogical aspect as a strong component of the managerial management, in this sense the manager requires solid competencies in these styles and areas, for this purpose it is important to design a workshop of theoretical and practical improvement for managers with the theme: Effective educational leadership styles to raise the results of the standards of professional managerial performance in which the managers of the investigated establishments participate in an active way.

The Distributed and Sustainable leadership styles are the ones with the highest correlation results and it is important that they should be incorporated into the praxis of the institutional authorities, on the one hand, the impulse to potential leaders to allow them to assume proactive positions for the benefit of the school, while the Sustainable Development Goals should be mainstreamed in the institutional activities, in the mission, vision and objectives of their pedagogical proposals. In order to generate an efficient educational leadership on the part of the directors, it is necessary that those who assume this guiding



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task know the characteristics of the different leadership styles, their advantages and limitations; that they develop naturally in the application of them, under the circumstances of the management exercise. The transformational and distributed styles, which are the most used, must be enriched by a strong component of dialogic leadership, which is evidenced in the relationship of the educational establishment with its community context.

In order to obtain efficient results in the standards of professional managerial performance, as well as in the rest of the standards, it is necessary for managers to plan a structured schedule of activities in which all the standards are addressed, prioritizing those in which the educational institutions investigated have obtained low scores. The dimensions of Administrative Management, Pedagogical Management, School Coexistence, Participation and Cooperation, and School Safety, together with the components of institutional organization, professional development, communication, infrastructure, teaching-learning, academic reinforcement, student counseling, coexistence, and risk management, should be managed by the authorities on a regular basis and evaluated periodically by an internal audit team.

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DIANA CEVALLOS-BENAVIDES: state of the art, related concepts, data analysis, validation, data analysis, conclusions, final review.



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