

Influence of Transformational Leadership on Teaching Performance in a Peruvian Educational Institution

Influencia del Liderazgo Transformacional en el Desempeño Docente en una Institución Educativa peruana

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Abstract

The objective of this research was to determine the transformational influence on teacher performance in I.E. Mariano Santos Mateo de Trujillo – 2023. A causal correlational descriptive design was carried out; sample: 55 participants, 71% women and 29% men. Study variables: Transformational Leadership (TL) and dimensions: idealized influence, inspiring motivation, intellectual stimulation and individualized consideration; Teacher Performance (DD) and dimensions: preparation for student learning, teaching for student learning, participation in school management articulated with the community, development of professionalism and teacher identity. Two Likert questionnaires were applied for each variable. It is verified with the Nagelkerke coefficient that LT influences 44.8% of the variation in DD. Teachers with medium transformational style, 75% regular performance and teachers who evidence high transformational style, 85.1% excellent performance. It is concluded: transformational leadership has a significant influence; on Student Learning Readiness chi square value 19.146 (sig <0.05); on Teaching for student learning with a chi square value of 19.319 (sig <0.05) and on School management participation linked to the community with a chi square value of 31.622 (sig <0.05).

Key words: Transformational leadership; teaching performance; education; motivation; learning.

Resumen

La presente investigación tuvo como objetivo determinar la influencia transformacional en desempeño de docentes en I.E. Mariano Santos Mateo de Trujillo – 2023. Se realizó un diseño descriptivo correlacional causal; muestra: 55 participantes, 71% damas y 29% varones. Variables de estudio: Liderazgo Transformacional (LT) y dimensiones: influencia idealizada, motivación inspiradora, estimulación intelectual y consideración individualizada; Desempeño Docente (DD) y dimensiones: preparación para aprendizaje de estudiantes, enseñanza para el aprendizaje de estudiantes, participación en gestión de escuela articulada a comunidad, desarrollo de profesionalidad e identidad docente. Se aplicaron dos cuestionarios Likert para cada variable. Se verifica con coeficiente de Nagelkerke que LT influye 44.8% en variación de DD. Docentes con estilo transformacional medio, 75% desempeño regular y docentes que evidencian estilo transformacional alto, 85.1% desempeño excelente. Se concluye: liderazgo transformacional influye significativamente; sobre Preparación para aprendizaje de estudiantes valor chi cuadrado 19.146 (sig <0.05); sobre Enseñanza para aprendizaje de estudiantes con valor chi cuadrado de 19.319 (sig <0.05) y sobre Participación de gestión de escuela articulada a comunidad con valor chi cuadrado de 31.622 (sig <0.05).

Palabras clave: Liderazgo transformacional; desempeño docente; educación; motivación; aprendizaje.

INTRODUCTION

The fourth UN goal (2015) seeks to improve the quality of education in developing countries, emphasizing the importance of qualified teachers to eradicate poverty. The Covid-19 pandemic in 2020 disrupted physical access to education, disproportionately impacting the most vulnerable. In light of this, ECLAC (2018) proposes targets for 2030 for inclusive and quality education. Despite limitations, UNESCO (2021) recognizes the positive adaptation of teachers towards virtual and innovative methods. UNESCO's IESALC (2022) highlights pedagogical resilience in the face of challenges such as geographic and technological inequities, showing a move towards resilient teacher leadership (Smith & Klerklcono, 2022).

The literature on transformational leadership (LT) and teacher performance (DD) shows a significant influence of LT in the pedagogical domain, promoting positive school environments, commitment, confidence, self-efficacy, stress reduction, and well-being in teachers (Matthew & Adam, 2022; Kucharska & Rebelo, 2022; Lin *et al.*, 2022). Accepting mistakes and adapting to change to foster innovation and collaborative work is highlighted (Serrano-Elizalde *et al.*, 2022; Rojas & Fiore, 2021; Riveras, 2020). In the national context, studies such as those by Velásquez (2022) and Mejía (2021) recognize the role of the leader in promoting innovation, teamwork, and effective communication that favors institutional cooperation.

The definition of leadership encompasses the ability to guide toward common goals, inspire change, and foster a high sense of ethics (DLE, 2021; Gambarini & Cruz, 2018; Guevara, 2019; Soto & Cárdenas, 2007). LT is characterized by its ability to motivate through individual consideration, intellectual stimulation, and promoting a shared vision (Bass, 1985; Burns, 1985; Montaudon-Tomás, 2021; Saenz, 2022).

In addition, LT is linked to promoting equity, teaching quality, and teacher professionalization, positively impacting innovation and organizational effectiveness (Muñoz-Chávez *et al.*, 2022; Colina & Escudero, 2022). This leadership promotes an organizational culture based on respect, ethics, and collaboration, fostering suitable and transformative learning environments (Soto & Cárdenas, 2007, cited by Castro, 2021). At

the pedagogical level, LT empowers teachers and students, fostering the development of capabilities and quality educational management that promotes community transformation (Litz & Blaik-Hourani, 2020; Batista *et al.*, 2021; Vasquez, 2017; Gálvez, 2018).

According to Vigo (2017), teacher performance is characterized by technical competencies, expertise, effective interpersonal relationships, effective decision-making, and quality teaching, including empathy and enthusiasm. Effective teachers motivate and inspire learning, maintaining active communication with parents and creating meaningful bonds with their students. In summary, effective teaching performance is based on technical capacity, experience, student-centered pedagogy, and transformational leadership that promotes innovation, commitment, and continuous improvement in the educational environment.

For their part, Mori & Valencia (2022) and Chura (2022) highlight the teacher as an agent of change who fosters collaborative work, reflection, and ethical evaluation of their practices to continuously improve their pedagogical work. The importance of planning, reciprocity, and mediation in teaching is underlined by Chávez and Olivos (2019), who promote meaningful and constant learning.

Therefore, transformational leadership is essential to lead and motivate teachers towards excellence, according to Velasquez (2022), and effective educational management requires strategic planning and the development of teaching competencies, as pointed out by Luperdi (2018) and Sardon (2017). According to Avolio & Bass (1994), this type of leadership stimulates individual and collective potential, promoting a cohesive work environment oriented towards high expectations. According to Chiavenato (2009) and Colina and Escudero (2022), teacher development implies a performance that defines the quality of teaching, emphasizing responsibility, methodology, and ethics. Burga *et al.* (2022) point out the need to adopt constructivist teaching strategies to promote active learning, although they recognize challenges in the Peruvian context that require reflection and continuous improvement.

Dimensions of Transformational Leadership (LT)

Transformational leadership (LT) is distinguished by its specific dimensions that foster a significant impact on the behavior and development of collaborators, as described by Avolio & Bass (1994) and Bedoya (2016). These dimensions are:

- **Idealized Influence:** Transformational leaders become role models due to their charisma, integrity, and ability to inspire trust and respect among their collaborators. These leaders excel at courageous risk-taking and fostering a shared vision, creating high trust within their team (Avolio & Bass, 1994).
- **Inspirational Motivation:** This dimension focuses on the leader's ability to motivate through loyalty, trust, and commitment beyond obedience. Communicating effectively and sharing an optimistic and cohesive vision is critical to collective success (Avolio & Bass, 1994).
- **Intellectual Stimulation:** Leaders encourage innovation and creativity by challenging employees to think critically and solve problems logically. This approach stimulates collaborators to explore new ideas and approach situations from innovative perspectives (Bedoya, 2016).
- **Individualized Consideration:** It is characterized by the recognition and support of the individual needs, aspirations, and capabilities of the collaborators. The leader acts as a mentor, offering guidance and continuous support for personal and professional development, adapting to the unique characteristics of each collaborator to improve the organizational climate (Bedoya, 2016).

Teaching Performance Dimensions (DD)

Rosario (2017) and the Peruvian Ministry of Education (Minedu, 2022) highlight the importance of creating environments conducive to learning through effective communication, attentive stimulation, constant support, and a welcoming and safe environment for students. Pedagogical practices are structured around four essential domains:

- **Preparation for Student Learning:** Planning should be inclusive and intercultural,

encompassing the social, cultural, and cognitive context of students, as well as disciplinary content and teaching and assessment strategies. Rosario (2017) stresses the need for solid pedagogical competence and a commitment to context-specific learning processes.

- **Teaching for Student Learning:** This domain focuses on a pedagogy that promotes inclusion and values diversity, creating a positive learning environment. It involves mastering content, motivating, using adequate didactic resources, and applying methodological strategies to recognize students' achievements and challenges. Rosario (2017) emphasizes the importance of creating productive opportunities and contexts that facilitate inquiry and socialization of knowledge.
- **Participation in School Management Articulated to the Community:** Institutions should adopt a democratic perspective, promoting effective communication and joint reflection on the institutional educational project. According to Rosario (2017), it is crucial to involve families and the community in general in activities that contribute to the well-being of students and the maintenance of the institution, improving the emotional climate and learning.
- **Development of Professionalism and Teacher Identity:** Continuous training and systematic reflection on pedagogical practice are fundamental for professional development and forming a solid teaching identity. Rosario (2017) points out that the teacher's responsibility is to achieve significant advances in learning through conscious reflection and constant reformulation of his or her pedagogical approach.

Problematic situation

Peru's Ministry of Education (Minedu, 2017) promotes a technological, scientific, and humanistic education adapted to social and cultural changes, focused on strengthening identity, democracy, and citizenship, along with professional and labor orientation. However, this vision needs to be reflected in practice, facing limitations in areas of extreme poverty where educational assistance is insufficient (El Peruano, 2022). Unicef (2022) and Unesco

and the World Bank highlight the persistent shortcomings in providing educational services. In the La Libertad Region, education is more lacking in leadership, which hinders effective pedagogical management between managers and teachers (Castro & Zavaleta, 2020). In Otuzco, challenges include a poor institutional climate, outdated management, teamwork, and pedagogical problems. The need for actions to improve interaction between administrative staff and teachers to foster meaningful learning in students is noted.

In the district of Trujillo (La Libertad, Peru), Pajares (2018) identifies problems in educational entities, such as the division of groups, lack of motivational strategies, sustainable projects and training, and widespread conformism that affects pedagogical effectiveness. Modernization of educational management, with leadership that reinforces academic proposals, makes informed decisions, and adequately organizes its personnel, is essential to meet institutional expectations. Blikstein (2023), citing Papert, suggests that education has changed little since the 16th century, arguing that a teacher from that era would have no difficulty teaching in the present, as evidenced by the continued use of traditional methods, exemplified in "The Arithmetic of Treviso" (1478). However, taking advantage of current technologies and digital fabrication laboratories, along with a more open pedagogical approach, could transform human interaction in the classroom and foster more significant idea generation among students.

Tirado and Heredia (2022) emphasize the importance of transformational leadership as a fundamental pillar to effectively achieve goals and manage resources in a projected manner. In line with this, Aragón *et al.* (2022) argue that leadership is crucial for the advancement of any organization, assigning individual responsibilities toward achieving established goals. In the specific case of the PNP Educational Institution "Mariano Santos," the need for adequate transformational leadership, away from authoritarian attitudes, which fosters the teacher's ability to adapt to innovative and challenging methodologies necessary in the current educational context, is highlighted.

This study focuses on the influence of transformational leadership on teacher performance at, I.E., Mariano Santos Mateo de Trujillo, posing as a general problem the

inquiry on how this type of leadership affects teacher performance during the year 2023. The specific problems address different dimensions of this influence: in the preparation of students for learning, in teaching, in the participation of school management linked to the community, and in the development of the professionalism and identity of the teachers of the I.E. Mariano Santos de Trujillo.

The research focuses on the influence of transformational leadership (TL) on pedagogical management and educational performance. Mansor *et al.* (2021) explore how LT impacts teachers' safety and performance, highlighting its positive and meaningful role. Fauzan *et al.* (2021) highlight the importance of teachers in promoting competencies, job satisfaction, and motivation, pointing to LT as a crucial factor in managing educational practices. Bellibaş *et al.* (2021) indicate that principals with an LT approach improve student achievement and respond effectively to the demands of educational reforms. From a methodological perspective, Hernández *et al.* (2014) define research as a systematic and empirical process to address specific problems, highlighting quantitative and qualitative approaches as fundamental. Baena Paz (2017) and Abanto (2014) emphasize research's value in acquiring knowledge and its ability to solve social problems through a scientific approach. The theoretical study reviews teacher management through leadership, based on Smith & Klerklcono (2022), who see teacher leaders as crucial figures in educational transformation. The research by Sun (2019) and Gambarini & Cruz (2018) emphasizes the emotional impact of LT and their practical contribution to pedagogy, promoting an education that guides, inspires, and fosters students' personal and social development. Methodologically, this study proposes to evaluate the relationship between LT and teacher management in specific contexts, offering a rigorous model for future research.

The study's main objective is to evaluate how transformational leadership affects teaching performance at the Mariano Santos Mateo Educational Institution, Trujillo, during the year 2023. The specific objectives focus on determining the impact of transformational leadership on various aspects: students' preparation for learning, teaching methodology, participation in school management and the community, and teachers' professional and identity development at the institution, as mentioned above.

The general hypothesis states that transformational leadership significantly influences teachers' performance at the Mariano Santos Mateo Educational Institution in the year 2023. In more detail, the specific hypotheses suggest that this type of leadership has a positive impact on the preparation for student learning, on teaching strategies, on community school management, and the professional development and identity of teachers at the Mariano Santos de Trujillo Educational Institution.

METHODS

Study design

The study was characterized by its non-experimental nature, as it did not manipulate variables and focused on analyzing phenomena within their natural environment, collecting data for further processing (Taboada, 2013). It adopted a descriptive or statistical approach, exposing the attitudes and characteristics of a specific population (Gay, 1996 in Ñaupas *et al.*, 2018), and was transactional, examining the incidences and interrelationship of variables in a given population based on indicators that explore the relationship between teachers and their context (Hernández *et al.*, 2014). In addition, it was considered correlational by establishing the degree of relationship between two variables by using statistical techniques to measure these variables independently (Oseda *et al.*, 2018).

The research focused on the Transformational Leadership and Teaching Performance approaches, selecting a sample of teachers from the Initial, Primary, and Secondary levels at the PNP Educational Institution "Mariano Santos Mateo." Variables, approaches, and their interrelation were analyzed using correlation statistics (Gallardo, 2017). Causality was also explored to determine the influence of Transformational Leadership on Teaching Performance and its dimensions: Preparation for Student Learning, Teaching for Student Learning, Development of Teaching Professionalism and Identity, and Participation in School Management Articulated to the Community within a specific period and with a quantitative approach.

Population and sample

A population of 55 participants was selected for the study, including 43 teachers, 9 administrators, and 3 directors from the kindergarten, primary, and secondary levels of the PNP Educational Institution "Mariano Santos Mateo" in Trujillo, La Libertad, Peru. The participants, of both sexes and both appointed and contracted, were chosen by random probability sampling. This technique ensured that each member of the population had the same probability of being selected, based on inclusive and exclusive criteria to guarantee the independence of the elements due to their similarity (Oseda *et al.*, 2018; Gallardo, 2017).

Study inclusion and exclusion criteria

The inclusion and exclusion criteria for the study conducted at the PNP Educational Institution "Mariano Santos Mateo" were established in the past. As for the inclusion criteria, they focused on those individuals who played vital roles within the institution, specifically teachers, administrators, and managers who were active in their duties without any absence due to leaves or leaves of absence. Participation in the study was entirely voluntary, with participants providing valuable information about their teaching work after expressing their informed consent using a "Yes, I agree." In addition, they were asked to develop a virtual questionnaire, which was distributed through the institutional group on WhatsApp, allowing for efficient and direct data collection.

On the other hand, exclusion criteria were defined to maintain consistency and relevance of the data collected. Teachers who were not part of the educational entity in question and support staff who were not directly involved in teaching were excluded. Likewise, teachers on leave, furlough, or retirement were excluded to ensure that the data reflected only those actively engaged in education. Finally, it was decided to exclude parents and students of the institution in order to focus the study on the teaching and administrative staff, thus ensuring the relevance and specificity of the research conducted.

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Data collection techniques and instruments

According to current studies, the technique requires conditions as part of the research process, from its beginning to the end, from the problem to the verification of hypotheses (Ñaupas *et al.*, 2014). The technique used in the research was the survey. For Taboada (2013), it is a technique for obtaining information in a group of interest, collected with standardized procedures, and posing the same questions to all participants.

Hernández-Sampieri (2018) states that every quantitative study employs questionnaires as a content collection for statistical analysis and criterion validity. The study applied two questionnaires. The first is to assess the level of transformational leadership: 16 questions, segmented into four approaches for each of its four dimensions: Idealized influence, inspirational motivation, individualized stimulation, and individualized consideration. Adapted from the Transformational Leadership Questionnaire applied to teachers (Castro, 2021). The second is to evaluate the level of teaching performance: 16 questions, segmented into four questions for each of its four dimensions: Preparation for learning, Teaching for learning, Participation in school management in the Community, Development of professionalism, and teacher identity. Adapted from Marco de Buen Desempeño Docente para mejorar la práctica (Minedu, 2022). Both questionnaires used the Likert measurement scale: Never, Rarely, Sometimes, Almost Always, and Always.

Data collection, processing, and analysis (program with which the data were processed)

The statistical analysis performed involved descriptive and inferential techniques. Following Hernandez-Sampieri (2018), descriptive analysis helped organize the collaborators' statistical data. Cronbach's Alpha reliability test was employed to evaluate the questionnaires, and the Chi-square value, along with the Vellis assessment, was used to examine the relationship between dimensions and variables. In addition, the Kolmogorov-Smirnov normality test was applied to analyze the transformational leadership and teaching performance variables. Ordinal regression and the Nagelkerke coefficient confirmed the correlation between these variables.

Ethical considerations

The study was based on ethical principles that covered uniqueness, method, approval, data preservation, and disclosure of the questionnaire to be developed, ensuring the anonymity and informed consent of the participants. This ethical responsibility was extended to handling the information, where it was guaranteed that all production was original and based on the analysis of various reliable sources. Filters of master's and doctoral theses, as well as national and international research articles, updated in the last five years and registered under the criteria of APA standards, as indicated by Taboada (2013), were consulted. The research was designed to prevent plagiarism based on professional ethics. This included using tools such as Turnitin to verify the originality of the content and ensure respect for intellectual property. Informed consent was obtained from all participants, who were informed about the nature and objectives of the study, the confidentiality, and the exclusive use of their data for research purposes, maintaining their anonymity at all times.

RESULTS

Table 1

Level of transformational leadership in teachers of the I.E. Mariano Santos Mateo de Trujillo.

Variable - Dimensions		N°	%
D1: Transformational Leadership Based on Idealized Influence	Medium	8	14,5%
	High	47	85,5%
D2: Transformational Leadership Based on inspirational motivation	Medium	17	30,9%
	High	38	69,1%
D3: Transformational Leadership Based on intellectual stimulation	Medium	21	38,2%
	High	34	61,8%
D4: Transformational Leadership Based on Individualized Consideration	Medium	10	18,2%
	High	45	81,8%
Transformational Leadership	Medium	8	14,5%
	High	47	85,5%

Table 1 of the study reflected the levels of transformational leadership among the participants, broken down into four specific dimensions. It was found that, in the Idealized Influencedimension, a minority of the participants, representing 14.5%, rated themselves with a medium level, while the vast majority, 85.5%, reached a high level. In the Inspiring Motivation dimension, 30.9% of the participants rated themselves at the medium level and 69.1% at the high level. Regarding intellectual stimulation,

38.2% assessed themselves at the medium level, compared to 61.8% who rated themselves at the high level. Individualized Consideration showed that 18.2% of the participants had a medium level and 81.8% a high level. Overall, the analysis of Transformational Leadership showed that 14.5% of the participants were at a medium level and 85.5% at a high level, indicating a significant prevalence of high transformational leadership ratings in the population studied.

Table 2

Level of teaching performance at I.E. Mariano Santos Mateo of Trujillo

Variable - Dimensions		N°	%
D1: Preparing for student learning.	Basic	1	1,8%
	Fair	23	41,8%
	Excellent	31	56,4%
D2: Teaching for student learning.	Basic	2	3,6%
	Fair	15	27,3%
	Excellent	38	69,1%
D3: Participation in the management of the school articulated to the community.	Basic	1	1,8%
	Fair	19	34,5%
	Excellent	35	63,6%
D4: Development of professionalism and teaching identity.	Fair	10	18,2%
	Excellent	45	81,8%
Teaching performance	Fair	13	23,6%
	Excellent	42	76,4%

From the analysis of Table 2, it was found that 76.4% of the teachers achieved an excellent level in their overall performance, while 23.6% were at a regular level. When examining the specific dimensions, it was found that in Dimension 1, related to preparation for student learning, 56.4% of the teachers were classified as excellent. However, a small percentage, 1.8%, was identified at the primary level. Regarding Dimension 2, which evaluates teaching for student learning,

69.1% of teachers achieved an excellent level, but 3.6% were identified as being at the primary level. In Dimension 3, which concerns participation in school management articulated to the community, 63.6% of teachers achieved an excellent level, with 1.8% evaluated at the primary level. Finally, for Dimension 4, which focused on the development of professionalism and teacher identity, 76.4% obtained an excellent rating, with no teachers reported at the primary level.

Table 4

Transformational leadership and teacher performance at I.E. Mariano Santos Mateo of Trujillo

		Teaching performance			Total
		Regular	Excellent		
Transformational Leadership	Medium	N°	6	2	8
		%	75,0%	25,0%	100,0%
	High	N°	7	40	47
		%	14,9%	85,1%	100,0%
Total		N°	13		55
		%	23,6%	76,4%	100,0%

Table 4 shows significant data on how these two variables interact. In the group of teachers who exhibited a medium level of transformational leadership, it was found that the majority, 75%, were classified as having a regular teaching performance. In comparison, only 25% achieved

an excellent performance level. In contrast, among teachers with a high level of transformational leadership, only 14.9% showed fair performance, and a large majority, 85.1%, were in the excellent performance range.

Table 5

Hypothesis test of the influence of transformational leadership on teacher performance at I.E. Mariano Santos Mateo de Trujillo.

Model fit information				
Model	Logarithm of the likelihood -2	Chi-square	gl	Sig.
Intersection only	43,679			
End	24,217	19,462	1	,000
Link function: Logit.				
Pseudo R square				
Cox y Snell		,298		
Nagelkerke		,448		
McFadden		,324		
Link function: Logit.				

Table 5 verifies through ordinal regression that transformational leadership significantly influences teaching performance (sig <0.05). Likewise, with the Nagelkerke coefficient, it is

determined that transformational leadership influences 44.8% of the variation in teaching performance.

Table 6

Hypothesis test of the influence of transformational leadership on teacher performance at I.E. Mariano Santos Mateo de Trujillo.

			D1: Preparation for student learning.			Total
			Basic	Regular	Excellent	
Transformational Leadership	Medium	N°	0	7	1	8
		%	0,0%	87,5%	12,5%	100,0%
	High	N°	1	16	30	47
		%	2,1%	34,0%	63,8%	100,0%
Total		N°	1	23	31	55
		%	1,8%	41,8%	56,4%	100,0%

Table 6 shows that, among teachers with medium-level transformational leadership, none were classified at the basic level of preparation for student learning; the vast majority, 87.5%, were at the regular level, and a small percentage, 12.5%,

reached the excellent level. On the other hand, in the group of teachers with high transformational leadership, 2.1% were at the primary level, 34.0% at the regular level, and a notable majority, 63.8%, achieved an excellent level of preparation.

Table 7

Transformational leadership and teaching for student learning at I.E. Mariano Santos de Trujillo.

			D2: Teaching for student learning			Total
			Basic	Regular	Excellent	
Transformational Leadership	Medium	N°	1	5	2	8
		%	12,5%	62,5%	25,0%	100,0%
	High	N°	1	10	36	47
		%	2,1%	21,3%	76,6%	100,0%
Total		N°	2	15	38	55
		%	3,6%	27,3%	69,1%	100,0%

Table 7 shows the relationship between transformational leadership and teaching for student learning at the Mariano Santos de Trujillo Educational Institution. Of the teachers with an average level of transformational leadership, 12.5% were classified at the basic level of teaching

for learning, 62.5% were at the regular level, and 25% reached the excellent level. On the other hand, among those with high transformational leadership, only 2.1% fell into the basic level, 21.3% into the regular level, and a significant majority, 76.6%, achieved an excellent level.

Table 8

Transformational leadership and the development of professionalism and teacher identity at I.E. Mariano Santos de Trujillo.

			D4: Development of teaching professionalism and identity		Total
			Regular	Excellent	
Transformational Leadership	Medium	N°	3	5	8
		%	37,5%	62,5%	100,0%
	High	N°	7	40	47
		%	14,9%	85,1%	100,0%
Total	N°		10	45	55
	%		18,2%	81,8%	100,0%

Table 8, which addresses the relationship between transformational leadership and the development of professionalism and teacher identity at the Mariano Santos de Trujillo Educational Institution, shows that within the group of teachers with medium transformational leadership, 37.5% were classified as having a regular development of professionalism and teacher identity. In comparison, 62.5% reached an excellent level. In contrast, in the group with high transformational leadership, only 14.9% showed regular development, and a significant majority, 85.1%, were evaluated as having excellent development. When considering the total group of 55 teachers evaluated, it was found that 18.2% showed regular development of professionalism and teacher identity, and 81.8% were classified as excellent.

DISCUSSION

After the data is processed in two study variables, the results will be discussed based on the triangulation technique between the statistical results, the background review, and the theories of the study variables, where they coincide or differ.

Regarding the general hypothesis test, it is verified by ordinal regression that transformational leadership significantly influences teaching performance (sig <0.05). Likewise, with the

Nagelkerke coefficient, it was determined that transformational leadership influences 44.8% of the variation in teaching performance.

After processing the data related to the two critical variables of the study, the triangulation technique was used to discuss the results. This approach integrated the statistical findings, the previous literature review, and the theories underlying the study variables, making it possible to identify coincidences and discrepancies. The significant influence of transformational leadership on teacher performance was confirmed by ordinal regression analysis, which revealed that this variable explained 44.8% of the variance in teacher performance. This finding is consistent with previous studies highlighting the relevance of transformational leadership in the educational context, suggesting its fundamental role in promoting a school environment that favors commitment, self-efficacy, and a climate of reciprocal trust among teachers (Matthew & Adam, 2022; Prisse, 2021).

The results are strengthened with theories of the transformational leader who seeks to promote a better world; thus, (Saenz, 2022) states that he/she has a positive influence, identifies aptitudes and weaknesses to strengthen them with intellectual stimulation, inspirational motivation, idealized influence, individualized consideration, overcomes obstacles; encourages reflection, accepts ideas of innovation and visionary perspective, motivates, orients, promotes future leaders to the common welfare and achievement

of goals set. For (Soto & Cárdenas, 2007) cited by (Castro, 2021), a leader respects others, understands the needs of the environment, foresees the actions, orients tactical solutions, manages with austerity and honesty, feels tenacity, great conviction and faith, recognizes mistakes, ethical and self-critical attitude, inner strength, charisma and courage in essence. According to (Maslow, 1991), the LT stands out for its great capacity for Development, for satisfying physical and psychological needs, belonging, and security; it promotes the Development of capabilities, talents, and intelligence creatively and wholly (Avolio Bass, 1994). The transforming leader is inspiring, promotes teamwork, demands, results, challenges, and meanings; stimulates potential; motivates improvements in the organization; encourages as a reference; inspires, stimulates, considers everyone; delegates decisions, manages quality in service, reorganizes with an avant-garde vision (Avolio & Bass, 1994).

Regarding the specific hypothesis test, regression analysis concluded that transformational leadership significantly influences students' learning readiness, with a chi-square value of 19.146 (sig <0.05). Likewise, the Nagelkerke coefficient determined that transformational leadership influences 37.6% of the variation in learning readiness.

In their study "The Moderating Role of Transformational Leadership in the Effect of Leadership on Teaching Practice," Bellibaş *et al.* (2021) conclude that the effect of leadership on learning and teaching practice will maximize results in student performance and address better educational reforms.

The results are strengthened by the theories of Vigo (2017), the teaching performance is competent to inherent duties with expertise, preparation, experience, effectiveness, skill, and interpersonal relationships in an action that implies quality in teaching with empathy, enthusiasm, affection, knowledge, planning, strategies, discipline, encouraging each student to comply with activities with clear objectives, standards, learning goals with successful performances, applicable in other contexts. Good teachers motivate their students from different perspectives, using daily situations based on approaches in successful relationships with their students. For Soto-Ildefonso (2022), teachers' performance and pedagogical skills are

efficient when organizing, leading the learning process, and interacting with their community to obtain significant results, applying development strategies and investigative training. For Chura (2022), teacher performance contributes to the school structure between parents and students, perfects methodologies, reflexively assuming performance to guarantee learning with adequate use of methodologies, strategies, performances, assertive behaviors according to pedagogical standards, current didactic strategies, assertive language, adaptation to diverse contexts, ability to transmit knowledge, complies with quality standards. Minedu (2022), in their guide "Framework of Good Teaching Performance," considers that, when planning the pedagogical work, incorporating the intercultural and inclusive vision, knowing the student body's social, cultural, and cognitive characteristics. For Rosario (2017), pedagogical preparation implies mastery criteria, teacher discipline, pedagogical principles, and competencies to manage teaching processes in work committed to their students' learning applicable to different contexts.

Regarding the specific hypothesis test, regression analysis verifies that transformational leadership significantly influences teaching for student learning, with a chi-square value of 19.319 (sig <0.05). Likewise, the Nagelkerke coefficient determines that transformational leadership influences 38.6% of teaching for learning.

Velasquez (2022), in his research, concludes with the distinction of the leader's role in promoting innovations to expand student teaching, teamwork, and decision-making towards improvement by guiding and promoting successful interpersonal communication in a context of positive work that encourages consensus, understanding, and cooperation towards institutional goals.

The results are strengthened by the theories of Pareja *et al.* (2021) that motivation produces changes in people and organizations, modifies expectations, perception, and aspirations, maximizes possibilities of achievement and awareness, persuades to achieve goals and produces changes with awareness of benefits, increases personal interests, inspires confidence. According to Minedu (2022), teaching involves relationships between people who attend the learning process, plan and evaluate, and build cognitive, affective, and social links that converge of an ethical, subjective, and cultural nature. Good teaching im-

plies respect, interest, and care for a subject with rights during affective and emotional processes of tolerance and flexibility, valuing individual differences and socio-cultural characteristics. Its “Framework of good teaching performance” guide considers the conduction of teaching processes with an inclusive and diverse approach, pedagogical mediation in a favorable climate for learning, permanent motivation, applying relevant didactic resources, varied methodological and evaluative strategies with instruments that facilitate the identification of achievements and challenges in the learning processes. For Rosario (2017), it involves the commitment to generate opportunities, deploy the teacher’s skills to generate exciting and productive contexts that take advantage of the time effectively, favor inquiry, interaction, socialization of learning, and determining interests.

Regarding the specific hypothesis test, using regression analysis, it is verified that transformational leadership significantly influences the Participation in the school’s management articulated to the community, with a chi-square value of 31.622 (sig <0.05). Likewise, with the Nagelkerke coefficient, it is determined that transformational leadership influences 57% of the Participation in the school’s management articulated to the community.

Serrano-Elizalde *et al.* (2022), in their article “Transformational Leadership and its Impact on Educational Management,” conclude that LT has a humanistic vision that promotes common goals, is an active agent of joint action, and represents the institution. Chávez *et al.* (2022), in their article “Teaching Performance in School Management in Educational Institutions,” showed that the teaching performance approach significantly influences the teaching dimension for student learning.

Rojas and Fiore (2021), in their article “Transformational Leadership to Consolidate Social Responsibility in Educational Entities,” conclude on the influence of LT in the educational field with managerial vision when planning, organizing, and directing educational work in responsible change processes. Mejía (2021), in his article “Educational Manager and Transformational Leader of Directors,” concludes that LT has gained acceptance in directors who focus on interrelated contexts, culture, and organizational climate, generating an innovative attitude in the staff that drives strategic changes.

Velasquez (2022) sustains that the LT orients teacher management promotes equity, favors the vulnerable, improves teaching, provides sensitive education without discrimination, reorganizes management with autonomy and demands, focuses on results, professionalizes teaching work, strengthens the school institution to offer greater well-being to members of an educational entity. For Muñoz-Chávez *et al.* (2022), the LT in the work commitment of teachers impacted by innovation influences management with effectiveness to innovate teaching improvements, promote collaborative work in values, being empathetic and sensitive. According to Rosario (2017), pedagogical performance and identification with the institution drive advantages in compensation policies, planning with performance feedback, and external challenges such as family, health, and necessary relationships with students to promote learning optimally. Participation in school management articulated to the Minedu Community (2022) in “Framework of Good Teaching Performance” considers school participation in democratic vision with effective communication of the educational community; participating in the Development, implementation, and evaluation of the Institutional Educational Project generates good institutional climate, values and respects the community in co-responsibility of families towards learning results. According to Rosario (2017), Participation implies family involvement in the community in activities that improve physical activity, adequate nutrition, food preparation, hygiene, cleanliness, and maintenance of their institution through meetings or the formation of groups to promote an adequate emotional climate that will have an impact on students.

Regarding the specific hypothesis test, it is verified that 62.5% of teachers with transformational leadership at the medium level show excellent professional Development. For teachers who show transformational leadership at a high level, their level of professionalism development is 85.1%, which is excellent. It is verified with regression analysis that transformational leadership does not significantly influence the Development of professionalism and identity, with a chi-square value of 2.474 (sig >0.05).

This background exposes a relationship of difference between this variable and dimension since, according to Riveras (2020), in his study *Influencia del liderazgo del director en la cultura organizativa de escuelas*, this a leader who plays

an essential role in promoting commitments and involvement in innovative processes of teachers, in aspects that motivate, link collaborative work in collective learning. Pareja *et al.* (2021), in their study "Transformational leadership in universities," conclude that LT differs between public and private universities; in public universities, there is adaptation and transformational leadership with more significant commitment.

Theories drive processes of change in human beings in a positive sense, in the Development of societies with a high ethical sense in their actions (Burns, 1985) (Montaudon-Tomás, 2021). For Pareja *et al.* (2021), the LT allows facing problems in a globalized environment by promoting attributes and skills of leaders with a defined focus, inspires, and promotes a different way of valuing potentialities, creativity, and innovation from an individual and organizational perspective. The Development of professionalism and teaching identity, Minedu (2022), in its guide "Framework of good teaching performance," this fourth domain covers the process in the professional work of teachers in their education and ongoing training, involves systematic reflection of their pedagogical actions, that of their colleagues in a co-evaluation, teamwork, collaboration with peers, involvement in professional growth activities, involves responsibility in processes and learning outcomes, information management of the design and implementation of educational policies in both national and regional contexts. Rosario (2017) states that the teacher's professional responsibility has a purpose and commitment to contribute to the achievement of learning of all their students; this implies a conscious, systematic reflection of their actions and reformulations to ensure quality education. Given this, the professionalism and identity of teachers imply an awareness of their own learning needs, as well as their commitment to constantly improve their pedagogical practice; this will depend on the quality of the professional who exercises their Development and possesses an identity of their educational entity.

Contribution to knowledge

This study contributes significantly to transformational leadership and its influence on teacher performance, highlighting how effective leadership can improve educational quality. The findings demonstrate that transformational leadership positively and significantly impacts teacher performance, particularly in preparation

for student learning, teaching, and participation in community-linked school management. Validating the hypothesis that transformational leadership influences variation in teacher performance by 44.8% contributes to the existing literature by providing empirical evidence from a specific context, that of an educational institution in Peru. Furthermore, emphasizing the importance of inspirational motivation, intellectual stimulation, and individualized consideration as components of transformational leadership offers valuable perspectives for the training and development of educational leaders.

Limitations of the Study

The study has limitations that limit the scope of its conclusions and suggest directions for future research. One of the limitations is its focus on a single educational institution, which could affect the generalizability of the results to other educational contexts or cultures. In addition, the non-experimental, cross-sectional design does not allow establishing definitive causal relationships between transformational leadership and teacher performance, although it does suggest a significant correlation. Finally, the study recognizes the need for future experimental research to further explore the impact of transformational leadership on teacher performance.

CONCLUSIONS

It is verified with ordinal regression that transformational leadership significantly influences teaching performance ($\text{sig} < 0.05$); with Nagelkerke's coefficient, it is determined that LT influences 44.8% in the variation of DD. 75% of teachers with a medium transformational style show a regular performance, and for teachers with a high transformational style, 85.1% of their performance level is excellent.

For teachers with medium LT, 87.5% show regular learning readiness; for teachers with high LT, their learning readiness level of 63.8% is excellent. The regression analysis concludes that the LT significantly influences students' learning readiness, with a chi-square value of 19.146 ($\text{sig} < 0.05$). With Nagelkerke's coefficient, it is determined that LT influences 37.6% of the variation in learning readiness.

For teachers with medium-level LT, 62.5% show regular teaching for learning, and for teachers with high-level LT, their teaching level of 76.6% is excellent. It is verified by regression analysis that LT influences teaching for student learning, with a chi-square value of 19.319 (sig <0.05). Likewise, with the Nagelkerke coefficient, it is determined that LT influences 38.6% in teaching for learning.

For teachers with medium-level LT, 75% of them show regular participation, and for teachers with high-level LT, their level of participation, 72.3%, is excellent. The regression analysis verifies that transformational leadership significantly influences participation in the management of the school articulated to the community, with a chi-square value of 31.622 (sig <0.05). Likewise, the Nagelkerke coefficient determines that LT influences 57% of the participation in the school's management articulated to the community.

For teachers with medium-level LT, 62.5% show excellent professionalism development; for teachers with high-level LT, their level of professionalism development is 85.1%, which is excellent. The regression analysis verifies that the LT does not significantly influence the development of professionalism and identity, with a chi-square value of 2.474 (sig >0.05).

Recommendations

According to the results obtained, further experimental studies on the influence of transformational leadership on teaching performance should be promoted to strengthen the pedagogue in all areas and become a paradigm for students by promoting more excellent learning through the different dimensions and their variables under study-oriented to the pedagogical field.

Promote various workshops to promote the development of soft skills in teachers, as well as strengthen the pedagogical exercise with various workshops on Mindfulness techniques, Meditation, Yoga, and other activities that reduce stress and promote positive attitudes in order to outline their pedagogical performance in strengthening transformational leadership, since, according to the study, it significantly influences the preparation for student learning.

Establish diverse activities that guide the reflection of the pedagogical work in terms of the development of transformational leadership, as

well as propose that higher instances implement training programs for teachers in order to raise awareness about the significant influence on teaching for student learning; therefore, the implementation of various programs for personal development and strengthening of leadership is required.

Promote teacher participation in the various activities of the IIEE to take advantage of their potential in aspects such as logical, intellectual, collaborative, rational, and innovative stimulus to solve problems, as well as to guide reflection on the pedagogical task and be oriented to forge new study and learning strategies to promote more significant achievements and benefits in students to exercise a transformational leadership, since it influences participation in the management of the articulated school.

Propose and encourage the development of various challenges for the good of their educational entity, as well as the coordination with Ugeles, the realization of various workshops that promote in teachers greater identity and commitment in the formation and development of transformational leadership on the development of professionalism and identity with their educational institution and for their pedagogical work.

Authors' contribution:

RLP: Conceptualization, Data curation, Formal analysis, Research, Methodology, Resources, Supervision, Validation, Writing – original draft, Writing – review and editing
YCGS: Conceptualization, Formal analysis, Investigation, Methodology, Validation, Writing – original draft, Writing – review and editing

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