

# Pedagogical management and teaching performance of Peruvian teachers in a vulnerable area of Lima

## *Gestión pedagógica del directivo y el desempeño docente en maestros peruanos de una zona vulnerable de Lima*

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### Abstract

This article develops the pedagogical management of the headmaster and its link with teacher performance in a pandemic situation. The objective of the study was to analyze the relationship between the mentioned variables in an educational institution located in a highly vulnerable area of Lima - Peru. The sample consisted of 54 teachers at the primary and secondary levels, who provided data from questionnaires validated for this research. The variables were evaluated using Spearman's Rho correlational coefficient for the three dimensions that justify pedagogical management and teacher performance: I. Planning; II. Organization; III. Direction and control. The results revealed that there were positive and significant correlations between the variables mentioned.

**Keywords:** Pedagogical management, teaching performance and educational quality.

### Resumen

El presente artículo desarrolla la gestión pedagógica del directivo y su vínculo con el desempeño docente en situación de pandemia. El objetivo del estudio fue analizar la relación entre las variables mencionadas en una institución educativa ubicada en una zona altamente vulnerable de Lima - Perú. La muestra estuvo compuesta por 54 docentes de los niveles: primaria y secundaria, quienes proporcionaron datos a partir de cuestionarios validados para la presente investigación. Las variables fueron evaluadas mediante el coeficiente correlacional Rho de Spearman, para las tres dimensiones que justifican la gestión pedagógica y el desempeño docente: I. Planeación; II. Organización; III. Dirección y control. Los resultados revelaron que existían correlaciones positivas y significativas entre las variables mencionadas.

**Palabras clave:** Gestión pedagógica, desempeño docente, calidad educativa y pandemia.

## INTRODUCTION

The objective of this research was to know the importance of the pedagogical management of the manager with the performance of teachers in the period 2020 - 2021 at local, national, and global levels. The article aims to address the problem in public educational institutions, taking as a reference an educational institution in vulnerable conditions, located in a traditional industrial area of Metropolitan Lima; the institution is located in a vulnerable area because of its social and geographical location is near the rail of the train, which comes from the mountains and goes to the port of Callao, heavy traffic and pollution, and on the banks of the Rimac River, adjacent to several human settlements, also near factories that pollute the school environment. At the same time, the institution in question did not have the necessary technological tools, such as cell phones, computers, or the internet, to be able to communicate and continue with the virtual or remote classes, which generated school desertion since many had to migrate to the province to their areas of origin, all this added to the economic problems, due to layoffs and lack of work of their parents.

In addition to this, UNESCO (2018) indicated that, in recent years, education has encountered various changes in its approaches and paradigms, such as constructivism, behaviorism, and cognitivism, and emerging technological trends that seek to improve it. However, in the last two years, the use of specialized media has favorably burst into the school, as it has facilitated an adequate relationship between teacher and student, enabling teaching-learning with various technological strategies through the use of digital tools. In the same way, IDB-Education (2022) points out that there has been a severe setback, with young people the most affected; the problems are diverse, it has to do with increased domestic issues at home and greater violence in families, in addition, loss of interest, increased socioeconomic conditions, dropout, limitation of learning in the order of 2.5 years in vulnerable populations compared to young people of high economic level, thus increasing the gaps, a structural problem in our country. This situation is very similar to the conditions in the place where the research was carried out, so it was interesting to see how the problems

of management and teacher performance can generate changes in the functioning of the teaching-learning process.

In that line, it was found a study pointed out that “at the beginning of the COVID-19 pandemic, the greatest setback in enrollment indicators and access to education was recorded at the initial level”, Ombudsman’s Office (2022); on the other hand, the years 2019 and 2020, in primary and secondary there were difficulties in the areas of language, mathematics and socioemotional skills; for example, in primary only 35.1% in reading, and 39.3% in writing, have achieved what was expected. In secondary, from 2019 to 2021, there has been a decrease of 16 points, and in mathematics, 13 points. The socio-emotional aspect was investigated with a questionnaire applied to the subjects of education, concluding the critical role of the family in this type of education (UMC.MINEDU, 2022).

Faced with this problem, communication strategies were implemented; the most direct were:

Home visits to students. Taking them printed materials for school activities. Workbooks of different areas. Phone calls with very little reception by parents. They are only managing to communicate with approximately 70% of students to continue their studies.

This COVID-19 pandemic may have caused much damage to the dynamics of social life in its different areas; however, the resilience of the population allowed them to remain firm in these challenging times, which is why we consider this research necessary.

The educational management of the directors, as well as the pedagogical management of the teachers, were vital in contributing to the improvement of the management of the Educational Institution, thus promoting a pertinent relationship in the educational work with the students and the community.

For this reason, the purpose of this study is to explore the relationship between the pedagogical management of the manager and the teaching performance of Peruvian teachers in a vulnerable area of Lima.

## METHOD

### Type and method of research

The type of research was descriptive-correlational, its design was cross-sectional, and the data were collected for coding, classification, and application of Spearman's Rho statistic to establish precisely the relationship between the two study variables. The study method was the hypothetical deductive method, which is within the framework of the quantitative research approach.

### Participants

A population of 80 primary and secondary school teachers was considered, working with a sample of 54 participants (50 teachers and 4 directors). A non-probabilistic purposive sampling was used.

Table 1 shows the participants by gender: 31 females (57.4%) and 23 males (42.6%). Regarding the employment status, 21 teachers were hired, and 33 were appointed. In relation to the position at the primary and secondary level: 5 pedagogical coordinators, 9.3%; 2 directors, equal to 3.7%; and 46 teachers (various areas or specialties), equivalent to 85.2%, for a total of 100%, representing 54 teachers. The employment status of the participants is shown: 21 are hired, representing 38.9%, and 33 are appointed, representing 61.1%; this situation is given the type of state institution. The position held by the teachers at the primary and secondary levels shows that 5 pedagogical coordinators account for 9.3%, with 2 directors with a percentage of 3.7%, in addition to 46 teachers who account for 85.2%, and finally, 1 (one) head of tutoring, 1.9%. The majority of the data refer to teachers.

**Table 1**

*Characteristics of the participants*

		Frequency	Percentage
Gender.	Female.	31	57,4
	Male.	23	42,6
	Total	54	100,0
Employment status.	Hired.	21	38,9
	Appointed.	33	61,1
	Total	54	100,0
Position held at the Educational Institution.	Pedagogical coordinator	5	9,3
	Manager.	2	3,7
	Teacher.	46	85,2
	Head of tutoring.	1	1,9
	Total	54	100,0

## Study variables

**Pedagogical management of the manager, according to MINEDU (2014)**, is linked to the teaching-learning process, the achievement of pedagogical competencies for personal and professional development, using pedagogical practices established by the institution, the execution of learning assessment, the use of materials, the development of curricular project programs, managing sessions and academic follow-up and didactic resources.

**Teaching performance**, according to MINEDU (2012), is related to the pedagogical task, the dynamics of interaction between teachers, students, and the educational community; it is related to the establishment of the pedagogical principles that guide the educational praxis in the educational institution we investigated.

### Instruments for the collection of information

The questionnaire technique was applied, using Google Forms for both variables:

The manager's pedagogical management variable has 16 items, and the teacher performance variable has 22 items. The instrument, in the form of a Likert scale, had 5 alternatives, with ratings of 1. Never, 2. Almost never, 3.

The teaching performance variable, a questionnaire, was elaborated with 22 items, with 5 different alternatives, in Likert form with ratings of 1.

Consistently referring to the dimension of planning and organization, execution, evaluation, and monitoring, applied to the directors, coordinators, and teachers of the educational institution.

The instruments were validated with expert judgment ( $V \text{ Aiken} > 0.80$ ), and Cronbach's Alpha was applied, with a reliability value of 0.940.

**Table 2**

*General hypothesis test: correlation between study variables.*

		Teaching performance	
		Correlation coefficient	,659
Rho de Spearman	Pedagogical management	Sig. (bilateral)	,000
		Total	54

In Table 2, we observe in the general hypothesis test that Spearman's Rho coefficient is 0.659, with a significance value of 0.000; as this significance value is less than 0.05, we support that there is a significant relationship between the variables under study.

### **Descriptive analysis of the variable: Pedagogical management of the manager.**

The author declares under oath that she has no conflict of interest in the preparation of this article.

**Table 3***Dimension: Pedagogical Management*

	Frequency	Percentage	Cumulative Percentage
Regular	7	13,0	13,0
Adequate	22	40,7	53,7
Very Adequate	25	46,3	100,0
Total	54	100,0	

In general, if we consider it reasonable and very fine, the percentage of acceptance is high.

Table 4 shows that 63% say it is adequate, and only 7.4% say it needs to be improved in terms of planning. However, the sum of reasonable and very good is high, reaching 92.6%.

**Table 4***Dimension: Planning*

	Frequency	Percentage	Cumulative Percentage
Regular	4	7,4	7,4
Adequate	16	29,6	37,0
Very Adequate	34	63,0	100,0
Total	54	100,0	

Table 5 shows that 44.4% of the organization is adequate and 31.5% is sufficient, while at the other extreme, only 1.9% state that it is inadequate. The cumulative % is lower than the different dimensions.

**Table 5***Dimension: Organization*

	Frequency	Percentage	Valid percentage	Cumulative Percentage
Inadequate	1	1,9	1,9	1,9
Regular	12	22,2	22,2	24,1
Adequate	17	31,5	31,5	55,6
Very adequate	24	44,4	44,4	100,0
Total	54	100,0	100,0	

Table 6 shows that 46.3% say that the direction and control are adequate, followed by 35.2% perfect, and only 18.5% say that it is regular; none say it is inadequate.

**Table 6**

*Dimension: Direction and Control*

	Frequency	Percentage	Cumulative Percentage
Regular	10	18,5	18,5
Adequate	25	46,3	64,8
Very Adequate	19	35,2	100,0
Total	54	100,0	

**Descriptive analysis of the variable: Teaching performance.**

Table 7 reports that 63.0% say that their performance is adequate and 31.5% is sufficient; on the contrary, only 5.6% say it is regular.

**Table 7**

*Dimension: Teaching performance*

	Frequency	Percentage	Cumulative Percentage
Regular	3	5,6	5,6
Adequate	17	31,5	37,0
Very Adequate	34	63,0	100,0
Total	54	100,0	

Table 8 reveals that 68.5% is adequate, and only 3.7% is regular in terms of planning and organization on the part of the teacher. The sum of satisfactory and very acceptable is relatively high at 96.3%, which is a good indicator.

**Table 8**

*Dimension: Teaching performance*

	Frequency	Percentage	Cumulative Percentage
Regular	2	3,7	3,7
Adequate	15	27,8	31,5
Very Adequate	37	68,5	100,0
Total	54	100,0	

Table 9 shows that 57.4%, in execution, say it is adequate, and 37.0% say it is sufficient, while 5.6% say it is regular. Also, in this case, the sum is high, at 94.4%.

**Table 9**

*Dimension: Execution*

	Frequency	Percentage	Cumulative Percentage
Regular	3	5,6	5,6
Adequate	20	37,0	42,6
Very Adequate	31	57,4	100,0
Total	54	100,0	

Table 10 shows that 61.1% are adequate in evaluation and monitoring, 31.5% are good, and 7.4% are regular. The sum is also high, 92.6%, but it is lower than the previous ones.

**Table 10**

*Dimension: Evaluation and follow-up*

	Frequency	Percentage	Cumulative Percentage
Regular	4	7,4	7,4
Adequate	17	31,5	38,9
Valid Very Adequate	33	61,1	100,0
Total	54	100,0	

## DISCUSSION

To better understand the context of the educational institution studied, it is located in the Cercado area of Metropolitan Lima; it has high levels of noise pollution, land, and social insecurity, and the members of the educational community come from a lower middle-class (mostly), the teachers are from the primary and secondary level as appointed and contracted.

This study is also framed in another one carried out by MINEDU (2012) in which those evaluated from the second year of secondary school, and also in “all grades of study there are students with learning backwardness with more than two years of schooling” which allows us to affirm that the backwardness comes from years before and

that it has worsened in the pandemic, worse in the rural areas of the country and the vulnerable areas of Metropolitan Lima. We must emphasize that the “pedagogical” not only refers to the cognitive, which is the predominant orientation in schools in our country, but also the study refers to the socioemotional to develop a set of skills such as: “emotional self-efficacy, social self-efficacy, behavioral self-regulation, academic self-efficacy, autonomy, resilience, decision making, empathy, and responsibility, among others”; the basis of learning, for this we must reinforce the family as the entity where these processes in pandemic revolve.

Regarding the research, it is stated that student learning is directly influenced by teaching performance, which denotes the importance that the manager gives to his role as a pedagogical

manager and the management processes developed in the Educational Institution, Freire and Miranda (2014), which is familiar with the Mexican model of Quality Schools. It is interesting to note that authority, which is oriented to improve learning conditions and pedagogical processes through an accompaniment to the teaching-learning process, focused on the pedagogical, will achieve better performances in teachers as soon as there is an adequate relationship between the mentioned processes (variables). In relation to the variable of teacher performance with the pedagogical management of the manager, it was found that there is a significant relationship between the two since the correlation is relevant, Chávez and Olivos (2019).

On the other hand, the Framework of Good Teaching Performance (2012), through the direction and control of the use of pedagogical tools, educational materials, and use of time used by teachers, prioritizes activities of high cognitive demand. Therefore, they argue that the work of the principal has a natural and effective impact on the teacher. Therefore, in order to guarantee effective and quality school management, the principal of the educational institution must maintain the pedagogical aspect in his actions. However, elaborated research by Vila (2015) states that the principals indicate that they invest most of their time in administrative and bureaucratic tasks, which restricts their pedagogical actions to a limited accompaniment of the activities that the teacher performs in the classroom. These activities are planned for the continuous improvement of the educational quality. This can be seen in the dimension of organization of pedagogical management, which only reaches 75.9%. In view of this situation, it is evident that managers should improve their management in conjunction with teacher performance.

From the research, the relationship between the pedagogical management of the manager with the teaching performance is consolidated, as is the opinion of Manzaba (2018), who considers it necessary to establish a Manual of teacher improvement, highlighting the skills, knowledge, human values, both in managers and teachers. In this situation, authority fulfills a relevant importance since it fosters dialogue and the search for agreements among the members of the educational community. An analogous situation raised by SEP (2015) in relation to the Program of Quality Schools in Mexico appeared

in the year 2000; the school must revolve around the management of the director, who acts from a strategic educational Plan where all educational agents are committed, guided by the idea of transformation, financing, transparency. This organizational dimension is related to the hierarchical structure.

Therefore, the pedagogical management of the authority should be focused on strengthening the work of the teacher, as well as aligning the mission and vision aimed at enriching the teaching-learning process in the educational institution we are studying. In this regard, the functions of the principal include the fulfillment of the phases of strategic planning, which involve from the formulation to the evaluation of management.

Managers have to create spaces and times where they must plan actions such as direction, organization, and control, using leadership among all (García and Caballero, 2015). In addition, the effective functioning of the manager's pedagogical management processes gives a directionality of the educational service that meets the needs of the academic community and linked institutions, with the expectation of achieving the shared objectives through the collaboration of all the institutions of the environment, with the aim of offering a quality service and coordinating the activities and tasks of the members towards the achievement of their joint projects, Tabares and Miranda (2015). This quality service reaches 87.0%, compared to the teaching performance, which gets 94.5%.

## CONCLUSIONS

Considering the adequate action of the manager in terms of pedagogical management, which plays an essential role in teacher performance as a critical piece in educational and pedagogical actions, the purpose of the research was to determine the relationship between pedagogical management and teacher performance in pandemic situations in the Juan Pablo Vizcardo y Guzmán Educational Institution UGEL 03, 2021, which justifies quality learning.

There is a direct correlation between pedagogical management and teacher performance.



Regarding pedagogical performance, it is affirmed that the most valued competencies of principals are managing decision-making in order to raise the levels of pedagogical practices in general.

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## COMPETING INTERESTS

The author declares under oath that she has no conflict of interest in the preparation of this article.

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