

**Modelo de gestión pedagógica basado en el liderazgo transformacional para garantizar la satisfacción laboral de los docentes del ISEP “Sagrado Corazón de Jesús”****Model of pedagogical management based on the transformational leadership to guarantee the job satisfaction of HIPE teachers "Sagrado Corazón de Jesús"**CAJÁN ALCÁNTAR, John William<sup>1</sup>**Resumen**

La presente investigación se desarrolló con el objetivo de proponer un modelo de gestión pedagógica basado en el liderazgo transformacional para garantizar la satisfacción laboral de los docentes del Instituto Superior de Educación Público “Sagrado Corazón de Jesús”. La investigación es de corte descriptivo propositivo. Al inicio de la investigación se encontró en los estamentos directivos y docentes una satisfacción laboral permisivo, paternalista, situado en el modelo “Laissez faire”; situación que permitió diseñar un modelo de liderazgo transformacional que garantice la satisfacción de las funciones que cumplen los docentes en la institución en estudio. El modelo diseñado promueve una cultura educativa productiva de tal manera que los involucrados en la gestión pedagógica conjuguen las funciones de docencia investigación, extensión y liderazgo en un contexto transformador, dando pertinencia y calidad a las prácticas académicas. Desde esta óptica se construyó el modelo que permita articular de manera sistemática el conocimiento que se tiene de la experiencia mediante el proceso de investigación, para describir y explicar los acontecimientos que suceden en el ámbito educativo, relacionado con el desempeño laboral del docente.

**Palabras clave:** Gestión Pedagógica, Liderazgo Transformacional, Satisfacción Laboral.**Abstract**

The present research was developed with the aim of proposing a model of pedagogical management based on transformational leadership to guarantee the job satisfaction of the teachers of the High Institute of Public Education "Sagrado Corazón de Jesús". The research is descriptive in purpose. At the beginning of the research, managers and teachers found a permissive, paternalistic job satisfaction, located in the "Laissez-faire" model; a situation that allowed the design of a transformational leadership model that guarantees the satisfaction of the functions that teachers fulfill in the institution under study. The model designed promotes a productive educational culture in such a way that those involved in pedagogical management combine the functions of teaching, research, extension and leadership in a transformative context, giving relevance and quality to academic practices. From this point of view, a model was constructed to systematically articulate the knowledge of experience through the research process, to describe and explain the events that happen in the educational field related to the teachers' work performance.

**Key words:** Pedagogical Management, Transformational Leadership, Job Satisfaction.

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## **Introduction**

Universities and institutes of non-university higher education in this new millennium, have become an important source of wealth and the knowledge production, for that reason the society demands in addition to meeting not only directed to the formation of knowledge and skills but also to the development of a creative thought, self-taught, values that are expressed in their modes of behavior, not only as a professional but as an individual that is inserted in a society which it has a commitment to development. (Hernández, 2009).

Despite the fact that there have been substantial changes in the teaching task, there are a few instances for the exchange of experiences, discussion of problems of teaching and joint resolution of those problems. (Silva, 2009). We can observe that in current society that there are teachers who like teaching with enthusiasm and joy willing to give the best of themselves, to contribute to the growth of their students and help them improve personally. On the other hand, there are teachers who live their profession with stress and as a continuing source of tension, breaking your own personal balance. In this sense, Esteve (2009) expressed that the teaching profession is always an activity to be ambivalent, and that presents two sides: the positive side that can give meaning to life and a great professional and personal satisfaction and, on the other hand, it is the face of the need, at times, frustrating, physically and emotionally exhausting. This situation often affects the health of the teacher and their professional performance. This harsh reality of the teaching profession can be seen especially in Latin America and particularly in the Peruvian society.

The attentive observation of the geographical area where is located the Higher Institute of Public Education, , "Sagrado Corazón de Jesús" which trains professionals in education has now presented a problem that it is necessary to

formulate proposals for improving aspects from the institutional management, pedagogical management and administrative management. Being the pedagogical management the most susceptible and is of vital importance that motivated the realization of this research and led to formulate the question: What characteristics shows the model of pedagogical management based on the transformational leadership to ensure the job satisfaction of the teachers from the Higher Institute of Public Education "Sagrado Corazón de Jesús" in Chiclayo?

Reviewing some background characteristic of the study variables was found by Ramirez and Sgamatti (2008) conducted a research whose main objective was to study the style of transformational leadership and transactional, concluding that the main leadership style is transformational, specifically the dimensions of inspirational motivation, idealized influence by behaviors and individual consideration.

Ramírez (2013) in his research concludes that the transformational leadership in the educational institutions of the Lambayeque Region significantly improves the educational management, because leaders help to set a course by the educational team to develop shared goals. People are driven by goals that are considered to be compelling, challenging, and achievable.

Balster (1992) conceptualizes transformational leadership as a process in which leaders evoke permanently emotional responses of their followers, by modifying their behaviors when facing resistance, in a constant process of ebb and flow.

The leader transformational strives to recognize and empower the members of the organization and is geared to transform the beliefs, attitudes and feelings of the followers, since it only manages the structure but influences the culture of the

organization in order to change it. A central idea to highlight in this design is, the important role the leader has to play in promoting and cultivating a vision of the meaning and significance of the purposes and actions organizational.

The model of pedagogical management, based on transformational leadership, is based on theoretical approaches by Burns and Bass (1985); and the model of transformational leadership by Leithwood, which allowed having a general vision of the complexity that represents the dynamics of labour academic, linked to the competencies that the teacher of higher education in the framework of their job performance should meet, which can be interpreted as a guidance to develop him.

Regarding job satisfaction, Muñoz (1990, p. 76) defines it as “the feeling of liking or positive experienced by a subject by the fact of performing a job that interests you, in an environment that allows you to be comfortable, within the scope of a business or organization that is attractive and that he perceives a series of offsets psycho-socio-economic in line with their expectations.”

There are several theories to explain the job satisfaction. According to Fernández (2002), the first theories were related to the satisfaction of the workers in the industrial organizations, while more recent approaches attempt to explain job satisfaction on the basis of the features cognitive attitudinal. The theory of Maslow formulated a hierarchy of human needs. This theory indicates that as needs are met more basically or at lower level, as shown in the pyramid, the person aspires to meet the needs of higher level, in this way you will grow as a person.

## Method

In this research the following strategies were elaborated methodologically

General Objective:

- To propose a model of pedagogical management based on the transformational leadership to ensure the job satisfaction of the teachers of the Higher Institute of Public Education, “Sagrado Corazón de Jesús”, of the Province of Chiclayo.

Specific Objectives:

- To diagnose the characteristics of job satisfaction of the teachers
- To set theories that underlie the model of pedagogical management.
- To propose a model of pedagogical management based on the transformational leadership.

Hypothesis:

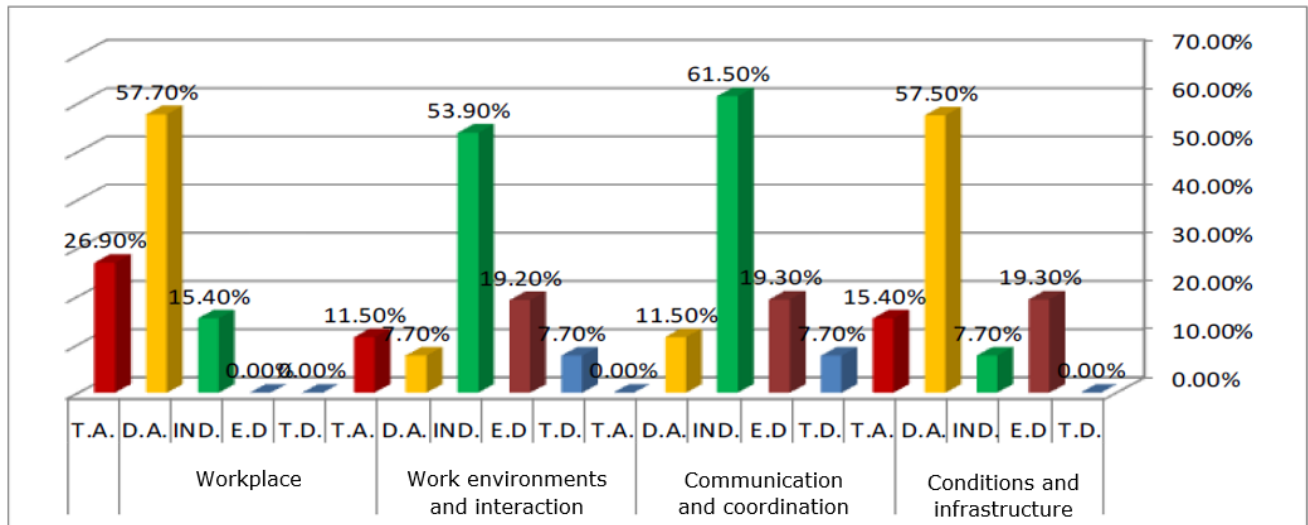
If the model of pedagogical management based on the approach of transformational leadership is applied, then the job satisfaction of the teachers will be satisfactory, improving the quality of the pedagogical process in the Higher Institute of Public Education, “Sagrado Corazón de Jesús”

The type of research is descriptive and proposal with a non-experimental design study.

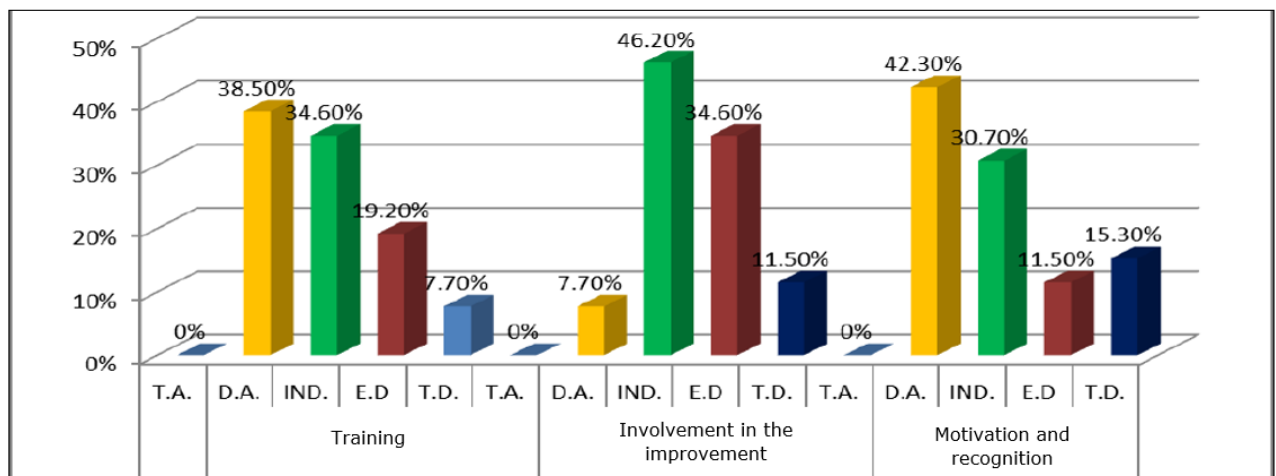
In this research a sample of 26 teachers was equivalent to 50% of the population.

We used the method of historical-logical, modelling, systemic, analysis-synthesis, and documentary analysis.

## Results



**Figure 1.** Results of the survey for job satisfaction teachers. In the dimensions: workplace, work environments and interaction, communication and coordination, conditions and infrastructure.



**Figure 2.** Results of the survey job satisfaction teachers in the dimensions: Training, involvement in the improvement, Motivation and recognition.

The instrument applied was a survey to identify the level of job satisfaction of teachers in HIPE, "Sagrado Corazón de Jesús" and that is presented in figures 1 and 2.

For the dimension job; 57% of teachers were indifferent to the indicators of the dimension; this percentage indicates that the leadership is not the most favorable in the institution.

For the dimension of work environment and interaction; it is not the most appropriate, since most of the 80.8% of teachers are shown indifferent and disagreed with the management that is taking place in the institution which results in a low job satisfaction. For the dimension of communication and coordination, it is the highest percentages of opinions of teachers are indifferent categories, disagreement and totally in disagreement with the channels of communication and coordination both internal as external.

In regards to the dimension of the environmental conditions and infrastructure, it allows us to conclude that while it is true there is a favorable opinion with respect to the dimension and indicators, 26.9% of teachers considered that there are favorable conditions that facilitate the teaching work and administrative by the lack of equipment to conduct the activities of the teaching staff, administrative and even students.

In relation to the dimension of the Training is to test that the 65% of teachers have a dissatisfaction to a lack of training in the institution and which in any way impairs the quality of the performance of teachers with regard to the training that is evidence of the lack of leadership of the authorities of the institution.

For the dimension Involvement in the improvement will have a 92.3% of teachers show indifference and disagreement with the policy that comes to exercise authorities with respect to the improvement of the quality of service in the institution.

Finally, in the dimension motivation and recognition, teachers show their indifference to the indicators of the dimension, because they are not motivated to comply with the work assigned, do not agree with the timetables and turn given in cycles where they play, and in addition are not recognized in the work done within and outside the institution.

Also, teachers who claim to be in disagreement with the lack of recognition of the

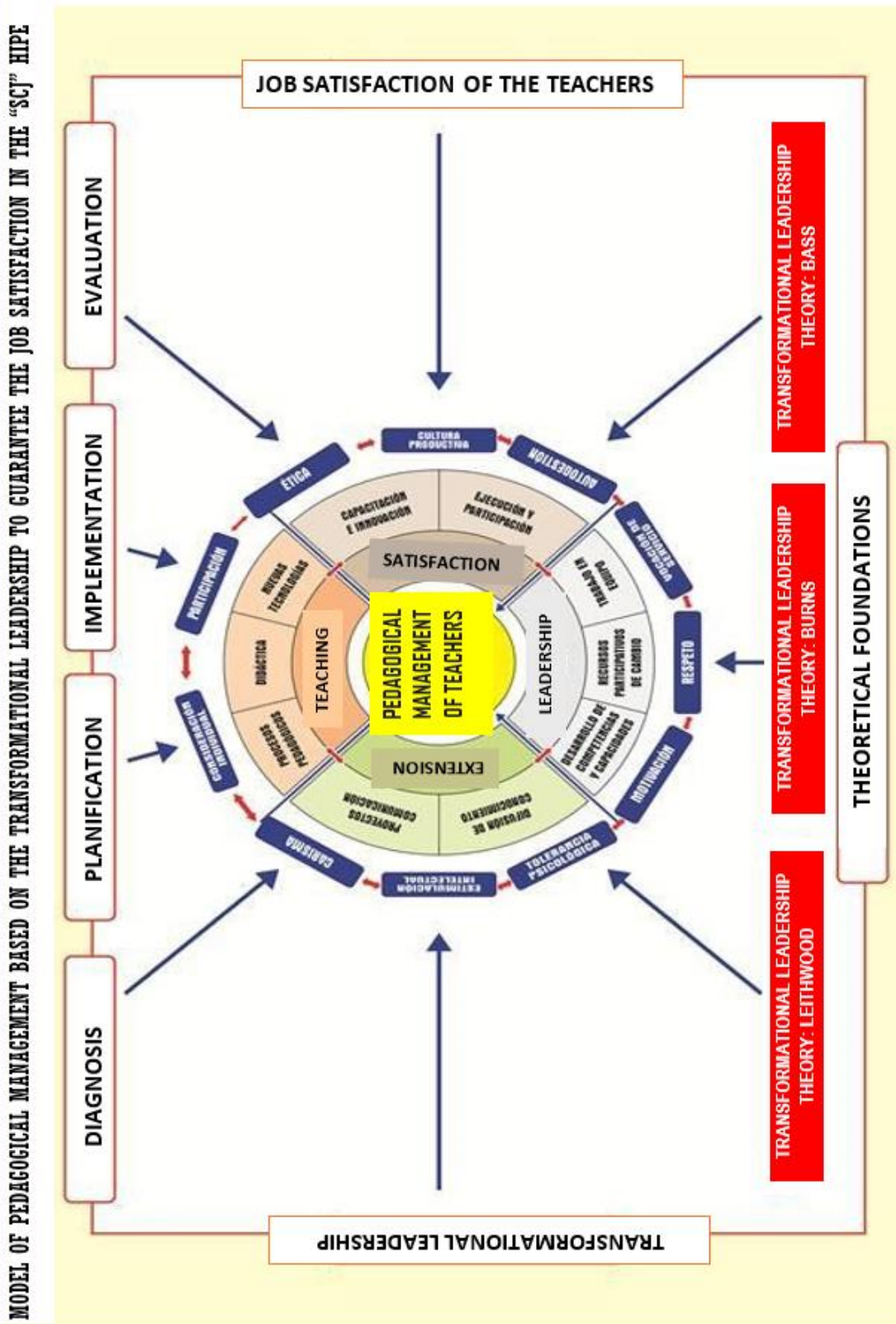
work carried out in their work, because there is a recognition to a group of teachers in the environment of the bodies.

## Discussion

To achieve the objectives of the research, the analysis of the survey was applied to teachers firstly, referred to the level of teacher satisfaction come to perceive a permissive, paternalistic, located in model management" "Laissez faire".

To achieve the second objective, they worked with theories from Leithwood, Burns and Bast, precursors of transformational leadership.

The third objective refers to the proposal of teaching performance based on the transformational leadership model; designed on the basis of the results of a preliminary analysis of the job of Professor of higher education pedagogical institutes performance, and critical analyses of different theories that guide the processes that must be consciously and rationally, develop job make higher education teaching.



## Conclusion

In terms of diagnosis of the characteristics of job satisfaction of teachers, it is concluded that for the dimension job in the 58% of teachers show indifference to the institutional management current and that has an impact on the functional development of the teacher.

The proposed model allows for the development of education helpful to get the teacher relates in the exercise of labor functions in an environment transformer, giving efficiency and quality of their academic work. For this reason, we designed the model of pedagogical management under the focus of the transformational leadership fail to ensure the job satisfaction in its dimensions of teaching, research, extension and academic leadership.

In this context of ideas, the teaching of higher education, exerting a transformational leadership, together will cement the favorable conditions to maintain a pleasant satisfaction in the work, the same that will be strengthened in their permanent training, leadership, teaching, research and extension.

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