

Transformational leadership model for university professors of Lambayeque Region

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Abstract

Transformational leadership relates effectively to development of university functions. The research objective was to create a Leadership model for university professors of Lambayeque region, it was based on the transformational leadership approach. The specific objectives were, to elaborate the theoretical framework and historical background in the leadership of professors by primary, secondary and tertiary sources. To identify the university professors' leadership characteristics during their job performance, to analyze the problems of job performance in universities from the region whose information should have been given by university professors, to elaborate the theoretical model based on the obtained results. The study type is descriptive and ethnographic with the systemic, structural- functional methods and modeling. The obtained results provided a panorama of leadership, which has a medium-low disposition. It shows that, influence of leadership on university professor performance is necessary. Therefore, it suggests a model to solve the educational problem and to improve the same.

Keywords: Intellectual stimulation, capacity for change, research, didactic, university extension.

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Introduction

Nowadays, nobody doubts the necessity for educational leadership; its practice is widely accepted because it is a key element to improve what happens at universities, and it is a factor, which has an impact on the internal development from them, with respect to educational organizations that guarantee the learning in all the students.

Constant environment changes require the permanent adaptation of educational organizations to these new realities. Politics and strategies turn into obsolete in a short space of time. In this context, efforts related to human resources emerge to optimize the available potential, and a better cooperation with the institutional goals and objectives is sought.

Leadership is a term, which has had several managerial connections far from the educational institutions, and the first contribution was guided by the characteristics and attributes, which a leader has.

The disposition to go beyond technical, hierarchical and rational models to push towards approaches, which emphasize the cultural, moral, symbolic facets of leadership. It is especially reflected around the 90s in the notion of transformational leadership; a conception is caused in the business field and it is transferred quickly to the educational area.

This "new leadership" is a charismatic, visionary, transformative, more flexible and inclusive, communal and democratic. It focuses on the line of exercising leadership through meanings (vision, culture, commitment, etc.) in a shared way with the members of an organization, instead of accentuating the dimension of influence in the followers or in the management.

According to the research carried out by Leithwood and Colabs. (2009) Leadership is the most suitable for educational organizations that learn, since it benefits common and shared goals.

Real leaders are required in the university classrooms, who allow transforming the student's ability in the generation of organizational value.

Universities must observe the processes of organizational transformation to face the environment's contingencies and factors.

Leadership is a complex subject in Peruvian university. There are many definitions about it. Many people define the action of directing, as a process executed by executives, leaders, managers; directors, bosses or cadres; to the action of getting other people to do something in order to obtain certain proposed objectives, many people give priority to the moral force of the manager when he performs his duties, and in his daily life.

The study focused on a serviceable objective, on investigating the transformational leadership profile of university professors and on evaluating its impact on outcome variables (motivation, inspirational communication, idealized influence, etc.) by Avolio B. and Bass B model (2005).

The research was carried out in universities of Lambayeque Region, Peru, and it complies because there are not research works about leadership.

This type of academic leadership practiced, which helps and motivates students, to improve and self develop is not in this region, their personal development, since professors only limit themselves to teach, because there is not any type of culture in university classrooms, which promote values, ethics and commitment to students to be better people, better professionals and better citizens.

Universities require professors who understand the necessity, goals, and limitations of the rector-leader. Who do not easily accept points of view, but who systematically question, appropriate decisions instead of just complying.

Professors, who are able to get to the point, when they believe that the leader -rector is switching to another topic, and when the group does not want to do what has decided. In addition, professors who analyze institutional, curricular and disciplinary problems and propose solutions based on the well-being and development of the student.

Currently, Peruvian universities go through a serious crisis. There are social conflicts in the heart of universities due to professors' students and administrative staff dissatisfaction; for the lack of participation in university activities and their absence of a clear vision of the university role in the cultural development of society.

Another aspect, in that current management system produces confusion regarding the achievement and limits, since the economic and administrative framework are in most of these models but not in the pedagogical one, this situation causes strong criticisms, because the results do not correspond to the expectation, and the resources that society gives in the hands of the university.

The current management models were created to react to a much simpler and more stable context, but the situation that university faces nowadays and could face in the future, can be turbulent and really tough.

In accordance to the presented researches at events and the experience of authors of research work, it can be described that problems are currently present in Peruvian universities such as dissatisfaction and lack of commitment by professors, students and administrative staff also; it is due to the insufficient participation of them in university activities.

Likewise, there is not innovation and creativity leadership that allows adapting to the changing environment, another important factor to emphasize that there is a distance between academic environment and real environment about organizational leadership topic, to formulate hypotheses, to identify variables design controls, and

eventually, to measure and to learn to control the phenomenon.

Nowadays, phenomena such as globalization, deterioration and environmental change, the global financial crisis, technological innovations in information and electronic communication, etc. have been aroused; with respect to these phenomena, the Peruvian university are not ready, it goes on with an old, anachronistic university system, which was designed in the middle of the last century. Finally, there are some lacks reference models of leadership and, the relationship of the university community members is in a dissociated state.

For this way of thinking, the authors consider that the analysis of organizational leadership, forming a matter worthy of consideration within the academic, theoretical and practicing research area, where administration, education, sociological and psychological are connected in business management as well as educational organizations and any other type.

professor's leadership developing in the job performance through a test in region universities, to analyze the problems of job performance which the university professors must answer, to elaborate the theoretical model based on the transformational leadership for university professors of the region, to validate the proposal of the proposed model.

The research will contribute to raising the performance level encouraging to professors be awarded of their labor, being the main factor of service educational quality, therefore it should not just be in a classroom but it must show in a well-planned performance, where the whole academic functions for collective benefit, the society, leading the high level of their knowledge, putting them at the disposal of the improvement of the quality of education, institutional development and the community, taking advantage of this way, the talent of educators, reflected in the

knowledge acquired in postgraduate courses of specialties, masters and doctorates.

In this regard, the research will contribute important benefits across the reflections that could be generated by the university professor's labor, which is recovering, the mission is not only achieving the teaching - learning process in his teaching role; but also to improve the teaching of mental processes and the ethical - moral values, as well as the development of research's function and extension.

Based on this assertion, it is important that the professor in his labor performance demonstrates his abilities of being a cooperater of the institutional change.

The research hypothesis shows that if a theoretical model is based on the transformational leadership for professors of Lambayeque region professors, it means to perform the requirements of Peruvian society, it will projects towards improvement of labor performance in the search to improve efficiency, effectiveness and competitiveness of these higher level institutions.

A great number of schools and theorists agree that leadership can be defined as a natural process of influence, which occurs between the leader and his followers.

They also agree that this process of influence could be explained from certain characters and behaviors of leaders, through perceptions and attributions from the followers and by the context in which this process occurs.

At present, under the transformative leadership approach, there are not enough theories about leadership for university professors, which promote a productive educational culture and include the university professor, in his capacities to motivate, stimulate, detect and take advantage of opportunities of his own labor, leading him through participation in interaction spaces, in the development of teaching, research and university extension,

representing an effective academic leadership, in his performance.

The 21st century University is defined as an open organization, subsequently its directors and professors must manage or operate the University institution, seeking to give it a medium and long term orientation and vision associated with the requirements of its environment.

Method

Research Design

The research design is considered as non-experimental, transversal. It is Transversal because "it is a research design that gathers data from a single moment and only time". (Gormam, G, & Clayton, 2005)

It is considered non-experimental because the phenomenon was observed as it occurs in the natural context, allowing to describe the variable and to analyze its description, depending on its dimensions, indicators and items at point in time. (Hernández, Fernández and Baptista, 2010).

It is essential to emphasize that in a non-experimental study, no situation is constructed, situations are not intentionally caused by the researcher they are merely observed. People are observed or described in their natural environment. In this research, the variable was measured in only one direction by indicators and dimensions, without making inferences of any nature and documentary, the proposal's realization (Chávez, 2007).

The study type is Descriptive and Ethnographic Descriptive studies seek to specify the important properties of people, groups, communities or any studied phenomenon to analysis. An ethnographic study is a research, where the researcher joins hiddenly in a community, group or institution, in order to observe, with an earlier elaborated guideline. (Hernández, et al, 2010).

The methods applied are, the Systemic and Structural - Functional Method, which will organize the subject through the determination of its components and the relationship between them also; the modelling method is an intermediate link between the subject and the research object, which is the model. This method works in a practical or theoretical way with an object, it is not direct way, but using certain intermediate, assistant, natural or artificial system; The Prospective method will be used to guide strategic actions in the future. (Álvarez and colbs. 2008).

The systemic approach method provides general directions to study the educational phenomena as a vital reality designed by components that achieve certain roles and preserve interaction's stable forms (Cerezal, 2002). In the proposed model, the labor performance process of professors is presented as an integrated system and the interrelation with all the roles that correspond to it.

Population and sample determination

The population was constituted by 2 001 professors, the total amount of the teaching staff who work in Pedro Ruiz Gallo, and Señor de Sipán Universities. During 2010, the population was divided in the following way:

The sample was determined through finite formula, which showed 130 professors work in the three universities under study.

Table 1

Population and Sample Research		
University	Population Professor	Percentage
Pedro Ruiz Gallo	728	36.38
Señor de Sipán	715	35.73
San Martín de Porres	558	27.89
University		
Total	2001	100%

Data Collection

The strategy to collect information was made under the following guidelines:

For the data collection, the data collection technique was done. According to Muñoz it states by Morales, T, (2005). It consists in "(...) gathering data and recording facts and all kinds of interest related to the research project".

The observation technique was carried out. Álvarez, et al., (2008) points out that "The observation allows us to get knowledge about the object research behavior as it occurs in reality, it is a way to access direct and immediate information about the process, phenomena or objects, which are being investigated.

Interviews were carried out. The interview is a data collection technique through a professional conversation, where people get information of the object under study. It is important from the educational point of view;—in the mission, depend on a large extent on the level of communication level between the researcher and the participants.

The documentation study technique was conducted. In this technique, many theories and models and life stories will be reviewed, studied and analyzed as well. It allows to get a complete picture of the facts that are told about people's life, in order to obtain a profile of them over the time. A number of different data is attempted to be accumulated in reasonable time, which Hernández et al (2001), calls it evident preponderance when it is gathered. Questionnaires were conducted, Rodríguez, G. Gil, J. and García, E. (2008) explain that "the questionnaire as data collection technique can be an important service to qualitative research, because it is a procedure for exploring general ideas and beliefs about some reality aspects; and also it allows information to be shared by research participants."

The questionnaire is designed to obtain information on leadership characteristics Organizational, based on the Likert Test.

The Likert scale consists of a large number of items, which are considered relevant for the opinion to be evaluated. These statements should not be ambiguous and they express approval or rejection of the object of study. The participants respond to these affirmations, selecting a point in a gradation of the continuous settlement-rejection (total approval, approval with certain objections, undefined position, disapproval in certain aspects, total disapproval). The total attitude index is gained with the sum of attitudes partially expressed in each answer. Briones, (2002).

Technique of data analysis

To analyse the information of observations, interviews, the contents analysis was used where the relevant information will be selected, categorized, analysed, and the respective conclusion will be determined.

Tables were used for Likert questionnaire. The statistical treatment of the diagnosis to the population as object of study was of a descriptive nature. The table contents and central tendency were calculated trend: arithmetic mean, median, mode, and measures of variability: range, variance and standard diversion for dimensions and indicators.

Results

Academic leadership

The analysis is presented by items, to the dimensions, integration of teamwork, capacity to promote institutional changes, individual stimulation, inspiring communication, individual consideration, inspirational motivation.

Team spirit

To analyze this dimension, the table 2 is observed. The arithmetic mean puts in a medium- high range ($\bar{x} = 4, 26$), which means, that professors consider the integration of teamwork, as an essential element in their academic performance, emphasizing the concerted effort to create teamworks, which support their labor performance.

The standard diversion of this dimension is ($\sigma = 0, 38$) and the variance is ($\sigma^2 = 0, 15$) the most frequent score was 18, which means that the majority of them has a high vision on the integration of teamwork. To sum up, we can say that the values tend to be situated in high values.

**Table 2
Team spirit**

Item Institution	(σ)/ Institution	(σ^2)/ Institution	Median/ Institution	Arithmetic mean/ Institution (\bar{x})
Pedro Ruiz Gallo National University	0,21	0,05	17	3,81
Señor de Sipán University	0,16	0,03	22	4,41
San Martín de Porres University	0,24	0,06	20	4,55
General Promotion of Dimension	0,38	0,15	20	4,26

Source: Leadership questionnaire applied to university professors. (2010)

Capacity to Change

In Table 3, the values of action dimension are observed to promote institutional changes, with a result of arithmetic mean ($\bar{x} = 2, 32$), it is an insufficient range. According to Gorrochotegui, (2006) the teaching labor will manage the development of a positive attitude, it bases on providing supportive alternatives, which allow to promote changes to improve education of quality.

A high percentage of professors are aware of need for promoting institutional changes, as a benefit of quality education, $\bar{x} = 3, 28$ was obtained, it is in a sufficient range. Nevertheless, when the following items were analyzed N ° 7, 8 and 9, incongruity was found with reported information in the previous item, which obtained a few arithmetic mean ($\bar{x} = 2, 03$; $\bar{x} = 1, 99$ and $\bar{x} = 1, 96$) that are in an insufficient range.

Table 3
Capacity to change

Item Institution	(σ)/ Institution	(σ^2)/ Institution	Median/ Institution	Arithmetic mean. / Institución (\bar{x})
Pedro Ruiz Gallo National University	0,05	0,02	13	2,10
Señor de Sipán University	0,85	0,73	25	2,45
San Martín de Porres University	0,86	0,74	15	2,41
General Promotion of Dimension	0,67	0,45	14	2,32

Source: Leadership questionnaire applied to university professors. (2010)

Intellectual stimulation

In this dimension, an arithmetic mean was reported ($\bar{x} = 2,43$), it is in an insufficient range, the values of items in this indicator have an arithmetic mean ($\bar{x} = 2,25$; $\bar{x} = 2,28$ and $\bar{x} = 2,36$), which are in an insufficient range. It seems to indicate a certain trend to the routine and the conducting of activities without considering the need of students as for the planning, course organization. The standard deviation of the indicator is ($\sigma = 0,21$) and the variance is ($\sigma^2 = 0,04$). The most frequent score was 15 points, it means that the majority of them has a medium-low vision on the intellectual stimulation degree in professors. 50 % of professors are over 15 score and the other one (50%) is under this value, it is 25 points in total.

University professors are expected to encourage their students the intellectual stimulation, the convergent articulation of thought towards particular solutions of a problem with the divergent thought, which is aimed at satisfying criteria of creativity, originality, inventiveness, flexibility, as well as the interest of reaching new goals. The individualities of each student are analysed by professor. (Beusses, 2005).

Table 4
Early stimulation

Item Institution	(σ)/ Institution	(σ^2)/ Institution	Median/ Institution	Arithmetic mean. / Institución (\bar{x})
Pedro Ruiz Gallo National University	0,27	0,07	13	2,38
Señor de Sipán University	0,24	0,06	15	2,47
San Martín de Porres University	0,11	0,01	14	2,46
General Promotion of Dimension	0,21	0,04	14	2,43

Source: Leadership questionnaire applied to university professors. (2010)

Inspirational Motivation

The arithmetic mean of dimension reported an average ($\bar{x} = 3,28$), it is in a sufficient range. Which indicates that for professors, the motivation turns in an important factor, since it allows to encourage effort, energy, and conduct in general of professor towards the achievement of objectives, in which the Higher Education Institutions are interested such as the universities and people in itself.

The standard deviation of indicator is ($\sigma = 0,62$) and the variance is ($\sigma^2 = 0,39$). The most frequent score was 17 score, which means that the majority of them has a medium-high attitude. 50 % of professors is over 18 score and the remaining 50 % is under this value, as 25 points in total. To sum up, we can say: The scores tend to be in medium-high values. The professor or educational leader must increase the optimism, achieving the enthusiasm and a big implication in the achievement of the institution's objective. Accordingly, professors will delegate, train, orientate and give feedback to dependants, students, professors. Developing in them the motivation that allows to raise the safety level and confidence by themselves, in that way they can achieve major responsibility levels of members. (Lowe, K. B., Kroeck, K. G. and Sivasubramaniam, N. 2006).

Table 5
Inspirational Motivation

Item Institution	(σ)/ Institution	(σ^2)/ Institution	Median/ Institution	Arithmetic mean/ Institution (\bar{x})
Pedro Ruiz Gallo National University	0,68	0,46	17	3,09
Señor de Sipán University	0,57	0,32	18	3,46
San Martín de Porres University	0,71	0,50	18	3,29
General Promotion of Dimension	0,62	0,39	18	3,28

Source: Leadership questionnaire applied to university professors. (2010)

Inspiring Communication

The arithmetic mean of dimension reported an average ($\bar{x} = 2,41$), it is in an insufficient range. As a result, the standard diversion of indicator is ($\sigma = 0,14$), and the variance is ($\sigma^2 = 0,02$). The most frequent score was 11, which means that the majority of them has a medium - low vision on the communications in the institution. 50 % of workers is over 12 score and the remaining 50 % are under this value. To sum up, the scores tend to be in medium - low values.

Table 6
Inspiring Communication

Item Institution	(σ)/ Institution	(σ^2)/ Institution	Median/ Institution	Arithmetic mean. Institution (\bar{x})
Pedro Ruiz Gallo National University	0,19	0,04	1 2	2,38
Señor de Sipán University	0,15	0,02	1 3	2,44
San Martín de Porres University	0,14	0,05	3	2,42
General Promotion of Dimension	0,14	0,02	1 3	2,41

Source: Leadership questionnaire applied to university professors. (2010)

Individual Consideration.

The arithmetic mean of dimension is ($\bar{x} = 2,42$), it is in an insufficient range, which indicates that professors of the three universities are not aware of paying a special attention to needs of individual conducting of each their student; the individual is not considered as a person, but simply as a student. All the items of this dimension are inside the low values (2, 33; 2, 44; 2, 47; 2, 45) being in an insufficient range, as it is shown a dimension level. (See table 7).

Leithwood, (2003) states the transformational leadership style of professors, which is oriented to the strengthening and development at university through the constant support, the establishment of trust and respect, the development of sense of belonging, the stimulation for conceptualization, understanding, the analysis of problems such as the creation of solutions, and the involvement development of the mission and vision of the University.

Table 7
Individual consideration

Item Institution	(σ)/ Instit.	(σ^2)/ Instit.	Median/ Institution	Arithmetic mean. Institution (\bar{x})
National Pedro Ruiz Gallo University	0,10	0,01	11	2,38
Señor de Sipán University	0,23	0,05	12	2,42
San Martín de Porres University	0,16	0,03	13	2,46
General Promotion of Dimension	0,16	0,03	12	2,42

Source: Leadership questionnaire applied to university professors. (2010)

Job Performance

There are 3 dimension in this variable: Competences Teaching by institution, Research Competence, Competence of Extension, each dimension will be analyzed as follows.

Competences teaching by institution.

Values of the dimension teaching by institution, are reported in table 8, with a result of arithmetic mean of $\bar{x} = 3.96$. This dimension had the highest scores of the variable job performance. This value allows location of participants in research in a range of performance considered as sufficient. This result is consistent as reported by Gorrochotegui (2006), which says that educational work should be directed to the development of a positive attitude, based on providing support alternatives that allow to promote changes to improve the quality of teaching.

The standard deviation of the indicator is ($\sigma = 0.77$). The variance of the three universities is ($\sigma^2 = 0.59$). The score 17 was the most repetitive, which evidences the relation between the partners present a high average vision. On the 50% of workers is above the score 20 and the other remaining 50% are located below this value; in conclusion the scores tend to be located in values high average. The result reflects that professors tend to develop teaching activities taking into account the didactic applications to make activities in classes. And also, professors emphasize the importance of the use of new technologies for the renewal and updating of the process of teaching and learning and the training of future professionals, because the incorporation of these technologies, are strategies and work tools that stimulate the creativity of the student, their interest and motivation in classes.

Señor de Sipan University had the higher score $\bar{x} = 4, 18$, and the lowest average was obtained by Pedro Ruiz Gallo National University, $\bar{x} = 3.68$. It is important to emphasize, the position of the teacher in face of the need of a pedagogical training and lead to active moderators, coordinators, facilitators and guides in the construction of knowledge.

Table 8
 Competition Extension by institution

Item Institution	(σ)/ Instut.	(σ^2)/ Instut.	Median/ Institution	Arithmetic mean. / Institution (\bar{x})
National Pedro Ruiz Gallo University	0,71	0,51	17	3,68
Señor de Sipán University	0,83	0,69	18	4,18
San Martin de Porres University	0,80	0,63	17	4,03
General Promotion of Dimension	0,77	0,59	17	3,96

Source: Leadership questionnaire applied to university professors. (2010).

Research competition.

This indicator presents the results related to research training by University Professors, as an inherent element in the teaching task for the benefit to improve the quality of education. However, in Pedro Ruiz Gallo National University, it is noted that the range of execution is lower than the rest of items of this same dimension, with an arithmetic mean ($\bar{x} = 2, 92$) the standard deviation of the indicator is ($\sigma = 0, 76$). And the variance of the indicator is ($\sigma^2 = 0.58$). The score that was most repeated was 14 points, which means that most have a high average vision of relations between the partners. 50% of workers is above the score 16 and the remaining 50% are located below this value; to sum up the scores tend to be located in values "upper middle" In this dimension the results report, which in its professors most believe that the execution of research, contributes to the creation of new knowledge for the institution's benefit.

Table 9
Research Competition

Institution \ Item	(σ)/ Instit.	(σ^2)/ Instit.	Median/ Institution	Arithmetic mean. / Institution (\bar{x})
National Pedro Ruiz Gallo University	0,79	0,63	13	2,92
Señor de Sipán University	0,78	0,62	16	3,35
San Martín de Porres University	0,71	0,51	16	3,21
General Promotion of Dimension	0,76	0,58	15	3,16

Source: Leadership questionnaire of university professor. (2010)

With regard to participation in research, the values as obtained in $\bar{x} = 2,01$; $\bar{x} = 2,45$; $\bar{x} = 2,40$ for the Pedro Ruiz Gallo National University, Señor de Sipán University, and San Martín de Porres University, respectively, all of them are located in an insufficient range, these are the lowest level of the dimension and indicators, which shows that there is insufficient involvement of professors in research.

Extension of competence

In the arithmetic average, the extension of competence classifies in a sufficient range ($\bar{x} = 2.56$) as an overall average. The standard deviation of the indicator is ($\sigma = 0,22$). 12 was the most repetitive score, which means that the majority has a high vision average of relationships among colleagues. On one hand 50% of the workers are above the score of 15, on the other hand 50% below this value; as a conclusion the scores tend to be located in low average values, which reflects that educators has a scarce available in relation to the dissemination of knowledge as inherent assignment, to ensure socialization and the service provided to the community, in fulfilment of the relationship that it must exist between the University, community and society.

The community participation indicator, had a result of arithmetic mean of ($\bar{x} = 2.33$), situated in the poor range.

Table 10
Competition Extension by institution

Institution \ Item	(σ)/ Instit.	(σ^2)/ Instit.	Median/ Institution	Arithmetic mean. / Institution (\bar{x})
National Pedro Ruiz Gallo University	0,37	0,14	14	2,53
Señor de Sipán University	0,16	0,02	15	2,59
San Martín de Porres University	0,20	0,04	15	2,55
General Promotion of Dimension	0,22	0,05	15	2,56

Source: Leadership questionnaire of university professor. (2010)

Discusion

Leadership in professors, is a key element on the pedagogical assignment, according to the research, it has been identified that the motivational inspirational is a very important factor in the performance of professors, because in the three institutions under study, shown a sufficient range, which indicates that the professors of the three universities motivate their students. These results confirm what has been said by the theory of McClelland,(2009) in the sense that the motivation of personal and social power ,are leader characteristics, the breakthroughs indicate that not only are unique but that they, in addition are strongly related to the styles of leadership.

With regard to the ability for change, when making the analysis with regard to professors per institution, it should be noted that the level of insufficiency was maintained for the three institutions, the values varied between $\bar{x} = 2.32$ for the Señor de Sipán University and San Martín de Porres University with $\bar{x} = 2.41$, and Pedro Ruiz Gallo National University , with the lowest value $\bar{x} = 2.10$, which indicates that professors are not prepared to make the changes, either Institutional or pedagogical type, likewise, remains outside the creation of social networks that

trigger positive changes according to the institution's requirement.

It is important to mention that the indicator, intellectual stimulation, notes that the scores tend to be located in average values. Therefore, it indicates that professors do not encourage the interest of their students as to be innovative and creative, to make assumptions questions, to reform problems and to use them in new ways, but they do not stimulate creativity. It is necessary to apply for new ideas and creativity by students, to involve them in the process of analyzing problems and finding new solutions creatively. Bass, (2005).

Moreover, the integration of work teams, it is confirmed that professors do not have the tendency to work in a team as fundamental aspect, which they must develop in their job performance, through the commitment to promote institutional changes, where teamwork are productive, In job performance, they have to act as a leader of the group through the support of their students, colleagues and other members of the university community who are associated in beneficial action to the society.

The individual consideration indicator is in an insufficient range, where professor are not able to consider the individual needs related to the growth and development of their students, (Gerstle et al, 2004). This is a key factor, which every professor should consider, since they help to personal growth, because if the students are not considered or taken into account, professor will not be able to pay attention their needs or to support some change of each student.

The professors' communication is deficient in the three universities, they are not emotionally expressive, what it causes a difficult communication between students and professors; therefore the professor - leader must be sociable because his communication is not only an emotional but a whole process of transparency and information.

The variable, teaching performance, professors from the university institutions considered that the investigative training

dimension is inherent to the role performed by university professor, because it is an advantage and improvement quality in the education, it was situated in medium low range, also, the execution research indicator, on one hand, the majority of professors consider that the execution research in job performance gives them the category as scientific educator and advisor of the process. On the other hand, the results show that professors give little importance to action research activity of professors, as a function of their performance, compared to the accepted behaviour in different situations of research.

The variable research assignments of participation had arithmetic averages with medium low tendency, which is in an insufficient range. This range points out that there is not sufficient participation from professors in research assignments. There are two highlighted aspects in those results, first, research as an inherent assignment to the job performance of the university professor and second, the necessary connection between the research and the area of expertise which are related to the professor training to develop peer-reviewed articles. It allows the knowledge transfer to an advantage of the educational quality, therefore the arithmetic averages values are found in a sufficient range.

The competitive extension dimension is in an insufficient range because the arithmetic averages values had a low variable. Thus, it is related to limited willingness from the educators regarding with the dissemination of knowledge as an inherent assignment, and professor training to develop peer-reviewed articles, which will allow the transference of knowledge for the advantage of educational quality.

In the Community participation indicator, the university professors are aware of the importance to develop the community work within the extensionist role encouraging in their students, mostly the awareness in the community, in the same way capture the social problems, and promoting research to give solutions to this problem.

CONCLUSION

The leadership processes that are developed within the universities was obtained by the performed research, trying to find a solution with respect to the absence of theory in the field of education.

In addition, the analyzed data and grounded theory will be based towards professors and directors of professional schools in Lambayeque region (Peru) to allow a model of leadership training.

University organizations and requirements of the society with regard to the knowledge economy have a focus of transformational leadership, because it promotes a kind of influence based on aspects mutually interdependent with a strong humanistic basis.

The leadership dimension was conducted as study to university professors. Señor de Sipan University had the highest score ($\bar{x} = 2,94$) then San Martin de Porres University ($\bar{x} = 2,85$) and finally, Pedro Ruiz Gallo National University had the lowest score ($\bar{x} = 2,69$), with regard to dimension levels, the spirit of teamwork had the highest score ($\bar{x} = 4,26$) and the ability to change had the lowest score ($\bar{x} = 2,32$). 4 dimensions had insufficient ranges from 6 analyzed and studied dimensions: Capacity for change, intellectual stimulation, communication, and inspiring, individual consideration. As a conclusion, university professors from those universities do not show transforming academic leadership.

The result indicates that professors from those three universities do not have key characteristics to influence positively on other people, such as vocation of service, psychological tolerance, charisma, vision, which can help to achieve self-realization, maintaining a pleasant environment in the classroom and encouraging people to work in a team. Therefore those universities have to emphasize their training professor's factor, because it is a key element in the exercise of university teaching. The leadership characteristic of university professors of the region was analyzed, it

found a traditional, obsolete, vertical and coercive leadership, and there is not a practice about transformational leadership.

According to performance job dimension, the competence of teaching and research indicators, San Martin de Porres university had the highest score with an average ($\bar{x} = 4,13$) and ($\bar{x} = 3,31$) respectively, then Señor de Sipan University had an average ($\bar{x} = 4,07$) and ($\bar{x} = 3,11$), and the third place, Pedro Ruiz Gallo National University had an average ($\bar{x} = 3,68$) and ($\bar{x} = 3,07$). The expansive competency indicator, Señor de Sipan university obtained the highest average ($\bar{x} = 2,57$), then San Martín de Porres University ($\bar{x} = 2,56$) and the third place Pedro Ruiz Gallo National University ($\bar{x} = 2,53$).

What we are up to, is to demonstrate leadership that can help to generate new leaders in educational institutions to promote a shared leadership, in other words, any worker can be a leader and contribute to the development of the mission of the University. Hence, the main function of professors will be to generate a meaningful work, to promote and to articulate a credible vision for people who integrate the educational institution.

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