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SCHOOL MANAGEMENT AND TEACHING PERFORMANCE IN A SECONDARY LEVEL PUBLIC EDUCATIONAL INSTITUTION, APURÍMAC 2022

Esther FERREL LIZARME[1]

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ABSTRACT: The purpose of this study was to determine the relationship between school management and teaching performance in a secondary public educational institution, Apurímac 2022. The research was carried out using a quantitative, descriptive-correlational approach and a non-experimental cross-sectional design. The school management variable was structured in three dimensions: pedagogical processes, democracy and interculturality, and synergy between school, family, and community. For the variable teaching performance, the dimensions of preparation for learning, teaching for learning, and development of professionalism and teaching identity were established. Information was collected using a checklist and a questionnaire, respectively. Inferential analysis was performed using cross-tables and the Chi-square test. The data obtained demonstrate a significant association between school management and teaching performance, with p value = 0.041. As $p < 0.05$, the null hypothesis is rejected, concluding that strengthened school management is positively associated with professional performance in the classroom.

Keywords: school management, teaching performance, public education, pedagogical processes, Apurímac.

[1] She holds a Master's degree in Educational Administration from the Universidad Nacional Mayor de San Marcos. She is a full-time certified teacher at Preschool No. 193 "Alianza" (San Martín, Peru), where she currently serves as assistant principal. Her research focuses on educational administration within the context of the Peruvian education system, estherferrel1592@gmail.com - https://orcid.org/0000-0003-1831-3614

INTRODUCTION

School management in the Peruvian context is governed by state structures that, despite having solid policy guidelines and regulatory frameworks, face constant challenges in achieving the expected outcomes in educational institutions (García, 2021). Currently, educational management requires the implementation of knowledge and technical strategies that optimize the environment in which teacher performance takes place, given that this is a critical functional factor for the progress of the educational sector and the social environment as a whole. Within this framework, teacher performance is understood as the competencies that educators use to facilitate learning.

According to the Ministerio de Educación (MINEDU, 2014), this performance is assessed based on the teacher's ability to carry out planned tasks that demonstrate their level of professionalism and identity. Teaching staff, aware of their role as mediators, facilitators, and mentors, must prioritize the development of students' independent skills, rather than simply conveying content. In the Latin American context, Romero et al. (2022) argue that school management has evolved from a purely administrative model to one centered on pedagogical leadership, where the principal's ability to foster collaborative environments is the primary predictor of teaching success. This view aligns with the findings of Estrada and Mamani (2020) in research conducted in rural Andean contexts, who highlight that institutional synergy and cultural identity are variables that significantly influence how teachers perform in front of their students.

However, despite these theoretical frameworks, there is a knowledge gap regarding how these variables specifically interact within public institutions in the Apurímac region. This research aims to fill that gap by providing empirical evidence to validate whether current management models meet the actual educational needs of the Talavera area.

Consequently, this study aims to analyze the link between institutional administration and educational performance in the specific context of Apurímac. It is justified by the need to understand how management dimensions—such as synergy with the community and the family environment (Mejía, 2022)—along with educational processes, are associated with the organization and development of teaching.

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Despite regulatory advances in Peru, there is a lack of empirical evidence in rural areas of Apurímac regarding how administrative management directly impacts students' perceptions of teacher performance. Various studies at the national level have explored the relationship between the variables under study; for example, Chávez and Olivos (2019) found a significant correlation between educational management and teacher performance in elementary schools, findings that align with the issues observed in the local context. Ultimately, the study aims to provide evidence that strengthens managerial decision-making toward leadership focused on the continuous improvement of professional performance.

DEVELOPMENT

School Management and Pedagogical Leadership

School management is defined as a process of building institutional identity that links theory with practice (Casassus, 2000). According to Pozner (2008), it consists of organized actions aimed at realizing pedagogical goals. In the Peruvian context, García (2021) notes that challenges persist in rural regions where principals tend to prioritize administrative tasks (Herrera and Tobón, 2017).

For this study, school management is analyzed from three critical dimensions:

1. Pedagogical processes: Initiatives focused on how students learn (MINEDU, 2016).
2. Democratic and intercultural coexistence: promotion of a safe and collaborative environment (Garrote et al., 2016).
3. Synergy between school, family, and community: family ties and shared responsibility, which, according to Estrada and Mamani (2020), act as a driver of social oversight that raises quality standards in regional institutions.

Teacher Performance and Educational Quality

Teacher performance is defined as the actions educators take in their teaching practice. It is a decisive factor in educational quality (Escribano, 2018). According to the Framework for

Good Teacher Performance (MINEDU, 2014), this variable is manifested in the ability to prepare for learning, conduct instruction, and develop professional competence.

In this study, performance is operationalized through:

- Preparation for learning: curriculum planning and subject mastery (MINEDU, 2014).
- Teaching for learning: positive classroom climate and constructivist methodologies (MINEDU, 2014).
- Professionalism and identity: ethical commitment and continuing professional development (MINEDU, 2014).

METHODOLOGY

For this study, data were collected at the Unión Pacífico del Sur Educational Institution (Talavera, Apurímac) during 2022. A quantitative methodology was employed, which allows for numerical measurement to test hypotheses (Ñaupas et al., 2018). The approach is descriptive-correlational with a cross-sectional scope, allowing for the analysis of the relationship between variables at a single point in time (Manterola et al., 2019; Sánchez et al., 2018). The sequence of the analysis performed is detailed below:

- Sample selection using probability sampling.
- Validation of instruments through expert judgment.
- Reliability analysis (Cronbach's alpha).
- Descriptive analysis (frequencies and percentages).
- Hypothesis testing (Pearson's chi-square).

Population and Sample

The study population consisted of 250 students. To calculate the sample size, a probability sampling method was used, resulting in a sample of 100 students—a number that ensures an adequate confidence interval for generalizing the results within the institutional context.

Techniques and Instruments

Data collection was conducted using two distinct techniques:

1. Documentary and field observation: for the *School Management* variable, using a checklist (Ferrel, 2022) structured around the dimensions of pedagogical processes, democracy and interculturality, and institutional synergy.
2. Survey: for the *Teaching Performance* variable, using a questionnaire administered to students to measure their perceptions of preparation, teaching, and pedagogical support.

Data Analysis

Statistical analysis was performed using SPSS version 25. Descriptive procedures were applied to characterize the variables, and for inferential analysis, Pearson's chi-square test was used, with a significance level of 5% ($\alpha = 0.05$).

RESULTS

Descriptive analysis of the variables

Table 1 presents the frequency distribution and percentages based on students' perceptions of the study variables. Regarding School Management, the "excellent" rating predominates at 88.0%, while 12.0% rate it as "poor." As for Teacher Performance, 69.0% of students perceive it as excellent, 28.0% as fair, and only 3.0% as poor.

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Table 1

Levels of perception of school management and teacher performance

Variables and Dimensions	Poor (n)	Poor (%)	Fair (n)	Fair (%)	Excellent (n)	Excellent (%)	Total
School management (variable 1)	12	12.0%	-	-	88	88.0%	100%
Pedagogical processes	13	13.0%	-	-	87	87.0%	100%
Democracy and interculturalism	20	20.0%	-	-	80	80.0%	100%
School-community synergy	20	20.0%	-	-	80	80.0%	100%
Teacher performance (variable 2)	3	3.0%	28	28.0%	69	69.0%	100%
Preparation for learning	3	3.0%	34	34.0%	63	63.0%	100%
Teaching for learning	3	3.0%	34	34.0%	63	63.0%	100%
Professionalism and identity	4	4.0%	44				

Note. Data from a survey of 100 students (2022).

Analysis by Dimension

In the School Management variable, the Pedagogical Processes dimension achieved an 87.0% rating in the "excellent" category. Meanwhile, both the Democracy and Interculturality dimension and the Institutional Synergy dimension received an 80.0% rating in the "excellent" category, respectively.

Regarding the dimensions of Teacher Performance, the development of Professionalism and Teacher Identity shows a 52.0% excellent rating; it is worth noting that this dimension has a

44.0% rating at the fair level, making it the area with the greatest opportunity for improvement compared to Teaching for Learning, which achieved a 63.0% excellent rating.

Hypothesis Testing

To analyze the association between the variables, Pearson's nonparametric chi-square test was used. For the General Hypothesis (GH), a p-value of 0.041 was obtained. Since this value is less than the established significance level ($p < 0.05$), the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted, confirming that there is a statistically significant relationship between school management and teacher performance in the context of this study.

Table 2

Results of the chi-square test for hypothesis testing

Hypothesis	Chi-square value (χ^2)	df	Significance (p-value)	Decision
HG: Management / Performance	6.398	2	0.041	The null hypothesis is rejected
HE1: Management / Preparation	2.502	2	0.286	The null hypothesis is accepted
HE2: Management / Teaching	1.839	2	0.399	The null hypothesis is accepted
HE3: Management / Teaching Identity	3.324	2	0.190	The null hypothesis is accepted

Note. The results show that only the general hypothesis is statistically significant.

DISCUSSION OF RESULTS

The research findings establish a statistically significant relationship between school management and teacher performance ($p = 0.041$), confirming that administrative leadership directly influences perceived pedagogical quality. This is consistent with Apaza (2018),

although the present study reports higher levels of effectiveness, with a predominance of the "excellent" rating (88%) in management.

A distinguishing feature of this study was the implementation of social monitoring strategies and parental involvement to ensure compliance with instructional hours. This school-community synergy supports the findings of Estrada and Mamani (2020), who emphasize that, in rural and regional contexts, administrative support and community participation enhance the school climate and the use of instructional resources. However, when analyzing the dimensions of teacher performance, it was observed that "Professionalism and Identity" received a lower rating compared to "Teaching," suggesting that, while teachers fulfill instructional requirements, institutional commitment and professional identity still need to be strengthened—a finding that aligns with the concerns raised by Agüedo (2019).

Implications and Limitations

From a theoretical perspective, this study provides evidence regarding the importance of participatory management in institutions in Apurímac. As a practical implication, it is suggested that administrators focus not only on administrative oversight (compliance with working hours) but also on strengthening the teaching staff's identity. As a limitation, it is acknowledged that the study focused solely on students' perceptions; future research should include teacher self-assessment and direct classroom observation to triangulate the data and obtain a more holistic view of the phenomenon.

CONCLUSIONS

Based on the findings, it is concluded that there is a statistically significant relationship between school management and teacher performance at the secondary school studied in Apurímac ($p < 0.05$). This result demonstrates that administrative processes, pedagogical leadership, and institutional organization are not isolated elements, but rather factors directly associated with the quality of teaching practice as perceived by students. In this regard, it

was determined that the dimensions of preparation and teaching for learning are closely linked to monitoring and administrative support; therefore, strengthening management focused on effective communication and consistent administrative support is essential to ensuring conditions that foster the development of learning sessions and the achievement of institutional goals.

Finally, with regard to strengthening teachers' identity and professionalism, it is established that a supportive institutional climate and democratic coexistence—enhanced by participatory management that involves the community and parents—have a positive influence on educators' ethical commitment. Based on this premise, it is recommended that educational authorities consolidate transparent management models that ensure social oversight and compliance with teaching hours, thereby guaranteeing continuous improvement in the quality of education in rural areas.

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