

**TRANSFORMATIVE BOARD LEADERSHIP AND ITS RELATIONSHIP TO  
TEACHING PERFORMANCE**

**LIDERANÇA TRANSFORMADORA DO CONSELHO E SUA RELAÇÃO COM O  
DESEMPENHO DOCENTE**

**LIDERAZGO TRANSFORMACIONAL DEL DIRECTIVO Y SU RELACIÓN CON EL  
DESEMPEÑO DOCENTE**

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**ABSTRACT:** The objective of the study was to determine the organizational climate and its relationship with the teaching performance of the Municipal schools of the Frutillar commune, Los Lagos Region-Chile, year 2021. The methodology used was the quantitative approach under a basic type investigation with a non-experimental-correlational design. The population constituted by 57 teachers who work in the aforementioned institutions. For the purposes of the sample, probabilistic sampling was used, taking the total population as a sample. For the collection of information, the survey technique was applied and a questionnaire with Likert-type scaling was used as an instrument. At the same time, the validity of the instrument was formalized through expert judgment and reliability by Cronbach's Alpha with a value of 0.63; reliability is considered high. Concluding that the management team must strengthen leadership styles so that there is an effective teaching performance in the school.

**KEYWORDS:** Style. Leadership. Transformational. Performance. Teacher.

**RESUMO:** *Objetivo do estudo foi determinar o clima organizacional e sua relação com o desempenho docente das escolas municipais da comuna de Frutillar, Região de Los Lagos-Chile, ano 2021. A metodologia utilizada foi a abordagem quantitativa sob uma investigação do tipo básico com um projeto correlacional não-experimental. A população é constituída por 57 professores que atuam nas referidas instituições. Para fins de amostragem, utilizou-se a amostragem probabilística, tomando-se como amostra a população total. Para a coleta de informações, foi aplicada a técnica de survey e utilizou-se como instrumento um questionário com escala do tipo Likert. Ao mesmo tempo, a validade do instrumento foi formalizada por meio de julgamento de especialistas e confiabilidade pelo Alfa de Cronbach com valor de 0,63;*

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*confiabilidade é considerada alta. Concluindo que a equipe gestora deve fortalecer os estilos de liderança para que haja uma efetiva atuação docente na escola.*

**PALAVRAS-CHAVE:** *Estilo. Liderança. Transformacional. Desempenho. Ensino.*

**RESUMEN:** *El estudio tuvo como objetivo determinar el clima organizacional y su relación con el desempeño docente de las escuelas Municipales de la comuna Frutillar, Región de Los Lagos-Chile, año 2021. La metodología manejada fue el enfoque cuantitativo bajo una investigación de tipo básico con un diseño no experimental-correlacional. La población constituida por 57 docentes que laboran en las instituciones antes indicadas. Para efectos de la muestra se utilizó el muestreo probabilístico, tomando como muestra el total de la población. Para la recolección de la información se aplicó la técnica de la encuesta y como instrumento un cuestionario con escalamiento tipo Likert. Al mismo tiempo, la validez del instrumento se formalizó por medio del juicio de expertos y la confiabilidad por el Alpha de Cronbach con un valor de 0,63; considerándose alta la confiabilidad. Concluyendo que el equipo directivo debe fortalecer los estilos de liderazgo para que en la escuela exista un efectivo desempeño docente.*

**PALABRAS CLAVE:** *Estilo. Liderazgo. Transformacional. Desempeño. Docente.*

## Introduction

Paradigm shifts in society have induced the emergence of leaders and leadership styles. However, Sánchez, Rodríguez, and Willis (2020), argued that this phenomenon originated as economic systems evolved from collectivism to capitalism, a child of the industrial revolution, which brought with it the massification of companies, the division of labor within the framework of scientific management in the early twentieth century. Later, it evolved taking into account the humanistic side of the worker, when it was necessary for private and public companies to function and become competitive.

Competitiveness, a term present today in all organizations, is associated with productivity and, in this sense, Latin American peoples, who need to develop politically, economically, socially and culturally (ROMERO, PERTUZ; OROZCO, 2020) strive to educate their human talent, renew their curricula and implement mechanisms that lead to the establishment of productive schools, with a view to offering a quality service and that is where the leadership of managers must play a key role in the formation of high-performance teams that lead to the achievement of predetermined goals, objectives and purposes within the legal-political guidelines established in the formal education system (RIVERAS, 2020).

Leaders have to motivate teacher leaders to excel, in this sense, to face all educational weaknesses and turn them into useful actions. In this sense, Hernández and Bautista (2020, p. 25) show that leadership "is the interpersonal influence exerted in a situation, directed through

the process of human communication towards the achievement of one or several specific goals." Then, teachers must manage knowledge, not only the one that allows them to conduct teaching-learning processes, but also the one that leads them to proceed as an administrative within the entity, taking into account the intrinsic and extrinsic components of the people who integrate them, as well as the context in which they work.

With regard to transformational leadership, Mendoza, García and Avelar (2020, p. 341, our translation), express "the ability to transcend their individual interests to follow the interests of the company, manages to increase long-term organizational commitment to fulfill the vision of the institution". It can be said that this transformational leader is needed in today's school, so it is a manager who encourages teamwork, which is vital to achieve goals, encouraging them to overcome obstacles, promoting group cohesion, shared effort, respect, tolerance, and a spirit of compromise among members.

In this vein, teaching performance is visualized as the constant competition to originate the expected results through the use of physical resources and human talent. Escribano (2018, p. 12, our translation) reflects that teaching performance "values the improvement of educational quality and verifies teaching work. Moreover, the educator has to forge, radiate, and reflect in the classroom as an educational professional." That is, the teacher must deal with technological scenarios, curriculum planning, the pedagogical strategies they use, the methods, materials they execute, and the evaluation of learning in conjunction with the activities, strategies and methodologies that agree with the teaching work.

In this sense, Chile has designed policies and curriculum reforms in the formal education system, so it requires human resources trained in management and leadership to meet the challenges of educating citizens from the perspective of participatory democracy, from the principle of equity and co-responsibility. Therefore, within educational administration, the principal is appointed who must be a manager who directs the institution and, by virtue of his behaviors, exercises transformative leadership, encouraging and driving human resources to fulfill the mission entrusted to the school through teachers (CHILE, 2015).

Based on the above, it is urgent to transform the current manager by someone who can demonstrate the above conditions in a managerial leader, of his own virtues to do good in him, others and the educational organization itself as a unit of and for institutional change. To this end, Acevedo and Azocar (2020, p. 13, our translation) stated that in some educational establishments in Chile there is "an absence of effective transformational leadership that induces good teaching performance." The lack of leadership is necessary to motivate staff to do their work with quality.

The above is observed in municipal schools in the community of Frutillar, Los Lagos region, since through unstructured interviews it is specified that principals exercise leadership based on their principle of authority to command, leaving aside teamwork, guidance, supervision and control of teaching activities performed by teachers.

The same teachers observe that, once the general guidelines are established, they are changed by another one without any explanation, alleging, on the part of the management team, that it was only necessary to be able to advance in the purposes emanating from the managing body of the Ministry of Education. Such a situation makes the subordinate staff insecure about what to do and, even worse, reluctant to do what is asked of them. The management team shows no interest in the human talent in charge, in which they develop the skills to lead, because they are always putting obstacles to his education, training and coaching, so it is impossible for them to acquire the skills and abilities, taking into account their needs and interests, to strengthen their teaching performance.

### **Principal's Transformational Leadership**

Leadership is circumscribed in various aspects of a subject within the institution. However, leadership without leaders, that is, without the individuals who distinguish themselves in an organization by their personality, warmth, decision-making, inspiration, communication, and attitude to achieve great success. In this sense, Carrasco *et al.* (2020, p. 243, our translation) stated that transformational leadership implies "the leader who deals with small details until he succeeds in forming values and meanings; He is a great explorer, his purpose is to transcend new approaches." As can be seen, transformational leadership is embedded in the way of influencing, skill and ability to lead the members of an institution.

Transformational leadership, according to Rojas and Di Fiore (2021, p. 120, our translation) reflected "to be effective, it must be a personal quality of the leader, in this case, of the educational institution, that is, leader as a factor that gives security from a psychological point of view to the members of the organization." This makes it clear that educational leaders must perform actions that contribute to teamwork, decision making, and communication within the organization.

Therefore, the performance of managers is of great relevance, because they are the guarantors of achieving the events that occur in the institution, whether good or poor actions, they are responsible for achieving the goals and objectives planned for the institution to be productive and competitive (SALVADOR; SÁNCHEZ, 2018). In addition, managers are a

figure of relevant value, the main pillar of the educational center and advisors in all pedagogical and administrative management.

Transformational leadership is expressed in the behavior of an individual who accepts criticism, recognizes that teamwork is vital to achieve goals, which encourages the group to overcome obstacles. Therefore, teachers at the Claudio Matte and Vicente Pérez Rosales schools in the community of Frutillar, Los Lagos region-Chile, must be transformational leaders who articulate a vision and inspire their followers.

### **Structural Aspects of Leadership**

Leadership in the field of educational centers is a support of great importance in the search for solutions to the different problems that arise in the educational context. For this reason, education must be considered as one of the main actions to plan the economic, political and social growth of any country, since it means for this goal, the primary aspect that really generates prosperity according to the established purposes. Thus, they allow to achieve the collective and individual goal of the students at their command. Uribe (2016, p. 76, our translation) explained that the leadership structure is composed of: "communication, motivation, and decision-making".

*Communication:* It is a related and relevant component to enable the achievement of goals or objectives in any educational organization. Therefore, the teacher is undeniably a leader and must take ownership of transformative leadership for the promotion of effective communication to bring into practice professional competencies, such as: theoretical thoughts, skills, abilities and reflection of educational doing, a pedagogy focused on love, values, coexistence and a policy in accordance with the needs and interests of students (HIDALGO; ZAMBRANO; PAZMIÑO, 2018).

*Motivation:* Represents an active process where people orient their activities towards the satisfaction of needs created by a specific stimulus and, when they achieve it, they perceive a set of emotions that are rewarding. Motivation symbolizes a relevant component within the organization, as it is part of the commitment, assistance, collaborative work, stimulation, creation and creativity of each of the workers who perform teaching functions in an educational establishment. Agents involved (GARCÍA; HERNÁNDEZ; GARCÍA, 2018).

*Decision Making:* It is aimed at selecting various actions to improve the functions of workers in an organization. These decisions should impact the achievement of goals and objectives for the optimization of professional decisions made in an institution. Together, it

promotes harmony, compliance, relevance to the organization, work teams, efficiency, and empowerment of the organizational climate (MANZANAL, 2017).

### **Teaching performance**

Teaching performance is the various actions performed by educators in the classroom and incorporates the administration of excellent interpersonal relationships with students, distribution of the learning process, school climate, incorporation of parents into the school environment. Arias (2017, p. 29, our translation) considered that teaching performance is defined when "the teacher fulfills the functions of his profession, as well as the factors that are related to the own and particular characteristics of each teacher taking into account the relationships with his students and the environment in the teaching-learning process." The author refers that teaching performance leads to the functions inherent to the pedagogical praxis and to the link with the appropriate and personal qualities of each educator taking into account interpersonal relationships.

Indeed, teaching performance corresponds directly to the educator's practice, so it has to demonstrate in the classroom, that is, it involves the work of curriculum planning, the didactic actions that are used, the pedagogical means and resources, and the evaluation that is carried out. Likewise, it represents the activities, tactics and methods where the educator's work is agreed upon and thus the benefit of the students (GONZALES, 2022). Therefore, the teacher must be willing to know the mission in relation to the commitment he has in the educational establishment. This means the management of knowledge, skills, qualities, attitudes, values, beliefs that belong to the educator's performance. This should be applied in the schools under study because performance is essential to generate a proper organizational climate among school members (REYES; PASTRANA, 2021).

Therefore, in teaching, performance is immersed in job satisfaction. It represents the emotional and exclusive aspect that comes from the opinion of workers in the field of their experiences, conviviality, which can be positive and negative of the work done in the organization. job satisfaction, according to Vallellano (2019, p. 25, our translation) "overall is that it implicitly includes all the aspects that are important to each person".

Likewise, teamwork, according to Brutnin (2016, p. 128, our translation) points out that "the work that is done together, where the strengths of each member are put on the table, regarding their knowledge and skills, to establish easily accessible mechanisms to achieve the objectives, materializing the goals". Which means that each teacher exposes his or her ideas, in

a positive way, to achieve the common purposes, bearing in mind that the best contributions are made, in a system of fluid interrelationships in assertive communication.

On the other hand, evaluation is related to the modalities or qualities that can be measurable and observed, where they are recorded in records or instruments that are used in the pedagogical field by educators: Evaluation represents a relevant didactic-pedagogical value, in which the attributes that value the student's performance in learning are immersed. Arribas (2017, p. 383, our translation) considers that assessment is "the process of collecting, analyzing, and interpreting results in order to evaluate them and that involves decision making". Moreover, it is a process of receiving information to be tested, analyzed and demonstrated in order to estimate the behavior that students have in learning; where the teacher seeks to make the best decision based on the results derived from teaching.

At the same time, in the teacher's performance, a set of relevant skills come into play to exercise good practice, as it relates to the traits of the students, who have the ability to perform in their working environment. Caro (2020, p. 36, our translation) considers that competencies "represent different dichotomies: memorization and understanding, knowledge and skills, theory and practice. It implies having knowledge, a large number of procedures and reflection for their application in order to achieve the greatest possible effectiveness".

This author reflects that the competencies are immersed in different ways, that is, it is immersed in learning, perception, practice, assumption and experiences with the provision of an accumulation of knowledge, processes and spaces for reflection. Moreover, competencies go hand in hand with curricular elements formed by the set of knowledge and values that access a quality educational level.

## **Methodology**

According to the research paradigm and the method to be used, this research was quantitative. In this sense, Arias (2016, p. 21, our translation), states that: "depending on the quantitative model, it is a level of research referring to the degree and depth that a phenomenon or object of study addresses to measure it according to the approach used by the researcher". In other words, it reflects the breadth and depth of investigative knowledge; therefore, it seeks to measure all aspects that are located in the object of study in order to describe, analyze, and interpret them.

The type of research used in this survey was basic research. According to Sánchez and Reyes (2015, p. 23, our translation) outlined that: "basic research has the purpose of developing

theories, through the discovery of broad principles or generalizations". Similarly, the research was focused on a descriptive level, according to Zumaran (2017). The study design was registered non-experimental transsectional research, according to Hernández, Fernández, and Baptista (2016, p. 151, our translation), "they collect data at a single point in time. Their goal is to describe variables and analyze their incidence and interrelationship at a given time." The context in which events occur is observed without having any kind of manipulation of the variables.

The population, according to Hernández, Fernández, and Baptista (2016, p. 174, our translation) "is the set of all cases that agree with a series of specifications." That is, it is the finite or infinite set of elements with common characteristics that are in a context and that can be investigated by researchers. Thus, the population in the present study consisted of a total of 60 teachers from the 15 municipal schools in Frutillar.

Therefore, the sample obtained by non-probability sampling, since all of them participated in the research. That is, since the population is small, it does not require a statistical procedure, as Hernández, Fernández and Baptista (2014, p. 176, our translation) point out, "the choice of elements does not depend on probability, but on causes related to the characteristics of the research or of who does the sampling." That is, the choice of the sample does not meet the probability, does not require mechanical procedures or application of formulas, so the entire population was taken, that is, 60 teachers.

In this sense, the survey was used as a technique, investigates the collection of data in several individuals, where the answers are of interest to the researcher (PALELLA; MARTINS, 2016). The instrument used was a questionnaire, according to Hernández, Fernández and Baptista (2014, p. 217, our translation) "consists of a set of questions about one or more variables to be measured. That is, it is composed of reagents or questions that allow measuring the variables. At the same time, a Likert-type scaling questionnaire with five response alternatives was used: Always (A), Usually (U), Sometimes (S), Hardly Ever (H) and Never (N), Composed of 42 items: 30 items for the transformational leadership variable and 12 items for the teaching performance variable.

For the validation of the instrument, it was performed by submitting the instrument to the judgment of three (3) experts, professionals related to the subject investigated. In turn, Cronbach's alpha coefficient was used, according to Hernández, Fernández and Baptista (2014, p. 290, our translation) stating that: "Cronbach's alpha requires a single administration of the measurement instrument". This means that the instrument will be applied at a single time and for which a numerical factor is calculated.



Consequently, the procedure was focused on the data analysis involved in managing the data obtained and contained in tables and graphs. Thus, once arranged, its understanding will begin to have as its only reference the theoretical framework in which the analyst builds knowledge about the investigated object. Thus, after the application of the definitive instrument to the sample, the frequencies and percentages were determined, represented in tables and graphs through the Excel 2010 program, for the interpretation of the descriptive statistics of the results.

## **Results**

The results obtained from the application of the instrument to teachers of municipal schools in Chile. It included items with several alternative answers: Always (A), Usually (U), Sometimes (S), Hardly Ever (H) and Never (N). In this sense, the analysis and interpretation were based on the theoretical precepts established in the referential. Arias (2012, p. 136, our translation) indicates that "[...] The most elementary statistical analysis consists in elaborating a distribution table or percentages of absolute and relative frequency, to generate a graph [...]". In other words, the analysis represents the measurement of information by applying the statistics of relative frequencies; representing by means of bar or pie charts. For this study, bar graphs will be used.

Thus, the organization of the data in tables of frequency and percentage distribution, in ungrouped data, representing the latter in bar charts in three-dimensional form, as answered around the set of alternatives. For purposes, the type of analysis used was the descriptive one, based on the objective, systematic and quantum precision of the fact itself, the results and the characterization of the theoretical basis and answers given. It is thus, the product of the fieldwork carried out, as proposed in the methodological framework, indicated in the research design.

**Table 1** – Transformational Leadership Style Variable in its Dimension Structural Aspects of Leadership for the Indicators Communication, Motivation, Decision Making, and Accountability

Number	Items	Always		Usually		Sometimes		Hardly Ever		Never	
		Fa	%	Fa	%	Fa	%	Fa	%	Fa	%
1	The management team maintains effective communication with teachers.				6	7	0			28	0
2	Use motivation to strengthen the transformational leadership style.					4	5			34	1
3	Participates in the decision making that takes place in the institution.				1	5	7			32	57
4	He maintains responsibility for his roles according to the transformational leadership style.			2	1	9	4			23	41

Source: Prepared by the authors

The results obtained in Table 1, in item 1, 50% of respondents answered Never the management team maintains effective communication with teachers, 30% Sometimes, 16% Usually and 3% Hardly Ever. Item 2, 61% indicated Never use motivation to strengthen the transformational leadership style, 25% Sometimes, 9% Usually, and 5% Hardly Ever. On the other hand, item 3, 41% said they never keep accountability for their roles according to the transformational leadership style, 34% Sometimes, 21% Usually, and 3% Hardly Ever. These data allow us to infer, educators do not have that, the management team maintain effective communication with teachers, they lack motivation to strengthen the transformational leadership style and they need to use motivation to strengthen the transformational leadership style.

The above is supported by what was stated by Colmenares (2020, p. 47, our translation) stating, "the structural aspects of leadership are "communication, motivation, decision making and responsibility", the author deals with four ways of structuring leadership. Thus, communication consists of the exchange of ideas, thoughts, and emotions between individuals.

While motivation affects workers with the encouragement, drive, qualities and strengths among workers in an organization.

**Table 2** – Transformational leadership style variable in its leadership styles dimension for the indicators: autocratic, Laissez Faire, democratic, and transformational

Number	Items	Always		Usually		Sometimes		Hardly Ever		Never	
		Fa	%	Fa	%	Fa	%	Fa	%	Fa	%
5	The manager	1	0	8	2	4	3			0	
6	The manager employs the Laissez	0	8	6	9	9	4			9	6
7	The manager		3	1	0	9	4			16	29
8	The manager employs the		4	0	8	5	7			21	37

Source: Prepared by the authors

The data obtained in the application of the instrument is table 2 in item 5, 43% Sometimes the manager uses the autocratic leadership style in the organization, 32% Usually, 20% Always and 5% Hardly Ever. Item 6, 34% indicated Sometimes the manager uses the Laissez Faire leadership style in the organization, 29% Usually, 18% Always and 3% Hardly Ever.

Regarding item 7, 34% said Sometimes the manager uses the democratic leadership style in the institution, 29% Never, 20% Usually, 13% Always and 5% Hardly Ever. Item 8, 37% reflected the manager never employs the transformational leadership style in the institution, 27% Sometimes, 18% Usually, 14% Always, and 3% Hardly Ever.

The results agree to infer that teachers rarely use autocratic leadership style, Laissez Faire leadership style and democratic leadership style in the institution. However, the use of transformational leadership is lacking. That is, the management team should strengthen the leadership styles for effective teaching performance in the school.

In this regard, Trippier (2017, p. 56, our translation) states that there are four types of leadership styles: autocratic, Laissez Faire, democratic, and transformational." These styles will enable the organization to have true leadership. Thus, the autocratic style, is based on the dominant style on the part of the leader, he usually makes decisions without the need for input from his subordinates and without the need to justify it. Laissez-faire leadership, which is that

generous leader who doesn't impose anything or intervene, therefore allows each person to act at his own discretion. Democratic leadership consults the subordinates to the proposed actions and decisions.

**Table 3** – Variable Teacher Performance in its dimension Forms of Performance for the Indicator Work Environment, Job Satisfaction, Self-Esteem and Teamwork

Number	Items	Always		Usually		Sometimes		Hardly Ever		Never	
		Fa	%	Fa	%	Fa	%	Fa	%	Fa	%
9	The manager				4	4	5			26	6
10	An effective working environment	1	8	1	0	6	9			6	0
11	The manager				6	3	3			29	52
12	The manager				3		6			35	62

Source: Prepared by the authors

The results obtained in Table 3 in item 9, 46% indicated that the manager never promotes a favorable work environment in the school, 25% Sometimes, 14% Usually, 9% Always and 5% Hardly ever. Item 10, 38% Always consider that an effective work environment in the institution leads to teacher satisfaction, 29% Sometimes, 20% Usually, 10% Never and 3% Hardly ever. On the other hand, in item 11, 52% revealed the manager never fosters self-esteem among teachers, 23% Sometimes, 16% Usually 6% Always and 3% Hardly ever. Item 12, 62% The manager never encourages teamwork among teachers, 16% Sometimes, 13% Usually, 6% Always, and 3% Hardly ever.

These data infer that educators felt that the manager is unable to promote a favorable work environment for the members of the institution. However, they believe that an effective work environment in the school leads to teacher satisfaction. Similarly, they expressed that management lacks the promotion of self-esteem among teachers; nor does it encourage teamwork among teaching professionals.

The above, is supported by the approaches of Farias *et al.* (2021) explains that work environment and job satisfaction, refer to the overall activity of the individual in relation to their work, this means that a person with high job satisfaction has a positive attitude. Therefore, the environment and teacher satisfaction are predetermined by the behavior assumed by the actors in terms of participation in homework exercise, friendship, cooperation, respect,

sincerity, physical health, mental, leadership, communication style, response system, management style, absenteeism, turnover, responsibility in meeting work hours, length of service in education, among others.

**Table 4** – Variable Teaching Performance in its Theory of Dimension Performance, Indicators Target and Expectations

Number	Items	Always		Usually		Sometimes		Hardly Ever		Never	
		Fa	%	Fa	%	Fa	%	Fa	%	Fa	%
13	The manager uses goal			1	7	0				26	46
14	The manager uses			3	5	7				25	45

Source: Prepared by the authors

In Table 4, item 13, 46% indicated the manager Never uses goal setting to improve teacher performance, 30% Sometimes, 11% Usually, 7% Always, and 5% Hardly Ever. Item 14, 45% said the manager never uses expectations to improve teacher performance, 27% Sometimes, 13% Usually 8% Hardly Ever, and 7% Always. These results infer that teachers felt that managers do not have the use of goals to improve teacher performance.

Likewise, they feel that the management team deserves the use of expectations for performance improvement. Importantly, expectations are critical to the development of the organization, which is why it is agreed that workers increase productivity through goals and expectations; influencing the effectiveness of teacher job performance.

In this order and direction, Drucker (2013) explains goal setting and tells the teacher what needs to be done and how much effort will need to be put forth. Belief strongly supports the value of goals, to emphasize it further, one can say that specific goals improve performance; those difficult goals, when accepted, result in higher performance than easy goals; and that feedback leads to higher performance.

## Discussion

Educators lack the management team to maintain effective communication with teachers, lack to apply motivation to strengthen the transformational leadership style, and need to use motivation to strengthen the transformational leadership style. Teachers rarely use autocratic leadership style, Laissez Faire leadership style, and democratic leadership style in

the institution. However, the use of transformational leadership is lacking. In other words, the management team should strengthen the leadership styles for effective teaching performance in the school.

The educators said that the manager lacks to promote a favorable working environment for the members of the institution. However, they think that an effective working environment in the school leads to teacher satisfaction. Similarly, they expressed that management lacks the promotion of self-esteem among teachers; nor does it encourage teamwork among teaching professionals.

The management team deserves the use of expectations for performance improvement. Importantly, expectations are critical to organizational development, which is why it is agreed that workers increase productivity through goals and expectations; influencing the effectiveness of teacher job performance. Teachers feel that owning little of their academic duties enables them to perform teaching performance effectiveness. Similarly, they feel that the management team lacks to promote teacher training in performance improvement, also need to apply evaluation to measure performance.

The aim of analyzing the elements that intervene in the transformative leadership style of the director and the strengthening of teaching performance, it is necessary that if there is an incidence of the manager, is a leader, in which promotes organized work, mutual cooperation, fosters a value system, a culture of the historical moments of the school and the search for the development of collectives. Leadership affects the definition of quality educational management is not a neutral concept, it is an ideological concept that locates a specific perspective, where it observes the reality of the context. The actors stand out in their professional areas, inside and outside the organization, for the motivation they maintain, as well as their brilliance for the visionary application, of strategies with observable changes that reach the environment with affectivity, the team's will and their own.

Consequently, transformational leadership hand in hand with teacher performance depends on people with clear goals, development of self-esteem, self-motivation, attitudinal disposition, commitment to the development of the school as a smart organization, development of organizational talent, communication as a basis for understanding among teachers, and creation of participatory environments. Likewise, that the principal reward the efforts of the teaching work with fair and timely rewards, that the managers facilitate or create the means and conditions favorable for him to favorably implement an optimistic, sincere, open, democratic and motivating work.

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