

## STRATEGIC EDUCATIONAL MANAGEMENT AND TEACHING PERFORMANCE IN REMOTE EDUCATION

### *GESTÃO ESTRATÉGICA EDUCACIONAL E DESEMPENHO DO ENSINO NA EDUCAÇÃO A DISTÂNCIA*

### *GESTIÓN EDUCATIVA ESTRATÉGICA Y RENDIMIENTO DOCENTE EN LA ENSEÑANZA A DISTANCIA*

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**ABSTRACT:** The objective of the study was to know the current relationship between strategic educational management and the performance of primary and secondary school teachers in the district of San Martín de Porres, UGEL 2. Basic and correlational research was carried out with a quantitative approach. The sampling was non-probabilistic for convenience. The chosen technique was the survey and the instruments, two questionnaires that showed content validity through expert judgment. A reliability of  $\alpha$  0.969 was obtained for strategic educational management and  $\alpha$  0.919 for teaching performance. The Google form tool was used, which was sent through a link to the teachers who voluntarily answered the questions; the application initiated informed consent. A database was generated for I-inference analysis; this basis was made with the nonparametric Spearman Rho test. A Rho 0.890 was obtained, which indicates a highly significant correlation between strategic educational management and teacher performance and the educational institutions studied. These results show similarity with other findings in similar studies.

**KEYWORDS:** Strategic educational management. Teaching performance. Distance education.

**RESUMO:** O objetivo do estudo foi conhecer a relação atual entre a gestão estratégica da educação e o desempenho dos professores do ensino fundamental e médio do município de San Martín de Porres, UGEL 2. Foi feita pesquisa básica e correlacional com abordagem quantitativa. A amostragem foi não probabilística por conveniência. A técnica escolhida foi a pesquisa e os instrumentos foram dois questionários que mostraram validade de conteúdo por meio de julgamento de especialistas. Obteve-se confiabilidade de  $\alpha$  0,969 para gestão educacional estratégica e  $\alpha$  0,919 para desempenho docente. Foi utilizado o formulário

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Google, que foi enviado por meio de um link aos professores que responderam voluntariamente às perguntas; o aplicativo iniciou o consentimento informado. Um banco de dados foi gerado para análise de *l*-inferência; esta base foi feita com o teste não paramétrico Rho de Spearman. Foi obtido um Rho 0,890, o que indica uma correlação altamente significativa entre a gestão educacional estratégica e o desempenho dos professores e das instituições de ensino estudadas. Esses resultados mostram semelhança com outros achados em estudos semelhantes.

**PALAVRAS-CHAVE:** *Gestão estratégica educacional. Desempenho do ensino. Educação a distância*

**RESUMEN:** *El estudio tuvo como objetivo conocer la relación actual entre la gestión educativa estratégica y el desempeño de los docentes de primaria y secundaria del distrito de San Martín de Porres, UGEL 2. Se realizó una investigación básica y correlacional con un enfoque cuantitativo. El muestreo fue no probabilístico por conveniencia. La técnica elegida fue la encuesta y los instrumentos, dos cuestionarios que mostraron validez de contenido a través del juicio de expertos. Se obtuvo una fiabilidad de  $\alpha$  0,969 para la gestión educativa estratégica y  $\alpha$  0,919 para el desempeño docente. Se utilizó el formulario de Google, el cual se envió a través de una liga a los docentes que voluntariamente respondieron los reactivos; la aplicación inició el consentimiento informado. Se generó una base de datos para el análisis de *l*-inferencia; esta base se realizó con la prueba no paramétrica Rho de Spearman. Se obtuvo un Rho 0,890, lo que indica una correlación altamente significativa entre la gestión educativa estratégica y el desempeño docente y las instituciones educativas estudiadas. Estos resultados muestran similitud con otros hallazgos en estudios similares.*

**PALABRAS CLAVE:** *Gestión estratégica de la educación. Rendimiento de la enseñanza. Educación a distancia.*

## Introduction

The European press (2020) reported that the COVID-19 pandemic had an unprecedented impact on world populations and, according to WHO Director Tedros Adhanom, was having a worrying impact; therefore, it was typified as "very high" risk. For this reason, many governments, including that of Peru, have adopted and implemented emergency sanitary measures, confinement, and social isolation to stop the spread of this virus. Díaz (2020) reported that the education sector in Peru, through the Ministry of Education, has taken measures to suspend the activities of face-to-face classes, respecting the recommendations of the health sector.

Picón, De Caballero and Paredes (2020) reported that Paraguay, through their ministerial careers, has established the postponement of in-person classes, with a digital platform for online educational assistance. Questions were raised about how the teacher would be prepared and what would be their knowledge or digital tools; for this reason,

Martínez, Palma and Velasquez (2020) observe that education presents two challenges due to the pandemic: access to the internet and the management of technological instruments, without neglecting the pertinent and timely monitoring of the teacher. Picón *et al.* (2020) were able to establish that most Paraguayan teachers had review activities (82%) or content development (78%), as well as in-process evaluation cases (26%) accreditation or qualification (3%) in the current conjuncture; and our country does not register formal cases just for a similar reason.

For Cardenas (2016), the strategic management of education is an operational phenomenon for the development of processes and delivery of evidence, generating quality education. In this regard, Giménez (2016) added that it allows for the improvement of the pedagogical exercise because it helps to understand and lead the school organization, passing on to it the various pedagogical, managerial, social knowledge, classroom, assessments practices, among others. Sagredo and Castelló (2019) add mentioning that this management is unique for the motivation and generation of commitment of its members. Araneda, Rodríguez, Pedraja, Baltazar and Soria (2017) argued that it was essential that the members of the management team generate positive results. In turn, Axtle and Acosta (2017) mentioned that it is necessary to demand a measurement of intellectual capital and monitor these high-impact components to find undeveloped competitive advantages. Finally, Rodríguez (2017), cited in Ibarra, Vela and Ríos (2020), highlighted the importance of indicators to measure administration fees, generating useful constructs in educational institutions; this improves performance.

Peru's Ministry of Education (MINEDU, 2020) provides guidelines for remote work that will be implemented by teachers, as well as supervisory mechanisms and responsibilities in this different and new environment, including adapting the focus to be oriented towards the use of ICTs, all this reflects its strategic management. This is consistent with Ruiz (2018) who emphasized that distance education offers good institutional service and that no factor influences desertion if curricula and training are good. In addition, Ponce and Alarcón (2020) state that education, in a virtual environment, promotes certain conditions of academic literacy that allow for learning with more flexible, relevant and up-to-date modalities. Hernandez, Jiménez and Rodríguez (2020) emphasize that it is essential to provide teachers with resources and tools to achieve good results. In addition, they must be updated in everything that concerns pedagogy and ICT management, reflecting good strategic educational management. Finally, Toca and Carrillo (2019) agree that virtual platforms allow education to be taken to different places, in addition to enlivening adaptability, sociability and

critical thinking. Painfully, ICTs are reduced to the internet and the computer, a big problem in countries like Peru, with so many differences in infrastructure due to the economy.

From the situation raised above, the following question arose: How are strategic educational management and teaching performance in distance education related in teaching institutions in the district of San Martín de Porres, UGEL 02?

The objective was to demonstrate how strategic educational management and teaching performance in distance education are related in teaching institutions in the district of San Martín de Porres, UGEL 02. The specificities were feared from the dimensions: management planning, management organization and teaching and management performance. Thus, the hypotheses also affirm the relationship between the study variables and between the dimensions of the variables.

A preliminary study was that of Solano (2018), in Venezuela, who carried out the study on the quality of administrative management and teaching performance; developed research to find perceptions in the dimensions of the management regarding the teaching performance. It worked with a quantitative, transversal, descriptive, correlational and exploratory approach, with 114 students. He used a 28-item device as an instrument. He concluded that there is a direct relationship between the quality of management and teaching performance.

Martínez, Guevara and Valle (2016), in Mexico, carried out a study on teaching performance. The research was presented at an educational conference. It consisted of a descriptive analysis that begins by explaining teaching performance: how it is and how it should be; highlighted the characteristics of assuming a school and sociocultural context, ending with a professional disposition.

Cabarcas and Contreras (2019), in Colombia, conducted a study on the assessment of teacher performance and its relationship with educational quality. They used the positivist paradigm, quantitative approach, non-experimental design, correlational transactional. With a sample, obtained in 144 schools with 737 teachers. They used Pearson's correlation, also reviewing the document review on teacher performance appraisals. They concluded that there is no reciprocity between assessment and the performance, progress and efficiency components of educational quality.

Medina (2017), in Ecuador, carried out the study of performance evaluation and organizational climate in secondary education. With the objective of demonstrating the impact of the organizational climate on teaching performance. It was descriptive research, using the Pearson correlation. The sample consisted of 50 participants. He used a questionnaire with 90

respondents; concluded that there is a direct impact between the independent variable on the dependent one.

Molina (2015), in Nicaragua, conducted the study on companionship and pedagogical performance. For that, was used a phenomenological qualitative approach, whose objective was to analyze and interpret the relationship between pedagogical monitoring and teaching performance. The techniques used were focus group interviews, structured interviews and questionnaires. The author established that the link between pedagogical follow-up and performance is marked and that, to strengthen it, a follow-up plan is needed to improve educational practice at school.

In Peru, the research by Anchante and Soriano (2018) on educational management and teaching performance stands out, whose objective was to establish a link between the two variables. The study was quantitative, descriptive-correlational in design, had a population of 80. It used non-probabilistic sampling, as an instrument, questionnaire and evaluation form. They used descriptive and inferential statistics. They concluded that the link between the variables is direct, verified by Spearman's non-parametric Rho test.

Both Meza (2019) and Ubillús (2019) carried out studies to demonstrate the relationship between education and teaching performance; used the survey as a technique and questionnaires as instruments. In addition, the study was worked with a quantitative, correlational approach, the samples used were greater than 100. However, the results found a moderate level relationship between the study variables.

Casal (2020) carried out a study with pedagogical management and teaching performance, with the aim of establishing the relationship between the variables. He conducted a cross-sectional and comparative correlational study with a sample of 234 students, 49 with 12 and 9 managers. And concluded that, in excellent pedagogical management, performance levels are better. In addition, Sosa (2017) carried out a study with the same variables, seeking to determine the influence of the first about good teaching performance; the study used was deductive, descriptive and non-experimental design method. It was concluded that there is a relationship between the variables.

Crespo (2018), in the study on pedagogical performance and management, proposed to seek the articulation between performance and management. He worked in a quantitative descriptive, non-experimental and correlational methodology. The sample consisted of 20 teachers. He used two questionnaires. For the contrast of the hypothesis test, he used Pearson's Chi Square statistic. He concluded that there was a correspondence between the studied variables.

On the strategic management of education, Unesco (1995) highlighted that these are processes integrated in the educational sphere to meet social demands. In turn, Cárdenas (2016) defined it as an operational phenomenon to work processes and deliver evidence, generating quality education. Similar to Giménez (2016), who understands it as the integration of thought and action of various knowledge, practices, and skills. He added that the main competencies are teamwork and the ability of educational management to educate in a clear and relevant way. Allowing teaching to become satisfying learning.

UNESCO (2015) highlighted that management relates the technical and the political; it is linked to conflict resolution and generates quality marks. It is consistent with Sotomayor *et al.* (2020) who point out that managers provide an important exercise in school consolidation, allowing for the improvement and strengthening of the educational community through planning and sustainability that accompany the situation.

Regarding the dimensions and indicators of the strategic management of education, Unesco (2011) presents four dimensions: 1) institutional: which allows the institution to organize itself. Presenting explicit and implicit forms. Its indicators are: use of time and space, formal communication channels, work committees, functions and procedures manual, and internal regulations and organizational charts; 2) administrative: an agency's management mechanism that includes regulation and supervision of functions. Its indicators are economic budget, time distribution, working time of twelve days, administrative, service, administration of material resources and relationship with MED instances; 3) pedagogical: it is the educational-methodological alternative linked to planning, evaluation and identification. Its indicators are educational guidance and mentoring, evaluative approach, updating of teachers, teaching style, relationship with and students, pedagogical approach, as well as plans and programs and, finally, 4) community: which solves community needs, problems between the school and its environment, parents, local organizations and support network. Its indicators are parenting, social projects, relationships with municipal, state and ecclesiastical networks and civil society.

For Ponce and Alarcón (2020), teaching performance is the intervention of the teacher who develops pedagogical skills and assesses student learning. He complements Pérez (2008), who defines it as a set of actions, such as motivation, pedagogical preparation and creativity, with the objective of obtaining a comprehensive education for all students through an approach that is based on knowledge of their needs, motivations, experiences and life projects.

Tedesco (2010) argues that teachers specify educational goals and objectives. Escribano (2018) states that teaching performance involves capacity, competence, process, among others. Gómez and Valdez (2019), mentioning that from within a quantitative paradigm is evaluated and, from that point of view, the emphasis is placed on verifying and measuring results when a certain school period ends, considering the summary evaluation as management control and sanction. Be understood as a means of learning that allows the teacher to guide and strengthen their activity, as well as a correct systematization (VIDAL; DURÁN; NAYRA, 2008). Therefore, it is important to delineate and define a teaching framework for self-assessment, co-assessment and external assessment that facilitates teaching performance.

To distinguish between remote and distance learning, it is assumed that the former allows the presence of teachers responsible for a class and an electronic educational system for courses to organize a schedule through a calendar. In the second, a partial topic on a subject is carried out, and, as researched, the teacher and the student do not always need to invest real time for classes. Why touch this point? Because as a result of the 2020 pandemic; in Peru, MINEDU was responsible for providing guidelines for unique classes at the national level. Virtual tutors would be responsible for stimulating interest in classes, supporting participation. Martínez (2005), Veuthey (2009) and Silva (2010) agree that students must act dynamically to fulfill educational goals.

In Peru, MINEDU (2020) formulated guidelines for remote work based on the National Curriculum. The instruments were the virtual platform and other means of telecommunication, generating an educational strategy called Learning at Home. Here there must have been an interaction between Minedu, teachers, managers and decentralized management team with access to virtual media, radio or television. Supervision was also established in the development of activities. Therefore, they had to have the EI employee directory, cell phones and emails from parents and students. Regulatory provisions were devised and issued to implement the Learning at Home educational strategy. DRE/GRE and UGEL were responsible for monitoring the classes, pedagogical monitoring through virtual environments for the development of learning projects, development and evaluation of learning in a virtual way.

## Method

The research presented a quantitative approach, of the basic type, cross-sectional correlational design. The hypothetical-deductive method was used. Two instruments were applied to 78 participants from a population of 92 professors: 25 professors from the Virgen María del Rosario educational institution; 26 from the Federal Republic of Germany and 27 professors from the Antonio Raymondi educational institution. The technique chosen was the survey and the instruments were two questionnaires, which showed content validity through expert judgment. In terms of reliability,  $\alpha$  0.969 was obtained for the strategic management of education and  $\alpha$  0.919 for teaching performance. The Google form was used, which was sent through a link to teachers who voluntarily answered the questions; the app started with informed consent. The completion of the tests generated a database for inferential analysis, which was performed with Spearman's non-parametric Rho test.

## Results

The results show that the variables submitted to Spearman's Rho inferential test (0.890) had a bilateral significance of 0.000 with which they reached a highly significant correlation. Porres UGEL 02 in distance education due to the COVID-19 pandemic.

**Table 1** – Correlation between educational strategy and teaching performance in distance education

		X: Educational Management Strategic	Y: Teaching performance
V1: Educational Management Strategic	Spearman's Rho Correlation	1	.890**
	Bilateral significant		.000
	N	78	78
V2: Teaching performance	Spearman's Rho Correlation	.890**	1
	Bilateral significant	.000	
	N	78	78

Correlations are significant at 0.01 bilaterality

Source: Prepared by the authors

Regarding Table 2, the results show that the dimension of managerial planning and teaching performance in Spearman's Rho inferential test (0.91) obtained a significant 0.000, with which they obtained a highly significant correlation; in this case, its veracity is



confirmed in the teaching institutions of the San Martín de Porres district of UGEL 02 in distance education due to the COVID-19 pandemic.

**Table 2** - Correlation between planning and teaching performance in distance education

		X1: Planning	Y1: Teacher performance
X1: Planning	Spearman's Rho	1	.910*
	Bilateral significant		.000
	N	78	78
Y1: Teacher performance	Spearman's Rho	.910*	1
	Bilateral significant	.003	
	N	78	78

Correlations are significant at the 0.05 bilaterality

Source: Prepared by the authors

Regarding Table 3, the results show that the organizational management and teaching performance dimension in Spearman's Rho test (0.914) obtained a significant 0.000, with which they reached a highly significant correlation. Based on this statistical evidence, the alternative hypothesis is accepted as true in the teaching institutions of the San Martín de Porres district of UGEL 02 in distance education due to the COVID-19 pandemic.

**Table 3** – Correlation between management organization and teaching performance in distance education

		X2: Management organization	Y2: Performance
X2: Management organization	Spearman's Rho	1	.914**
	Bilateral significant		.000
	N	78	78
Y2: Performance	Spearman's Rho	.914**	1
	Bilateral significant	.002	
	N	78	78

Correlations are significant at the 0.05 bilaterality

Source: Prepared by the authors

Regarding Table 4, the results show that the dimension of management and teaching performance in Spearman's Rho inferential test (0.960) obtained a significance of 0.000, with which it obtained significant correlation. Based on this statistical evidence, the alternative hypothesis is accepted as true in the teaching institutions of the San Martín de Porres district of UGEL 02 in distance education due to the COVID-19 pandemic.

**Table 4** – Correlation between management and teaching performance in distance education

		X3: Management	Y3: Teacher performance
D.3: Management	Spearman's Rho Correlation	1,00	.960**
	Significant (bilateral)		.000
	N	78	78
Y3: Teacher performance	Spearman's Rho Correlation	.960**	1
	Significant (bilateral)	.001	
	N	78	78

Correlations are significant at the 0.010 level (bilaterality)

Source: Prepared by the authors

## Discussion

This research obtained a highly significant correlation, according to the first result, as it shows that the variables submitted to Spearman's Rho inferential test (0.890) had a significance of 0.000, accepting the alternative hypothesis; therefore, there is a direct link between strategic educational management and teaching performance in educational institutions in the San Martín de Porres district of UGEL 02, which is consistent with the research by Molina (2015), Pareja (2020), Solano (2018), Anchante and Soriano (2018), Meza (2018), Crespo (2018), Cabarcas and Contreras (2019) and Ubillus (2019), who redid quantitative studies of a correlative type, finding similar results; the authors agree on the importance of improving the conditions for strategic management of educational institutions; at the same time, develop an incentive system to promote good teaching performance.

According to the second result, management planning and teaching performance submitted to Spearman's Rho inferential test (0.910) obtained a significant 0.000, with which they reached a highly significant correlation, the veracity of the relationship between the dimension management planning and teaching performance in teaching institutions in the district of San Martín de Porres of UGEL 02 in distance education due to the COVID 19 pandemic is also confirmed. According to Cárdenas (2016), having procedures and strategic planning whose implementation has supporting documents will allow achieving quality in education. In addition, Gómez and Valdez (2019) state that evaluation is important in all planning, and it must present a quantitative approach that allows parameters and measurement of results, which can serve as the basis for a control program and even administration sanction.

According to the third result, the organization of management and teaching performance, submitted to statistical tests, obtained a highly significant correlation; the

alternative hypothesis is accepted as true. It is stated, therefore, that the organization of management is linked to the teaching performance in public educational institutions in the district of San Martín de Porres, from UGEL 2, similar results were obtained by Martínez, Guevara and Valle (2016) who reported, in order to explain teaching performance, it is necessary to define how the teacher should be, how they should exercise their function, highlighting the characteristics of assuming a school and sociocultural context, ending in the professional provision established by the educational management.

According to the fourth result, the managerial and teaching performance tested reached a significant correlation, based on this statistical evidence, Medina (2017) emphasized that, to enrich performance, it must be worked with flexibility. Molina (2015) confirmed that a follow-up plan must be available to improve educational practice. The pedagogical manager must have relevant leadership and correct guidelines for the common objective within the institution; thereafter, Giménez (2016) expressed the importance of teamwork. Sotomayor *et al.* (2020) conclude by noting that managers provide an important exercise in school consolidation, allowing for the improvement and strengthening of educational communication through planning and sustainability.

## Conclusions

- It is said that there is a highly significant relationship between strategic variables of educational management and teacher performance. Likewise, with the teaching dimensions of the teaching institutions of San Martín de Porres, UGEL 02 in distance education due to COVID 19.

- The instruments applied have shown a weak perception of teachers at primary and secondary levels in relation to the study variables, in addition to the deterioration in the transition to distance education, due to COVID 19, due to the occurrence of communication problems that arose due to technological constraints.

- In subsequent studies on strategic educational management, the use of information and communication technologies should be considered.

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