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MANAGEMENT PERFORMANCE, PEDAGOGICAL LEADERSHIP AND SCHOOL MANAGEMENT IN THE LEARNING

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ABSTRACT

This research focuses on the concern of school management from an educational management perspective, taking into consideration the administrative performance and leadership necessary to meet the objectives proposed by the Ministry of Education. For the present research, the general objective was to determine the influence of managerial performance and pedagogical leadership in school management focused on learning in educational institutions of East Lima, employing a methodology of a quantitative approach with a non-experimental cross-sectional design with participants made up of teachers of the secondary level of Lima East. The research was carried out via a probability sampling and utilised surveys to collect data which were analyzed through ordinal logistic regression. The results obtained showed a 55.9% dependency between the variables, in the case of managerial performance it was 72% and in the area of involvement of pedagogical leadership it was 73%. It was concluded that school management focused on learning depends on managerial performance and pedagogical leadership, which also positively impacts student learning.

Keywords: E Performance, Leadership, School Management

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INTRODUCTION

Managing a school and generating qualified processes in the educational community - principals, teachers, parents, students, general services and society - demands more specialized competences in the subjects that direct these institutions (Meza & Tobón, 2017; Sanfo, 2020). Such demands imply experiences of cognitive processes of greater difficulty, from the consideration of several aspects such as interrelationships, leadership, knowledge, pedagogical procedures, the handling of legal, economic, technological aspects, among others, that model the human situation. in the relationships of these institutions (García-Garnica & Martínez-Garrido, 2019). The complexity of this "duty to do" translates into the school management binomial that, for many specialists, constitutes a polysemic construct. However, through time and the findings made by scholars of school administration, a congruent explanation could be found with such a term (Rodríguez & Vallejo, 2018; Hartley, 2010). Management is the whole, since it articulates theoretical and practical processes to favor the continuous improvement of the quality, equity and relevance of education, while administration is a part of the whole, which has to do with the management and use of resources. resources (Mangan, 2016). Therefore, it is inferred that for good management it is necessary to have a good administrative scheme, that is, good administration is a fundamental axis for good management. (García, F., Juárez Hernández, S. & García, S., 2018).

Pedagogical leadership in Secondary Education supposes the knowledge of tools that minimize the harmful effects on the health and well-being of teachers, consequent to the physical, mental, emotional and relational demands of this professional field (Adan, 2019). In this direction, resilience, a strength that human beings develop in the face of adversity, allows them to resist the stressful event, recover from it and even emerge strengthened from the experience. (Vicente de Vera, I., & Gabari, I., 2019). Pedagogical leadership implies assuming certain roles and functions that implement pedagogical strategies to achieve significant achievements in students by the director as a pedagogical leader (Balda, 2015; Rojas & Castillo, 2017; Peralta-Arroyo, 2021). This is one of the weaknesses of school principals, likewise the normative framework of good managerial performance has not been internalized by managers, which means that school management is oriented towards administrative actions rather than pedagogical. (Cheng et al., 2016)

In Colombia, school management is used as a government tool for the incorporation of public policies that seek to achieve intersectoral articulation and ensure the quality of education. The proposed norms, far from being activators of best school practices, (Barba & Delgado, 2021) become a burden for teachers and administrators, who experience the tension between fulfilling their assigned duty and the difficulty in adopting policies that ignore processes and school realities. (Quintana-Torres, Y., 2018).

The participation of parents is the focus of concern of the school (Sardon, 2017), since it is scarce and sometimes elusive, although it is fundamental for the complementarity of the educational process that the educational institution assumes or vice versa. (Abanto, M., Perez, M. & Neciosup, J., 2019).

The education crisis during Covid-19 was fueled by deep pre-existing inequalities. Even before the pandemic, almost 12 million children and young people were excluded from education in Latin America and the Caribbean, with poverty being the main obstacle to access. Education systems are not adapting to the needs of students, so one in four 15-year-old students worldwide report feeling like a stranger in school; in the Dominican Republic this figure exceeds 30%. The region is one of the most linguistically diverse in the world, but education systems do not always reflect this: In third grade, students who do not speak the test language are three times less likely to be able to read a story. In Brazil, Mexico and Peru, there is persistent inequality by indigenous origin, even after controlling for social class (González, 2020; UNESCO, 2020).

Educational institutions play transcendental roles in our society, but they are not yet given that space, for fear of failure, as evidenced in national (ECE) and international (PISA) evaluations, where we are not within the minimum average, it is for this reason that society does not adequately value this role.



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The Ministry of Education as the governing body of educational processes tries to provide the tools for educational institutions to be managed with a process management approach (Cancino & Monrroy, 2017; Parra, 2017), with a pedagogical leadership that teams must assume executives according to the Good Executive Performance Framework document (MBD).

According to the previous literature review, the following variables are identified.

Variable Executive Performance

According to the R.S.G. 304 -2014 -MINEDU, establishes and approves the structure of the framework of good managerial performance (MBDD) that consists of two domains, six competencies and 21 performances. In this context, what is intended to explain is that the actions of the management team indirectly influence learning and the scope of its action is key to improving these learning (see table 1).

Table 1
Operationalization of the Management Performance variable

Dimensions	Indicators
Pedagogical processes	Curriculum planning Teacher work monitoring Accompaniment and strengthening Monitoring of learning
School culture	Participation of the educational community School climate School life
Management of teaching-learning conditions	Safety and health
Dimensions	Management of educational resources
Pedagogical processes	Enrolment and preservation of the right to education Transparent management of financial resources

Variable Pedagogical Leadership

(Leithwood, Harris & Strauss, 2010, cited by Day, C., 2019), applied the four elements of the model to three stages of school change - stopping decline, ensuring survival, and maintaining or improving performance - to provide a description detailed information on what school leaders do in these schools. The following is a summary of the key actions for each leadership component. Although principals were the main focus, the authors argued that the actions were also applicable to other school leaders, especially in secondary schools, who tended to have more distributed leadership (see table 2).

Table 2
Operationalization of the pedagogical leadership variable

Dimensions	Indicators
Set direction	Vision, mission and defined goals of the institution
Develop staff	Conditions conducive to teacher professional development
Manage teaching - learning processes	Conditions of material and financial resources
Redesign the organization	Structural and functional organization of the institution.



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Variable School Management Focused On Learning

School management focused on learning is when all members of the educational community direct their activities towards improving learning, consequently the management is reported as successful. In this sense, the school management commitments (CGE) are organized in five aspects and are those that guide the work of the pedagogical leader (managers). Each commitment has an objective that can be measured in terms of the progress and achievements of each one. Together these promote and reflect proper management, describe achievement and follow-up indicators. MINEDU (2018). RM. 712, (see table 3).

Table 3

Operationalization of the variable school management focused on learning

Dimensions	Indicators
Student progress	Results of the pedagogical action
Student retention	Students who are still in the same institution
Scheduling	Teaching and effective hours
Accompaniment and monitoring	Accompaniment of pedagogical practice
School life	Institutional climate

Monitoring of learning

This aspect is considered as a subdimension of the learning processes in the evaluation of managerial performance. (Fuller, 2016) (Fernández Cruz et al., 2016), tells us the process by which the timely delivery of learning reports to families is managed, which must be descriptive. The maximum term is 20 days after the end of the bimester or quarter according to the calendar of the educational institution.

The monitoring of learning are actions that the institution carries out to promote spaces for reflection by teachers on the progress of student learning achievements to propose improvement plans, being able to take advantage of the reflection days considered in the work plan annual (Cheng et al., 2016).

School management commitments and indicators

The Ministry of Education, from the year 2017, proposed at the national level, the development of activities to implement the commitments of school management in all its modalities and levels of the basic education system. These management commitments are formulated in indicators that are measurable, whose main purpose is for students to learn (Sucari & Quispe, 2019).

Consequently, it is up to the management teams of all schools nationwide to lead the fulfillment of the commitments assigned during the school year.

The school management commitments are expressed in indicators, which facilitate their measurement, and above all the school has the possibility of reflecting, intervening and finally making decisions about the results of the implementation of these commitments, which are aimed at improving learning in students (Armas et al., 2020; Sucari & Quispe, 2019).

The origin and sustenance of school management commitments are based on the results and recommendations of international research regarding the effectiveness of school management. As well as the strategies of some school management practices collected from the schools of the national territory. The documents and strategies that make the fulfillment of the commitments possible are: Framework of good managerial performance (MBDD), matrix of



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accreditation of the quality of educational management of institutions in EBR and the guidelines and competencies of the Strategic Learning Achievements Program.

Another aspect of compliance with the schedule is the maintenance of school premises, whose responsibility lies with the director, so the state in a decentralization program allocates resources for the preventive maintenance of school premises, which is developed in three stages: programming, execution and evaluation. (Barbón Pérez & Fernández Pino, 2018) The responsibility for the execution of maintenance is before the start of the school year. For this reason, the first stage is essential in the organization and prioritization of the work to be carried out in accordance with the technical standard Ministerial Resolution No. 009 -2019- MINEDU.

The fulfillment of the activities of the risk management, disasters, security and national defense plan is important to organize, carry out and evaluate official drills and prevention campaigns, in response to the dangers and threats of the territory (Barbón Pérez & Fernández Pine, 2018). The established dates are mandatory for all II.EE at the national level. Another aspect considered within this commitment three is that of the timely enrollment without conditions of the students who enter the educational system and the others the updating of data, they must be fulfilled 45 days after the educational work begins.

The commitment also considers compliance with the timely delivery and promotion of pedagogical use of educational resources, ensuring that all teachers and students have said resource, for the beginning and development of the school year (Oplatka, 2019). The state also distributes educational resources in the original language for the Intercultural Bilingual II.EE, action that must be controlled and monitored by the director of the IE.

The challenge of this commitment in all schools in the country is to comply with the amount of teaching hours and activities planned for the benefit of students.

According to the R.M No. 712-2018-MINEDU, establishes for 2019, the implementation in all educational institutions of primary education the development of the area of physical education with three hours a week, as well as in secondary. The manager must guarantee the appropriate educational spaces for the execution of physical education activities. The cross-cutting theme of artistic and cultural education is also considered in this school management commitment, which is intended to promote a multicultural and interdisciplinary approach that recognizes the various social and cultural characteristics. According to the R.S.G. N° 368-2017-MINEDU regarding protection against solar radiation, actions that allow protection must be implemented. Law 30021 promotes healthy eating for students.

Additionally, this commitment to school management incorporates spaces with families. The directors will promote, in coordination with teachers, meetings with families (father, mother, tutors) to reflect on pedagogical issues and promote interaction between family members (father, mother, son), consider the demands of families, reflect on the progress of the learning of their offspring, promote workshops, family encounters (García, F., Juárez Hernández, S. & García, S., 2018).

This commitment to school management can be measured with two specific indicators, the first is the number of monitoring and accompaniment registration programmed in the annual plan that has been executed. The second, an indicator of the percentage of inter-learning meetings scheduled and carried out.

The general problem of this research was: What is the influence of managerial performance and pedagogical leadership in school management focused on learning in educational institutions in East Lima?, And the specific problems were: (1) What Is the influence of the pedagogical processes dimension in school management focused on learning in educational institutions in East Lima? (2) What is the influence of the school culture dimension in school management focused on learning in institutions educational institutions of East Lima?, (3) What is the influence of the management dimension of operational conditions and resources in school management focused on learning in



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educational institutions of East Lima?, (4) Which Is the influence of the dimension establishing direction in school management focused on learning in the educational institutions of East Lima? (5) What is the influence of the dimension developing r to staff in school management focused on learning in educational institutions in East Lima? (6) What is the influence of the dimension managing teaching-learning processes in school management focused on learning in educational institutions of East Lima?, and (7) What is the influence of the dimension redesign the organization in school management focused on learning in educational institutions of East Lima?.

This research arises from the need to demonstrate that the results of pedagogical work in the classroom, passes through the responsibility of teachers directly, as well as indirect responsibility of those who direct the educational institution, this added to a favorable environment, which has An epistemological justification, as there is not much background to the present study in its full dimension, many times only the pedagogical practice in the classroom is considered and the underlying factors of the pedagogical process have rarely been taken into account to achieve good results. The conclusions of this research will serve as a contribution to knowledge and will establish a basis for new research, as well as support the knowledge and performance of the directors and assistant directors of the schools, focusing their work on the pedagogical aspect rather than the administrative one. It also has a practical justification, from the results obtained in this research, the education sector organizations will take into account the recommendations so that the educational reform obtains the expected results, that the learning of the students is satisfactory at the end of each year, cycle during the school stage and leave it prepared to join the world of work in our society, with the skills achieved throughout the educational process (basic, higher) (Barbosa-Chacón, J., Barbosa Herrera, J. & Rodríguez, M., 2015).

In this research, the general objective was to determine the influence of managerial performance and pedagogical leadership in school management focused on learning in educational institutions in East Lima, and as specific objectives: (1) Determine the influence of the dimension Pedagogical processes in school management focused on learning in educational institutions in East Lima, (2) Determine the influence of the school culture dimension in school management focused on learning in educational institutions in East Lima, (3) Determine the influence of the management dimension of operational conditions and resources in school management focused on learning in educational institutions in East Lima, (4) Determine the influence of the establish direction dimension in school management focused on learning. learning in educational institutions in East Lima, (5) Determine the influence of the development dimension rolling staff in school management focused on learning in educational institutions in East Lima, (6) Determining the influence of the dimension managing teaching-learning processes in school management focused on learning in educational institutions in East Lima, and (7) Determine the influence of the dimension redesign the organization in school management focused on learning in educational institutions in East Lima.

HYPOTHESES

In the same way, the following general hypothesis was raised: There is influence of managerial performance and pedagogical leadership in school management focused on learning in educational institutions of East Lima, and the following specific hypotheses: (1) There is significant influence of the pedagogical processes dimension in school management focused on learning in the educational institutions of East Lima, (2) There is a significant influence of the school culture dimension in school management focused on learning in the educational institutions of East Lima, (3) There is significant influence of the management dimension of operational conditions and resources in school management focused on learning in educational institutions in East Lima, (4) There is significant influence of the setting direction dimension in school management focused on learning in the educational institutions of East Lima, (5) Significant importance of the dimension to develop staff in school management focused on learning in educational institutions in East Lima, (6) There is significant influence of the dimension to manage teaching-learning processes in school management focused on learning in educational institutions of East Lima, and (7) There is significant influence of the dimension redesign the organization in school management focused on learning in educational institutions of East Lima.



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METHODS

This research is of a basic, descriptive, correlational, non-experimental design and cross-sectional type, according to Hernández et al. (2010) "in non-experimental research independent variables occur and it is not possible to manipulate them, because there is no direct control over said variables, nor can they be influenced, because they have already happened, as well as their effects" (p. 149). It is transversal, since its purpose is to "describe variables and analyze their incidence and interrelation at a given moment. It's like taking a photograph of something that happens" (Hernández et al., 2010, p.151). It is graphically denoted: the population where the research work was developed was in the educational institutions of East Lima, of which only at the secondary level there are 2366 teachers. The sample in the research carried out was 330 teachers from educational institutions and was obtained by applying the standard method of sample size for finite populations, for which the following selection criteria were established: inclusion criteria, teachers at the secondary level of Lima This, exclusion criteria: pre-school and primary teachers. For the data collection technique and instruments, the questionnaire was used with the dimensions indicated above for each study variable. The data collection instruments were subjected to expert evaluation in order to establish their validity. Said evaluation was individualized, judging the benefits of the instrument considering the congruence, relevance of the content and the items, as well as the clarity of the wording. Regarding reliability, the instrument was subjected to Cronbach's alpha consistency criterion, as polytomous variables, using the SPSS software, with a pilot sample, obtaining a value of 0.821, which is quite acceptable for the research. The information obtained through the questionnaire is on an ordinal scale, the assessment with a Likert scale, with closed questions. Reynaga (2015, p.17) affirmed that the sequential procedure of the treatment of qualitative and quantitative data that constitute the statistical method. This treatment allows the understanding of reality, which have been verified and deduced from the statement of the research hypothesis. For this study specifically, ordinal logistic linear regression was used, because the objective of this was to estimate the statistical significance of the factors versus an anticipated response and the operability with the inverse of the logarithm of the probability ratio, in which the probability is predicted. of success or failure of independent factors. Additionally, the data is processed to find the area of dependence of the predictor variables against the result variable, through the Curve of Relative Operational Characteristics (COR.) or ROC curve.

The present study is of a predictive level, because it is to construct a predictive model to predict the membership group of a case based on the observed characteristics of each case (predict the membership of a case to one of the categories of the dependent variable, on the basis of two or more independent variables). It is quantitative in approach because it represents a set of processes organized sequentially to check certain assumptions. Each phase precedes the next and we cannot avoid steps, the order is rigorous, although of course, we can redefine some stage. It starts from an idea that is delimited and once defined, objectives and research questions are generated, the literature is reviewed, and a theoretical framework or perspective is built. Hypotheses are derived from the questions and variables are determined and defined; a plan is drawn up to test the former (design, which is like "the road map"); cases or units are selected to measure the variables in a specific context (place and time); The measurements obtained are analyzed and linked (using statistical methods), and a series of conclusions are drawn regarding the hypothesis or hypotheses. It is cross-sectional because cross-sectional designs collect data in a single moment, in a single time. (Hernandez-Sampieri, R., Mendoza, C., 2018).

RESULTS

From the opinions of the respondents on the managerial performance variable, in the educational institutions of East Lima it is evident that the respondents stated that the managerial performance in the educational institutions of Eastern Lima is regular in 83.0%, while 9.7% say that it is efficient and only 7.3% stated that managerial performance is poor.



The following graph shows the results obtained for each of its dimensions:

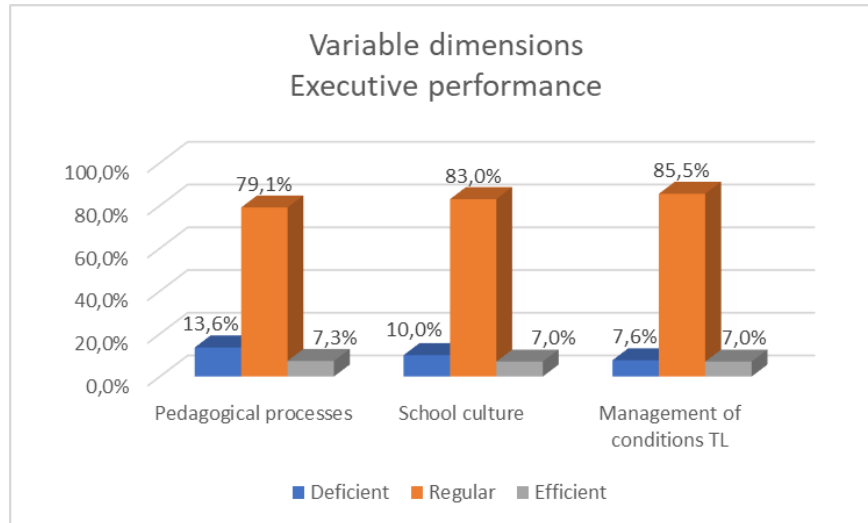


Figure 1. Dimensions of the managerial performance variable.

From Figure 1, it is evident that the respondents stated that the managerial performance regarding the pedagogical processes, in the educational institutions of East Lima, is regular in 79.1%, while 13.6% say that it is deficient, and only 7.3% stated that managerial performance in pedagogical processes is efficient, while regarding school culture, in the educational institutions of East Lima, it is regular in 83.0%, while 10.0% say it is deficient, and only 7.0% stated that managerial performance in school culture is efficient. Finally, regarding the management of operating conditions, in the educational institutions of East Lima, it is regular in 85.5%, while 7.6% say it is deficient, and only 7.0% said that managerial performance in school culture is efficient.

From the opinions of the respondents on the pedagogical leadership variable, in the educational institutions of East Lima, it is evident that the respondents stated that the pedagogical leadership of the directors in the educational institutions of East Lima is regular in 81.8%, while 10.6% say that it is efficient, and only 7.6% stated that pedagogical leadership is deficient.

The following graph shows the results the dimensions obtained for each of its dimensions:

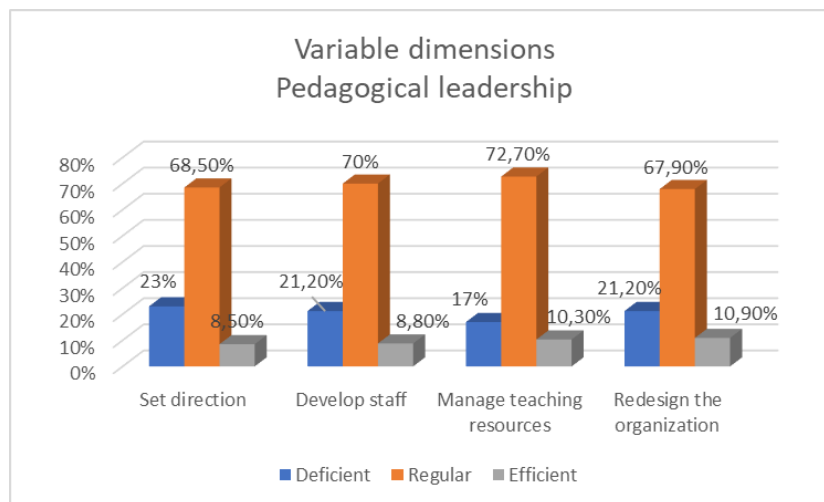


Figure 2. Dimensions of the pedagogical leadership variable



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From Figure 2, it is evident that the respondents stated that the pedagogical leadership, in its dimension to establish direction, in the educational institutions of East Lima, is regular in 68.5%, while 23.0% say that it is deficient, and only 8.5% stated that pedagogical leadership in this dimension is efficient. Regarding the development dimension in the educational institutions of East Lima, it is regular in 70.0%, while 21.2% say it is deficient, and only 8.8% said that pedagogical leadership in this dimension is efficient. For its dimension management of teaching resources, in the educational institutions of East Lima, it is regular in 72.7%, while 17.0% say that it is deficient, and only 10.3% said that leadership pedagogical in this dimension is efficient. Regarding its dimension, redesigning the organization, in the educational institutions of East Lima, is regular in 67.9%, while 21.2% say it is deficient, and only 10.9% stated that the pedagogical leadership in this dimension is efficient.

From the opinions of the respondents on the variable school management focused on learning, in the educational institutions of East Lima, it is shown that the respondents stated that, in school management focused on learning, in the educational institutions of East Lima, it is regular in 80.9%, while 12.1% say that it is efficient, and only 7.0% stated that school management focused on learning is deficient.

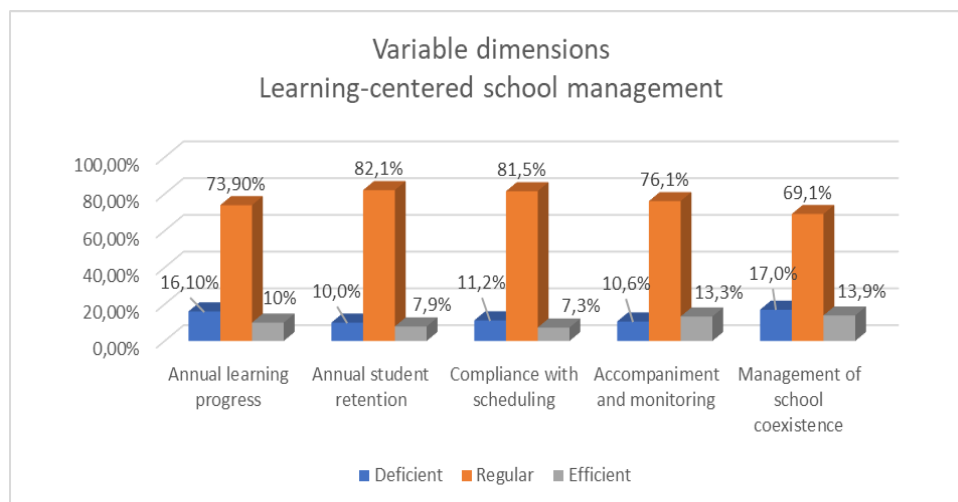


Figure 3. Dimensions of the learning-centered school management variable

From Figure 3, it can be summarised that the respondents stated that school management focused on learning, in its annual learning progress dimension, in the educational institutions of East Lima, is regular in 73.9%, while a 16.1% say it is deficient, and only 10.0% stated that school management focused on learning in this dimension is efficient. Regarding the annual retention dimension of students, in the educational institutions of East Lima, it is regular in 82.1%, while 10.0% say that it is deficient, and only 7.9% said that the management School focused on learning in this dimension is efficient, in terms of the dimension compliance with the schedule, in the educational institutions of East Lima, it is regular in 81.5%, while 11.2% say it is deficient, and only 7.3% stated that school management focused on learning in this dimension is efficient. Regarding the dimension of accompaniment and monitoring, in the educational institutions of East Lima, it is regular in 76.1%, while 13.3% say that it is efficient, and only 10.6% said that school management focused on in learning in this dimension is deficient. Finally, regarding the school coexistence management dimension, in the educational institutions of East Lima, it is regular in 69.1%, while 17.0% say that it is deficient, and only 13.9% stated that school management focused on learning in this dimension is efficient.



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Table 4

Levels of comparison between the variables managerial performance and school management focused on learning

		Learning-centered school management				
		Poor	Regular	Efficient	Total	
Executive performance	Poor	Count	19	4	1	24
		Percentage	79.2%	16.7%	4.2%	100.0%
	Regular	Count	4	250	20	274
		Percentage	1.5%	91.2%	7.3%	100.0%
	Efficient	Count	0	13	19	32
		Percentage	0.0%	40.6%	59.4%	100.0%
Total	Count	23	267	40	330	
	Percentage	7.0%	80.9%	12.1%	100.0%	

According to Table 4, it can be affirmed that, if there is a regular managerial performance in 91.2%, school management focused on learning will also be regular, but if managerial performance is poor then school management is also poor in 79.2% and if managerial performance is efficient, then school management is between efficient and regular.

Table 5

Levels of comparison between the variables pedagogical leadership and school management focused on learning

		Learning-centered school management				
		Poor	Regular	Efficient	Total	
Pedagogical Leadership	Poor	Count	16	8	1	25
		Percentage	64.0%	32.0%	4.0%	100.0%
	Regular	Count	7	244	19	270
		Percentage	2.6%	90.4%	7.0%	100.0%
	Efficient	Count	0	15	20	35
		Percentage	0,0%	42.9%	57.1%	100.0%
Total	Count	23	267	40	330	
	Percentage	7.0%	80.9%	12.1%	100.0%	

Interpretation

According to Table 5 it can be stated that, if there is regular pedagogical leadership (90.4%), school management focused on learning will also be regular, and if pedagogical leadership is efficient then school management is also efficient (80.9%) and if pedagogical leadership is deficient, then school management is also deficient by 64.0%.



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Normality test

To determine if the data present a normal distribution, the Kolmogorov - Smirnov test was used, obtaining a significance value $p = 0.000$ for all variables, therefore, the data set in question does not follow a normal distribution, so the non-parametric statistic will be used.

Hypothesis testing

From the results obtained from the application of the questionnaire, with response options in ordinal scale, it is assumed that the test must be non-parametric, which shows the dependence between the independent variables against the dependent variable, after the hypothesis test the logistic regression test, since the data are ordinal, oriented to the ordinal logistic regression model.

Table 6

Determination of the adjustment of data for managerial performance and pedagogical leadership influence school management focused on learning

Model Fit Information				
Model	Logarithm of likelihood -2	Chi squared	gl	Sig.
Intersection only	214,003			
Final	48,343	165,660	4	.000

Link function: Logit.

These results from table 6 of adjustments indicate the dependence of managerial performance and pedagogical leadership in school management focused on learning in educational institutions in East Lima. Likewise, there is a Chi square value of 165.6 and $p = .000$ less than $\alpha = .05$, it means that the variables are not independent, it implies the dependence of the variables.

Table 7

Determination of the variables for the ordinal logistic regression model

Goodness of fit			
	Chi-squared	gl	Sig.
Pearson	152,735	10	.000
Deviation	25,562	10	.004

Link function: Logit.

The results of the goodness of fit, according to table 7, it is determined that there is influence of the two variables with respect to school management focused on learning, because the p value is $= .000$ less than $\alpha = .05$.

Table 8

Presentation of the coefficients of managerial performance and pedagogical leadership in school management focused on learning

Parameter estimates								
		Estimate	Standard error	Wald	gl	Sig.	Interval at 95%	
							Lower limit	Upper limit
Threshold	[Gest_school = 1]	-8,363	.753	123,251	1	.000	-9,839	-6,886
	[Gest_school = 2]	-1,516	.492	9,479	1	.002	-2,481	-,551



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Location	[Dese_direct=1]	-6,377	.869	53,826	1	.000	-8,080	-4,673
	[Dese_direct=2]	-2,186	.486	20,208	1	.000	-3,139	-1,233
	[Dese_direct=3]	0 ^a	.	.	0	.	.	.
	[Lide_pedag=1]	-4,125	.899	21,071	1	.000	-5,887	-2,364
	[Lide_pedag=2]	-2,094	.468	20,027	1	.000	-3,011	-1,177
	[Lide_pedag=3]	0 ^a	.	.	0	.	.	.

Link function: Logit.

^a This parameter is set to zero because it is redundant.

In Table 8, the results as a whole show the coefficients of the expression of the regression with respect to managerial performance, level (1) will be assumed, as for pedagogical leadership, level (1) will also be assumed, compared to management school focused on learning, level (1) will be assumed. In this regard, managerial performance and pedagogical leadership have an influence on management, if both variables are of the same level this will allow to increase or grow in the same direction, the Wald value of 53.8 and 21.07 respectively, these being very significant, whose significance value is = .000 less than $\alpha = .05$.

Hypothesis

General hypothesis

Ho: Executive performance and pedagogical leadership do not influence school management focused on learning in educational institutions in East Lima.

H1: The directive performance and pedagogical leadership influences the school management focused on learning in the educational institutions of East Lima.

For the pseudo coefficient of determination of the variables, as for the pseudo R-squared test, what would be presenting is the percentage dependence of managerial performance and pedagogical leadership in school management focused on learning in educational institutions of the East Lima. Which the Nagelkerke coefficient that learning-centered school management depends on 55.9% of managerial performance and pedagogical leadership.

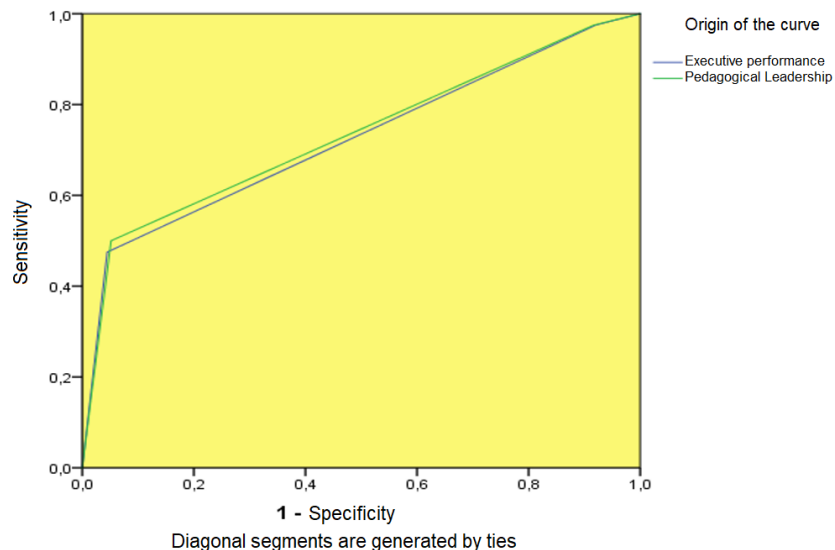


Figure 4. Representation of the COR area as an incidence of managerial performance and pedagogical leadership



In the result of the COR curve, (figure 4), we have the area that represents the classification capacity of 72% representing a high of the implication of the managerial performance, and a 73% of implication of the pedagogical leadership in the centered school management in learning.

Specific Result 1

H0 There is no significant influence of the pedagogical processes dimension in school management focused on learning in educational institutions in East Lima.

H1 There is significant influence of the pedagogical processes dimension in school management focused on learning in educational institutions in East Lima.

For the pseudo coefficient of determination of the pedagogical processes dimension, the results of the pseudo-R squared, specify that the percentage dependence of school management focused on learning pedagogical processes according to the Nagelkerke coefficient depends on 25.8%

Table 9
Presentation of the coefficient pedagogical processes in school management focused on learning

		Parameter estimates					Interval at 95%	
		Estimate	Standard error	Wald	df	Sig.	Lower limit	Upper limit
Threshold	[Gest_school = 1]	-5,748	.558	106,097	1	.000	-6,841	-4,654
	[Gest_school = 2]	-,173	.409	,179	1	.673	-,975	,629
Location	[Proc_ped=1]	-5,077	.635	63,925	1	.000	-6,321	-3,832
	[Proc_ped=2]	-2,360	.457	26,674	1	.000	-3,255	-1,464
	[Proc_ped=3]	0 ^a	.	.	0	.	.	.

Link function: Logit.

^a. This parameter is set to zero because it is redundant.

Regarding the result, according to table 9 the regression coefficient with respect to the pedagogical processes, whose Wald value is 63.9, this being significant because the value of $p = .000$ less than the value of $\alpha = .$

Specific Result 2

H0 There is no significant influence of the school culture dimension in school management focused on learning in educational institutions in East Lima.

H2 There is a significant influence of the school culture dimension in school management focused on learning in the educational institutions of East Lima.

For the pseudo coefficient of determination of the school culture dimension, the results of the pseudo-R squared, specify that the percentage dependence of school management focused on the learning of school culture, according to the Nagelkerke coefficient, depends on 32.2%.

Table 10
Presentation of the school culture coefficient in school management focused on learning



Parameter estimates								
		Estimate	Standard error	Wald	df	Sig.	Interval at 95%	
							Lower limit	Upper limit
Threshold	[Gest_school = 1]	-6,232	.585	113,306	1	.000	-7,379	-5,084
	[Gest_school = 2]	-,445	.427	1,086	1	.297	-1,282	,392
Location	[Cult_esc=1]	-6,057	.680	79,452	1	.000	-7,389	-4,726
	[Cult_esc=2]	-2,707	.474	32,610	1	.000	-3,636	-1,778
	[Cult_esc=3]	0 ^a	.	.	0	.	.	.

Función de enlace: Logit.

^a This parameter is set to zero because it is redundant.

Regarding the result, according to table 10, the regression coefficient with respect to school culture, whose Wald value is 79.45, this being significant because the value of $p = .000$ is less than the value of $\alpha = .05$

Specific Result 3

H0 There is no significant influence of the management dimension of operating conditions and resources in school management focused on learning in educational institutions in East Lima.

H3 There is significant influence of the management dimension of operating conditions and resources in school management focused on learning in educational institutions in East Lima.

For the pseudo coefficient for determining the dimension management of operational and resource conditions, the results of the pseudo-R squared specify that the percentage dependence of school management focused on learning the management of operational and resource conditions, according to the Nagelkerke coefficient depends on 35%.

Table 11

Presentation of the management coefficient of operating conditions and resources in school management focused on learning

Parameter estimates								
		Estimate	Standard error	Wald	df	Sig.	Interval at 95%	
							Lower limit	Upper limit
Threshold	[Gest_escolar = 1]	-6,529	.588	123,351	1	.000	-7,681	-5,377
	[Gest_escolar = 2]	-,829	.453	3,344	1	.067	-1,717	,059
Location	[Ges_condi=1]	-6,701	.711	88,931	1	.000	-8,094	-5,308
	[Ges_condi=2]	-3,212	.501	41,115	1	.000	-4,194	-2,230
	[Ges_condi=3]	0 ^a	.	.	0	.	.	.

Link function: Logit.

^a This parameter is set to zero because it is redundant.

Regarding the result, according to table 11, the regression coefficient with respect to the management of operating conditions and resources, whose Wald value is 88.9, this being significant because the value of $p = .000$ less than the value of $\alpha = .05$.



Table 12
Areas under the curve of the managerial performance variable

Variables	Pedagogical processes	School culture	Management of operating conditions
Área	.656	.696	.701

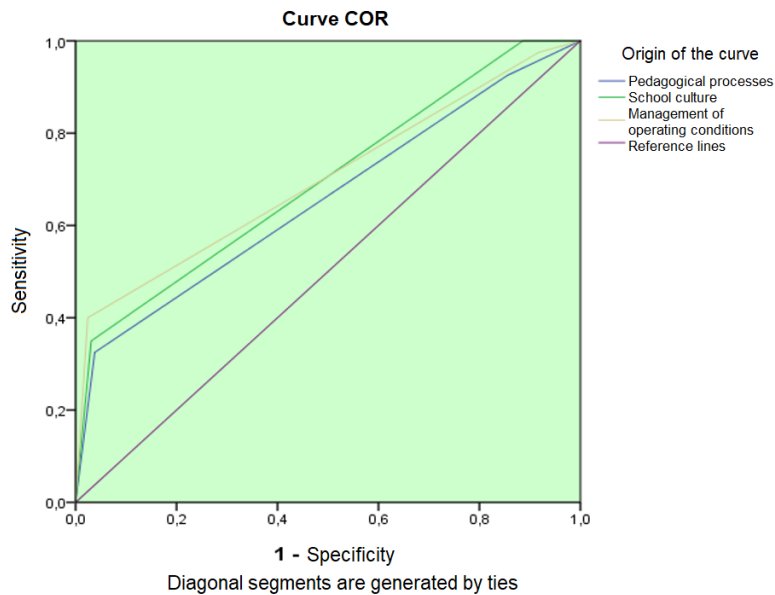


Figure 5. Representation of the COR area as an incidence of the dimensions of managerial performance

Specific Result 4

H0 There is no significant influence of the setting direction dimension in school management focused on learning in educational institutions in East Lima.

H4 There is significant influence of the dimension to establish direction in school management focused on learning in educational institutions in East Lima.

For the pseudo coefficient, in Figure 5, for determining the setting direction dimension, the results of the pseudo R squared specify that the percentage dependence of school management focused on learning of the setting direction dimension, according to the Nagalkerke coefficient depends 20.9%.



Table 13

Presentation of the coefficient set direction, in school management focused on learning

		Parameter estimates						Interval at 95%	
		Estimate	Standard error	Wald	gl	Sig.	Lower limit	Upper Limit	
Threshold	[Gest_school = 1]	-5,474	.513	114,048	1	.000	-6,479	-4,470	
	[Gest_school = 2]	-,151	.378	,159	1	.690	-,893	,591	
Location	[Esta_direc=1]	-3,960	.565	49,083	1	.000	-5,068	-2,852	
	[Esta_direc=2]	-2,318	.434	28,542	1	.000	-3,169	-1,468	
	[Esta_direc=3]	0 ^a	.	.	0	.	.	.	

Link function: Logit.

^a This parameter is set to zero because it is redundant.

Regarding the result, according to table 13, the regression coefficient with respect to the set direction dimension, whose Wald value is 49, this being significant because the value of $p = .000$ is less than the value of $\alpha = .05$.

Specific Result 5

H0 There is no significant influence of the dimension develop staff in school management focused on learning in educational institutions in East Lima

H5 There is a significant influence of the dimension develop staff in school management focused on learning in educational institutions in East Lima

For the pseudo coefficient for determining the dimension to develop staff, the results of the pseudo R squared specify that the percentage dependence of school management focused on learning the dimension to develop staff, according to the Nagalkerke coefficient depends on 24.4%.

Table 14

Presentation of the coefficient to develop staff, in school management focused on learning

		Parameter estimates						Interval at 95%	
		Estimate	Standard error	Wald	gl	Sig.	Lower limit	Upper limit	
Threshold	[Gest_school = 1]	-5,768	.517	124,680	1	.000	-6,780	-4,755	
	[Gest_school = 2]	-,354	.377	,881	1	.348	-1,092	,385	
Location	[Des_per=1]	-4,344	.576	56,942	1	.000	-5,472	-3,215	
	[Des_per=2]	-2,630	.437	36,286	1	.000	-3,485	-1,774	
	[Des_per=3]	0 ^a	.	.	0	.	.	.	

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Regarding the result, according to table 14, the regression coefficient with respect to the develop staff dimension, whose Wald value is 56.9, this being significant because the value of $p = .000$ is less than the value of $\alpha = .05$.



Specific Result 6

H0 There is no significant influence of the dimension managing teaching-learning processes in school management focused on learning in educational institutions in East Lima

H6 There is significant influence of the dimension managing teaching-learning processes in school management focused on learning in educational institutions in East Lima

For the pseudo coefficient of determination of the dimension manage the teaching-learning processes, the results of the pseudo-R squared, specify that the percentage dependence of school management focused on learning of the dimension manage the teaching-learning processes, according to the coefficient of Nagelkerke depends 22.5%.

Table 15

Presentation of the coefficient management of teaching-learning processes of teaching-learning, in school management focused on learning

		Parameter estimates						
		Estimate	Standard error	Wald	gl	Sig.	Interval at 95%	
							Lower limit	Upper limit
Threshold	[Gest_school = 1]	-5,456	.482	128,315	1	.000	-6,400	-4,512
	[Gest_school = 2]	-,126	.343	,135	1	.714	-,798	,547
Location	[Gest_proc.T-L =1]	-4,113	.562	53,542	1	.000	-5,215	-3,011
	[Gest_proc.T-L =2]	-2,489	.410	36,923	1	.000	-3,292	-1,686
	[Gest_proc.T-L =3]	0 ^a	.	.	0	.	.	.

Link function: Logit.

Regarding the result, according to table 15, the regression coefficient with respect to the management dimension of the teaching-learning processes, whose Wald value is 53.5, this being significant because the value of $p = .000$ less than the value of $\alpha = .05$.

Specific Result 7

H0 There is no significant influence of the dimension redesign the organization in school management focused on learning in the educational institutions of East Lima.

H7 There is significant influence of the dimension redesign the organization in school management focused on learning in educational institutions in East Lima.

For the pseudo coefficient of determination of the dimension redesign the organization, the results of the pseudo R squared, specify that the percentage dependence of school management focused on learning of the dimension redesign the organization, according to the Nagelkerke coefficient depends on 15.4%.



Table 16

Presentation of the coefficient redesign the organization, in school management focused on learning

		Parameter estimates					Interval at 95%	
		Estimate	Standard error	Wald	gl	Sig.	Lower limit	Upper limit
Threshold	[Gest_school = 1]	-4,796	.461	108,451	1	.000	-5,698	-3,893
	[Gest_school = 2]	,317	.336	,891	1	.345	-,341	,975
Location	[Red_organ=1]	-3,208	.524	37,508	1	.000	-4,234	-2,181
	[Red_organ=2]	-1,886	.398	22,507	1	.000	-2,665	-1,107
	[Red_organ=3]	0 ^a	.	.	0	.	.	.

Link function: Logit.

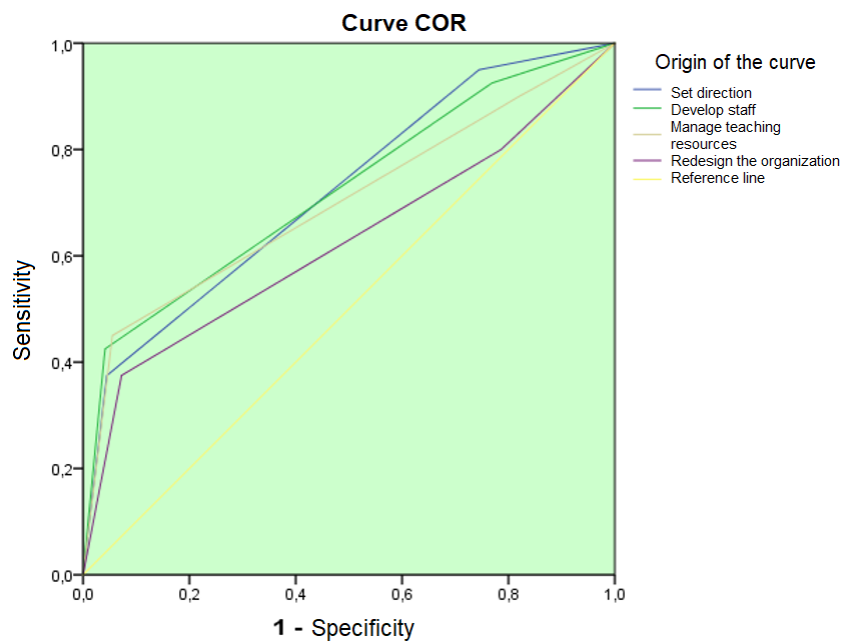
a. This parameter is set to zero because it is redundant.

Regarding the result, according to table 16, the regression coefficient with respect to the dimension redesign the organization, whose Wald value is 37.5, this being significant because the value of $p = .000$ less than the value of $\alpha = .05$.

Table 20

Areas under the curve of the pedagogical leadership variable

Variables	Establish direction	Develop staff	Manage T-L resources	Redesign the organization
Área	,721	,722	,699	,625



Diagonal segments are generated by ties

Figure 6. Representation of the COR area as an incidence of the dimensions of pedagogical leadership



DISCUSSION

The results of the investigation regarding the general objective in which the hypothesis was raised if there is an incidence between the independent variable managerial performance; The Pseudo R-squared test presents the percentage dependence of managerial performance and pedagogical leadership in school management focused on learning in educational institutions in East Lima. Which the Nagelkerke coefficient that learning-centered school management depends on 55.9% of managerial performance and pedagogical leadership. The representative area of 72%, according to what is observed in the COR curve, represents a high involvement with managerial performance. This dependency is associated with the investigation Vilella (2015), who developed his thesis on the competencies of successful directors, generating a model of 18 competencies related to the performance of successful school directors, the functions of the director that will lead him to be successful. The results were obtained through the regression that associated the predictors with the dependent variable.

Regarding the pedagogical leadership studied in this research, as an independent variable, through the Pseudo R squared coefficient it reaches a value of 55.9% Nagelkerke results corroborated with the research work of Párraga (2017), his study concluded that pedagogical leadership and the organizational climate influence the commitment of school management, which also used the Chi square test 29.895, which the data obtained lends itself to show the dependence of the study variables. Likewise, Flores (2015) also reinforces the results obtained. The treatment of his data was also through regression analysis to explain the association of the predictor and the dependent variables his study revealed a statistically significant relationship between leadership as a predictor of school improvement. Both studies corroborate those obtained in the research carried out in the educational institutions of East Lima.

The results regarding school management focused on learning, whose dimensions are the school management commitments where managers and teachers must fulfill them. According to the treatment of the data, it is shown that the respondents stated that school management focused on learning, in the educational institutions of East Lima, is regular in 80.9%, while 12.1% say that it is efficient, and only 7.0% stated that school management focused on learning is deficient. In this sense, these commitments are expressed in the indicators, so that they are measurable, the student body being its fundamental purpose, to increase learning, reaching educational quality (Sucari & Quispe, 2019).

From the findings found and from the analysis of the results, with respect to the general objective, regarding the Pseudo R-squared test, the percentage dependence of directive performance and pedagogical leadership that affect school management focused on the Learning, in which we have the Nagelkerke coefficient, implicated in the variability of school management focused on learning, 55.9% depends on managerial performance and pedagogical leadership. Likewise, the results of the COR curve, the area that represents the classification capacity of 72%, representing a high implication of managerial performance and an area of 73% of implication of pedagogical leadership in school management focused on learning, in the educational institutions of East Lima. In this sense, the commitments of school management focused on learning, assesses timely enrollment without any kind of conditioning of the student body, which at the same time also evaluates the promotion of pedagogical use of educational resources (Oplatka, 2019), Likewise, the directors of educational institutions carry out, for research on pedagogical leadership (Culqui, 2016), representing school, participatory and democratic management focused on learning; it is deficient; with 42% of the teachers surveyed.

The findings found and the analysis of the results, regarding the specific objective one, regarding the Pseudo R squared test, what is required is the percentage dependence of the pedagogical processes dimension in school management focused on learning, according to the Nagelkerke coefficient involved in the variability depends on 25.8% of the pedagogical processes. Likewise, the result of the COR curve, the area that represents the classification capacity is 65.6%, a moderate implication in school management focused on learning, in the educational institutions of East Lima. In the same vein, the pedagogical processes dimension of the independent variable showed a direct



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correlation reaching a level of 89.7% corresponding to a high positive correlation (Casas, 2019; Culqui, 2016), stating that the higher the pedagogical processes, the ranks of school management are higher.

The findings found and the analysis of the results, regarding the specific objective 2, regarding the Pseudo R squared test, specifies the percentage dependence of the school culture dimension in school management focused on learning, according to the Nagelkerke coefficient depends on 32.2% of the school culture. In addition, the school culture dimension whose Wald value is 79.4, this being significant since the p -value is <at the level of significance ($p < \alpha = 0.05$). The result of the COR curve also shows a dependency area of 69.6%, this being a moderate implication in school management focused on learning in educational institutions in East Lima. Likewise, the school culture dimension of the independent variable showed a direct correlation reaching a level of 88.6% corresponding to a high positive correlation (Casas, 2019), showing that, with more school culture, the ranks of the School Management.

The findings found and the analysis of the results with respect to objective 3 regarding the Pseudo R-squared test, specifies the percentage dependence of the dimension operating conditions and resources in school management focused on learning, according to the Nagelkerke coefficient depends 35.0% on operating conditions and resources. Likewise, the Wald value is 88.9, this being significant since the p -value is <at the level of significance ($p < \alpha = 0.05$). The result of the COR curve, a dependency area of 70.1%, this being the implication in school management focused on learning in the educational institutions of East Lima. Similarly, the dimension manages the operating conditions and the resources of the independent variable, showed a direct correlation reaching a level of 73.6% corresponding to a moderate positive correlation, (Casas, 2019), expressing that, the more management of resources, also ascends the ranks of school management focused on learning.

From the findings found and the analysis of the results regarding the specific objective 4, regarding the Pseudo R-squared test, the percentage dependence of the dimension set direction is specified, in school management focused on learning, according to the Nagelkerke coefficient, 20.9% of the direction establishment dimension. We also found that the value of the Wald coefficient is 49.0, this being significant since the p -value is <at the level of significance ($p < \alpha 0.05$). The dependency area according to the COR curve is 72.1% implication in school management focused on learning in educational institutions in East Lima. In the same way, the dimension establishes the direction of the independent variable, (Papic, 2019) showed a direct correlation reaching a level of 89.6% corresponding to a high positive correlation, establishing that the higher the performance of the direction, the higher the ranges of school management, within school institutions.

Regarding the specific objective 5 of the research, the findings and the data analysis, of the dimension to develop the staff, regarding the Pseudo R-squared test, it specifies the percentage dependence on school management focused on learning, according to the Nagelkerke coefficient, 24.4% depends on the dimension to develop the personnel. Likewise, the Wald value of 56.9 was found, being this significant since the p -value is <at the level of significance ($p < \alpha 0.05$). The result of the COR curve is 72.2% of the area of involvement in school management focused on learning in educational institutions in East Lima. In parallel, the dimension to develop the staff of the independent variable showed a direct correlation reaching a level of 78.6% corresponding to a moderate positive correlation (Papic, 2019). In this sense, it is shown that the more developed the managerial staff, the higher the ranks of school management.

The specific objective 6 of this research shows that, in terms of the Pseudo R-squared test, specifies the percentage dependence on school management focused on learning, according to the Nagelkerke coefficient depends 22.5% of the dimension management of teaching-learning conditions. Likewise, the Wald value with respect to this dimension is 53.5 also significant because the p -value is <at the level of significance ($p < \alpha = 0.05$). The area of implication of this dimension with respect to school management focused on learning is 69.9% dependency, in the educational institutions of East Lima. Similarly, the dimension manages the teaching processes of the independent variable showed a high positive correlation, (Barba & Delgado, 2021), measuring that with greater pedagogical leadership, the levels of school management also rise, determining optimal quality educational.



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The results found and the analysis of the data, with respect to the specific objective 7, regarding the Pseudo R-squared test, specifies the percentage subjection in school management focused on learning, according to the Nagelkerke coefficient, 15.4% depends on the dimension redesign the organization. Finally, we find the Wald value of 37.5 being this significant because the p_ value is <at the level of significance ($p < \alpha = 0.05$). It was also determined that the area of implication in the COR curve on this dimension is 62.5% of dependence on school management focused on learning in educational institutions in East Lima. Also, the dimension redesigns the organization of the independent variable, evidenced a high positive correlation (Rafael & Orbegoso, 2019), showing that with more school culture, the ranks of school management also rise, impacting on the capacity of the educational institution and in the same learning of the student body.

LIMITATIONS

Although there are conclusive studies related to managerial performance and pedagogical leadership, mainly in Peruvian regular basic education, no publications of this type related to school management in learning were found. Although undergraduate thesis investigations are consistent with the first variables, neither do master's or doctoral theses that address this problematic reality in depth are predominant. Nor is it feasible to locate publications of original type articles, theoretical, systematic reviews, or meta-analyzes linked to the aforementioned topic.

Another limitation in this article was the third variable used, school management focused on learning, insofar as it only exists in the governing documents of the Peruvian Ministry of Education, pedagogical, school and institutional management, for the realization of the quality of education. Generating new management repertoires focused on learning that are clearly evidenced in school management commitments, through the Good Executive Performance Framework, the Quality Accreditation Matrix of Educational Management of Institutions and the Guidelines and Competencies of the Strategic Learning Achievements Program, on the contrary, the variable is not appreciated in the scientific articles, being necessary to deepen it in order to carry out future studies.

CONCLUSIONS

The study variables were analyzed and adjusted to the ordinal logistic regression model, the results of which were goodness of fit. It determined that there is influence of the two variables: managerial performance and pedagogical leadership with respect to the dependent variable school management focused on learning, the Chi square value of 165.6 and $p = 0.000$ less than $\alpha = .05$, indicating the dependence of variables.

School management focused on learning depends on directive performance and pedagogical leadership. According to previous studies, it improves student learning by providing theoretical and methodological aspects in the planning, organization, direction and evaluation for the activity and operation of the educational institution in all modalities and educational levels. Similarly, the appearance of school management focused on learning emerges as a positive alternative to the current educational problem, becoming a process for the optimal development of the members of the educational community.

The student body, the teaching team and the hierarchical staff often face the bureaucratization of school educational training, which is why it is relevant to establish school strategies and educational dynamics, raising educational quality, through analysis about the implementation and viability of the school conditions of each educational institution, in order to face the challenges and challenges of society.

The managerial performance through its management commitments, together with the pedagogical leadership through its dimensions, contribute highly to the school management focused on learning, perceiving a high implication for the benefit of the schoolchildren of each educational establishment and being viable within of each school environment, where the learning process is manifested jointly and not individually or in isolation, promoting learning standards in each context.



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Finally, the perspective of school management focused on learning, results from a process of changes and new reforms of government educational policies linked to the educational process, with the purpose of implementing actions to articulate and innovate the quality of student learning, and therefore the effectiveness of the educational system itself.

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