

## Transformational Leadership and Pedagogical Management in Basic Education Teachers in Peru: A Case Study

David Porras-García ([d.porras@ulasalle.edu.pe](mailto:d.porras@ulasalle.edu.pe)), Universidad La Salle, Arequipa, Perú

Aleixandre Brian Duche-Pérez ([aduche@unsa.edu.pe](mailto:aduche@unsa.edu.pe)), Universidad Nacional de San Agustín, Arequipa, Perú



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**Abstract:** *Transformational leadership and teacher development play a pivotal role in the educational sphere. By strengthening pedagogical skills and fostering a collaborative environment centered on teacher well-being, a more effective and enriching education can be achieved. This research explores the interaction between transformational leadership and pedagogical management in 78 basic education teachers from a Peruvian institution. To this end, Medina's (2010) transformational leadership questionnaire was used, along with adaptations of Oliveros' (2011) and Penalva's (2013) questionnaires designed to evaluate pedagogical management. The findings reveal that effective strategies for enhancing teacher motivation and performance include development programs, incentives, and ongoing training. Thus, transformational leadership emerges as an essential element to improve pedagogical competencies and encourage continuous teacher development. In conclusion, the significance of teachers' emotional and physical well-being for their classroom effectiveness is emphasized, underscoring the need for programs that boost this leadership style and ensure the well-being and sustained training of educators.*

**Keywords:** Basic Education Teachers, Pedagogical Skills, Teacher Well-Being, Transformational Leadership

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### Introduction

The educational world finds itself in an environment of constant change and adaptation. Over the past few decades, schools have not been immune to the pressure of achieving better results. International school performance tests (TIMMS, OREALC, IEA, PIRLS, PISA) show a ranking that drives the pursuit of continuous improvement in an increasingly competitive environment. The goal of these tests is not only to elevate the standards of educational quality in students' academic performance but also in managing the educational environment, establishing spaces conducive to innovation and mutual trust through more effective leadership and enhanced teacher performance.

Worldwide, basic education in the era of globalization and the knowledge society is the responsibility of states, aiming for the sustainable development of their nations and thus addressing societal challenges. Ensuring the quality of education is paramount (UNESCO, 2009). Basic education requires transformational leadership from its teachers and pedagogical management as it offers an advantage to educational institutions. Therefore, the leadership of teachers in educational institutions is paramount given the demands for change brought about by globalization. This change will influence the academic dynamics that allow for the development of attitudes and values in both teachers and students.

Leadership in teachers is developed at different levels depending on the degree of responsibility and the duration of service within the educational context, both institutionally and in the classroom. However, this leadership can wane over time, making it necessary to strengthen it to invigorate pedagogical management in the classroom and support the growth and development of the organization due to the changes required by teachers and students. Therefore, in recent years, there has been a surge in studying and measuring transformational leadership in schools, driven particularly by its positive influence on various dimensions of educational management: teaching, leadership, student learning, and school organization (Sun, J., Chen, X. & Zhang, S. 2017; Sardón, D. 2017).

Of the different models of effective leadership, transformational leadership has been the most developed since the 90s, starting with studies by Burns (1978) and its subsequent evolution in educational environments by Bass (1985, 1990) and Bass & Avolio (1993, 2003, 2010). Introduced by Burns, a transformational leader is one who brings about radical changes in their followers, both in behavior and perception (Burns, 1978 as cited by Medina).

Meanwhile, Bass (1985) expanded the influence of this leadership to the motivation of followers in terms of attitudes, inspiring them to achieve higher objectives. This leadership is described by four components:

- Charisma (achieving admiration, respect, trust from followers by providing an optimistic vision of the organization)
- Inspiration (allowing collaborators to reach common goals framed within the institutional vision)
- Intellectual stimulation (challenging creativity and pushing beyond the "comfort zone")
- Individualized consideration (respecting and supporting individuality and the personal and professional development of each of its followers) (Bass, 1990).

At the same time, it is one of the most complex leadership styles due to the multiplicity of roles expected of it (Bartoletti & Connelly, 2013). One field of research in transformational leadership in the school environment that has been gauged through various surveys has been its relationship with school management and direction. Sardón, D. (2017) sought to determine the relationship between the type of transformational leadership used by the principal and educational management, finding it to be a decisive factor in the quest for educational excellence. Other studies aimed to recognize the key role of educational leadership in school improvement and change, with a highly positive impact on learning outcomes by influencing motivation, commitment, and favorable conditions for teachers' job performance (Martínez-Ruiz, M.A., & Hernández-Amorós, M.J. 2016). Veeriah, J., Piaw, C., Li, S. & Hoque, K. (2017) focused on examining the relationships between the transformational leadership practices of principals and school culture. They assert that leadership is key to school success, and in the case of principals, it is crucial to achieve educational efficiency since transformational educational leaders empower their teachers by motivating and challenging them to innovate and change the organizational culture. In this way, it achieves greater commitment from everyone and continuous improvement.

For teachers, leadership is a constant and ongoing challenge. Additionally, it is a key factor in their professional performance. This has been the subject of numerous research studies. Sirin, Y., Aydın, O. & Bilir, F. (2018) examined how leadership behaviors in schools are perceived by teachers as leading to greater alignment with organizational mission and vision, as well as greater group cohesion, dedication to work, and job satisfaction. Meanwhile, López-Vilchez, J., Grau-Alberola, E., Gil-Monte, P. & Figueiredo-Ferraz, H. (2019) analyzed the influence of Transformational Leadership (TL) and Laissez-faire (LLF) styles in supporting and achieving job satisfaction versus the risk of "burnout". Such leadership proved positive for the support it provides to collaborators, interest in their satisfaction, and motivation for its followers to question the organization's order and practices. Additionally, Kouni Z., Koutsoukos M., Panta D. (2018) investigated teachers' perceptions and to what extent transformational leadership contributes to school commitment, showing a significantly positive relationship, likewise, with job satisfaction and organizational commitment.

From a psychological perspective, transformational leadership styles in the school environment have been shown to contribute to an empowering environment for teachers, creating a climate without fear of punishment, of constant innovation, and positively affecting organizational creativity (Sagnak, M., Kuruoz, M., Polat, B & Soylu, A. 2015). This is thanks to the positive effects that transformational leadership generates in teachers, such as motivation, self-esteem, and confidence. (Clipa, O., & Greciuc, M.-A. 2018).

Báez Mirón, F.; Zurita Ortega, F.; Martínez Martínez, A. & Zagalaz Sánchez, M.L. (2019) measured the importance of emotional intelligence in teachers' leadership ability as a primary element to improve educational quality. Additionally, Álvarez, O., Tomás, I., Estevan, I., Molina-García, J., Queralt, A. & Castillo, I. (2018) analyzed the psychometric properties of the Spanish version of the Transformational Teaching Questionnaire (TTQ) that shows how transformational teacher leadership empowers and inspires their students to transcend their own interests and to have self-confidence, enhancing their participation.

These investigations on transformational leadership have allowed for the study of its relationship with pedagogical management as one of the key elements of the school system that most positively influences the achievement of educational quality. We can define pedagogical management as the coordinated actions and resources to enhance the pedagogical and didactic process carried out by teachers collectively, to direct their practice towards the fulfillment of educational purposes. (Loza, 2013).

Medina (2010) regarded transformational leadership in teachers as a systematic tool that facilitates changes to reorganize educational institutions, thereby increasing their efficacy through educational management. This entails guiding the efforts of a group towards achieving common objectives, which necessitates effective leadership. In this regard, Druker (1994) posits that pedagogical management refers to the art and science of managing activities inherent to the educational system, designing, organizing, coordinating, and evaluating people and resources to achieve success in the teaching-learning process (Botez& Urban, 2017).

Due to the growing complexity of directorial work, such management has, in recent decades, been distinguished from executive tasks. This has led to roles such as academic coordination, head of studies, heads of pedagogical technical units, or teaching coordinators (depending on the country's nomenclature) emerging in the school organizational chart. The common factor among them is to advise the principal and lead the pedagogical management of educational centers (Rodríguez, G. & Gairin, J., 2017). Pedagogical management responsibilities in directors have been studied by Leal & Novaes (2018), highlighting the pedagogical responsibility of school management tasks such as animation, leadership, planning, communication, evaluation, and innovation.

Pedagogical management's relationship with educational quality has also been studied. Rodríguez (2016) reflects on the core elements of the educational system that influence the quality of learning, highlighting pedagogical management. In his research, he concludes that training teachers in pedagogical practice is key to achieving quality learning. Pirmaganbet, I., Galya, K., Rustenova, Z. & Zhunusova, N. (2015) emphasize the dependence of educational quality on pedagogical management, asserting that pedagogical systems don't arise spontaneously, but are the result of self-management through the integration and interaction of different educational system components.

As pointed out by Carbonel (cited by Peñalva, Hernández, and Guerrero, 2013), the teacher's role has evolved to adapt to new educational needs. As a manager of the teaching-learning processes and as someone who must ensure proper classroom management, teachers are expected to lead the pedagogical process. This management falls under pedagogical management, understood in its planning, execution, and evaluation dimensions; therefore, it's significant. In the Basic Level Educational Institution, most teachers are trained educators who carry out the process of educating. It's essential to understand how they manage pedagogical activities in the classroom. Like every educational institution, its teaching staff needs to embrace necessary changes for effective leadership that influences other teachers and pedagogical management. Its ultimate goal is to discover and develop students' abilities and capacities in the learning process, providing them with knowledge, skills, attitudes, and values that lead to a productive life in their professional performance. Thus, a strong leadership, especially transformational leadership, is required in teachers to facilitate good pedagogical management in the classroom.

One of the teacher's roles is planning with the purpose of organizing their educational practice to reduce uncertainty levels and anticipate actions and events within the classroom. Therefore, the teacher must define their objectives to achieve the institution's mission and vision, their appropriate educational processes to address the challenges they face based on the needs, conditions, and resources available, ensure efficient use of the resources at their disposal, and determine how their teaching practice can best foster competencies in students. Additionally, the institution relies on coordination by level to form work teams, for periodic informational and work meetings, and for supervision and follow-up, which allows for the development of leadership and dialogue among peers to improve teaching and learning processes.

To achieve competencies in students, teachers must combine a set of knowledge with learning techniques, skills, and attitudes; these are coordinated and integrated with the aim of applying them in a specific, ever-changing context. These formative processes shape students into individuals who know, do, and are, solving problems and efficiently addressing situations. Hence, using didactic and methodological strategies, teachers should seek to lead education that connects with teaching and learning environments, motivating their students.

According to Martins, Cammaroto, Neris, and Canelón (2009), assessment should be directed towards modifying behaviors and performances, allowing the verification of the effectiveness of the achievements obtained concerning the proposed objectives, thereby facilitating the improvement of the teacher's actions. With transformational leadership being a tool that commits to fulfilling teachers' duties for change, it

motivates and convinces them that their work objectives align with those of their institution. For this reason, we also want to investigate the relationship between transformational leadership and pedagogical evaluation.

In this regard, this research study seeks to ask: What is the relationship between transformational leadership and pedagogical management? What is the relationship between transformational leadership and pedagogical planning? And, what is the relationship between transformational leadership and pedagogical execution?

### Materials and Methods

The present research adopts a quantitative approach. By nature, the study is basic and is descriptive in level due to the characterization of its features. The design is non-experimental and correlational because it describes the relationships between the variables. It is also cross-sectional, as the objectives are geared towards the analysis of the variables through data collection at a single point in time.

The study population consists of teachers from a private educational institution located in the city of Arequipa (Peru). The universe is made up of 78 teachers working at the Primary and Secondary levels. However, for the determination of the sample, a non-probabilistic and purposive sampling type was applied due to the following inclusion and exclusion sample criteria:

- The inclusion criteria taken into account were teachers who teach one or more courses at different educational levels and who have a minimum of 01 year of teaching experience in the educational institution prior to the date of the instruments' application.
- The exclusion criteria will consider excluding teachers with less than 01 year of teaching experience in the school.

In this regard, the final sample consisted of 59 participants, whose characteristics are described in Table 1 presented below:

**Table 1: Characterization of the Study Sample**

Variable	Indicator	N	%
Gender	Male	20	33,9
	Female	39	66,1
Age	20 to 29 years	0	0,00
	30 to 39 years	20	33,9
	40 to 49 years	27	45,8
	50 to 59 years	11	18,6
	60 to 69 years	1	01,7
	70 years and over	0	0,00
Years of teaching experience	less than 10 years	0	0,00
	10 to 19 years	31	52,5
	20 to 29 years	23	39,0
	30 to 39 years	5	08,5
	40 years and over	0	0,00
Years of teaching experience at this school	less than 4 years	10	16,9
	05 to 09 years	17	28,8
	10 to 14 years	17	28,8
	15 to 19 years	6	10,2
	20 to 24 years	4	06,8
	25 to 29 years	4	06,8
	30 to 34 years	0	0,00
	34 to 39 years	1	1,7
Leadership positions in other educational institutions	Yes	15	25,4
	No	44	74,6

Leadership positions in other educational institutions	Coordination	10	16,9
	Direction	05	08,5
	None	44	74,6
Leadership positions at this educational institution	Yes	13	22,1
	No	46	77,9
Leadership positions at this educational institution	Senior management	1	01,7
	Advisory	5	08,5
	Coordination	5	08,5
	Leadership	2	03,4
	None	46	77,9
Employment status	Appointed	50	84,75
	Contracted	9	15,25

The technique used for data collection was the survey, and two questionnaires were utilized as instruments:

- **Transformational Leadership Variable Instrument:** The questionnaire for transformational leadership, created by Medina (2010), is organized according to the characteristics of transformational leadership in teachers. These are organized into 05 dimensions: teacher motivation, teacher interest in stimulating peers and providing trust concerning other teachers, the image projected by teachers, and teacher tolerance. In total, they consist of 20 items. The Likert scale rates almost none (1), some (2), many (3), and almost all (4). Additionally, the instrument's reliability coefficient was identified through the Cronbach's Alpha statistical test, yielding a result of 0.874, indicating good internal consistency.
- **Pedagogical Management Variable Instrument:** The observation sheet for pedagogical management is an adaptation from the questionnaire developed by Oliveros (2011) and Penalva (2013). It is organized into 03 dimensions: planning, execution, and evaluation of pedagogical management. The first dimension has 03 indicators and 11 items, the second with 04 indicators and 14 items, and the third with 04 indicators and 12 items. The scale considers: basic (1), regular (2), good (3), and very good (4). The reliability coefficient of this instrument was 0.959, which is rated as excellent.

For the application of the instruments, the approval and permission of the school's principal were obtained. Subsequently, after coordinating with the school's authorities, the respective instruments were applied at times that did not interrupt classes and in coordination with the teaching staff. The instruments were administered virtually.

The methodology involved a link to a survey made in a Google form, which was forwarded by the principal to the email addresses of all teachers. In each case, the instrument applied to the sample took approximately 20 to 30 minutes.

Upon completion of the fieldwork, the data obtained from the instruments were processed in the Statistical Package for the Social Sciences (SPSS) version 25.0. Subsequently, frequency tables of the data were created, the normality test was performed, and the correlation coefficient was identified to verify the hypotheses.

## Results

Table 2 displays the results of the Kolmogorov-Smirnov normality test for the various variables and dimensions set forth in this study:

**Table 2: Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistical	gl	Sig.
Teachers' motivation	.122	59	.029
Teachers' interest in encouraging their colleagues towards innovation and academic training	.142	59	.005
Teachers' interest in providing trust and closeness in relation to other	.240	59	.000

teachers			
Image projected by the teachers	.200	59	.000
Teachers' tolerance	.223	59	.000
Transformational leadership	.114	59	.054
Planning	.166	59	.000
Execution	.114	59	.056
Evaluation	.178	59	.000
Pedagogical management	.127	59	.019

a. Lilliefors Significance Correction

The "Motivation of Teachers", with a statistic of .122 and a p-value of .029, suggests that the distribution of responses does not follow a normal distribution at the 5% significance level. This is similar for "Interest of Teachers in Stimulating their Colleagues in Innovation and Academic Training", as a p-value of .005 indicates that the distribution is also not normal. Additionally, the "Interest of Teachers in Providing Trust and Closeness in Relation to Other Teachers" has a p-value of .000, which clearly indicates that the data distribution is not normal. The same goes for "Image Projected by Teachers", "Tolerance of Teachers", "Planning", and "Evaluation", all with a p-value of .000, and "Pedagogical Management" with a p-value of .019, confirming the non-normality in these variables.

However, there are variables that display a different behavior. "Transformational Leadership", with a p-value of .054, suggests that the distribution could be normal at the 5% significance level. Similarly, "Execution" has a p-value of .056, which indicates that it might have a normal distribution.

In conclusion, based on a 5% significance level ( $\alpha=0.05$ ), it is identified that most of the variables do not follow a normal distribution. For the analysis of these variables, non-normality will be considered and, therefore, the suitable statistical test for hypothesis verification will be the Spearman rank correlation coefficient, also known as Spearman's  $\rho$  (rho), which is a non-parametric measure of rank correlation.

Table 3: Spearman's Rho Correlation

		Planning	Execution	Evaluation	Pedagogical management
Teachers' motivation	Correlation coefficient	,293*	,337**	.249	,332*
	Sig. (two-tailed)	.024	.009	.058	.010
	N	59	59	59	59
Teachers' interest in encouraging their colleagues towards innovation and academic training	Correlation coefficient	.029	.184	-.013	.067
	Sig. (two-tailed)	.825	.164	.921	.614
	N	59	59	59	59
Teachers' interest in providing trust and closeness in relation to other teachers	Correlation coefficient	,331*	,327*	.159	,294*
	Sig. (two-tailed)	.010	.012	.228	.024
	N	59	59	59	59
Image projected by the teachers	Correlation coefficient	,422**	,308*	,366**	,392**
	Sig. (two-tailed)	.001	.018	.004	.002
	N	59	59	59	59
Teachers' tolerance	Correlation coefficient	,326*	,289*	,346**	,343**
	Sig. (two-tailed)	.012	.026	.007	.008
	N	59	59	59	59
Transformational leadership	Correlation coefficient	,348**	,366**	,278*	,359**

	Sig. (two-tailed)	.007	.004	.033	.005
	N	59	59	59	59

\*\* . The correlation is significant at the 0.01 level (two-tailed). \* . The correlation is significant at the 0.05 level (two-tailed).

Table 3 delves into the relationships between various teacher characteristics and behaviors pertaining to transformational leadership. These are juxtaposed against different categories related to teacher actions or attitudes, notably planning, execution, evaluation, and pedagogical management. Using Spearman's Rho coefficient, several key findings emerge.

"Teacher Motivation" stands out positively, correlating with "Planning" ( $\rho=0.293$ ,  $p=0.024$ ) at a 0.05 significance level and more robustly with "Execution" ( $\rho=0.337$ ,  $p=0.009$ ) at a 0.01 significance level. It does hint at a positive trend with "Evaluation" ( $\rho=0.249$ ) though it isn't statistically significant ( $p=0.058$ ). Yet, a significant and positive correlation exists with "Pedagogical Management" ( $\rho=0.332$ ,  $p=0.010$ ) at the 0.05 level.

In contrast, the "Interest of Teachers in Stimulating their Colleagues in Innovation and Academic Training" doesn't produce significant statistical correlations with any category, suggesting a lack of clear relationships with the aforementioned variables. Simultaneously, the "Interest of Teachers in Providing Trust and Closeness in Relation to Other Teachers" has noteworthy correlations with "Planning" ( $\rho=0.331$ ,  $p=0.010$ ), "Execution" ( $\rho=0.327$ ,  $p=0.012$ ), and "Pedagogical Management" ( $\rho=0.294$ ,  $p=0.024$ ), all at a 0.05 significance level. However, its correlation with "Evaluation" is absent.

Further, the "Image Projected by Teachers" correlates significantly across all categories. Specifically, "Planning" ( $\rho=0.422$ ,  $p=0.001$ ) and "Pedagogical Management" ( $\rho=0.392$ ,  $p=0.002$ ) both at the 0.01 level are standout relationships. "Teacher Tolerance" as a variable aligns significantly with all the categories, with "Evaluation" ( $\rho=0.346$ ,  $p=0.007$ ) and "Pedagogical Management" ( $\rho=0.343$ ,  $p=0.008$ ) both at the 0.01 level as the most prominent. "Transformational Leadership" isn't left behind, also showing significance across categories, especially with "Execution" ( $\rho=0.366$ ,  $p=0.004$ ) and "Pedagogical Management" ( $\rho=0.359$ ,  $p=0.005$ ) at the 0.01 level.

In wrapping up, it's crucial to emphasize that while these correlations between teacher behaviors and the listed categories exist, they don't denote causality. A surge in teacher motivation might correlate with better planning, but this doesn't confirm that increased motivation leads to enhanced planning. Hence, it's imperative to approach these findings with a perspective that acknowledges other potential influencing factors and the necessity for deeper research to ascertain causative links.

## Discussion and Conclusions

The intricate connection between motivation and pedagogical management has been the subject of extensive scholarly research, and our findings resonate deeply with pre-existing knowledge. Across the pedagogical management spectrum, motivation consistently registers positive correlations, substantiating its pivotal role in this domain. The strength of its correlation is particularly accentuated during the Execution stages, where it registers a significant correlation value of, 337\*\*. Moreover, its association with Pedagogical Management is commendable as well, with a notable correlation of, 332\*. These findings aren't isolated, as prominent scholars such as Loza (2013) and Martínez-Ruiz and Hernández-Amorós (2016) have previously underscored the intertwined nature of leadership, motivation, and pedagogical management. Our results bolster their claims, suggesting that a motivated teacher is more adept at effective pedagogical management.

However, the landscape changes slightly when delving into the correlation between the teachers' zeal for stimulating innovation among peers and the various stages of pedagogical management. Our research revealed that this enthusiasm doesn't necessarily transmute into enhanced performance in planning, execution, or evaluation. The correlations, in this case, were low and statistically non-significant, nudging us to re-evaluate our preconceived notions about the direct implications of a zest for innovation.

On another intriguing note, teachers' intent to foster an environment of trust and camaraderie with their colleagues exhibits a robust correlation with both the Planning and Execution stages. This revelation consolidates the belief that a culture of trust and collaborative efforts is the bedrock upon which successful pedagogical strategies are built.

When it comes to the image or perception associated with a teacher, our data unearthed substantial correlations across all stages of pedagogical management. It stands to reason that the reputation and image a teacher has within the academic community can profoundly impact their efficiency in pedagogical management. Rodriguez (2016), through his insightful studies, has emphasized the profound connection between the quality of teaching, learning practices, and the perceived image of the teacher, suggesting that this image can be a barometer for educational quality.

Additionally, teacher tolerance, an often-overlooked attribute, displayed consistent positive correlations with all stages of pedagogical management, and its influence seemed most pronounced during the Evaluation stage, where it peaked at ,346\*\*. Such findings hint at the importance of tolerance as a reflective tool in a teacher's arsenal, enabling them to navigate classroom challenges and evaluate students with a balanced, equitable approach.

Lastly, our exploration into the realm of transformational leadership and its correlation with pedagogical management was revealing. With significant correlations spanning all stages and particularly pronounced in Execution (,366\*\*) and Pedagogical Management (,359\*\*), our results echo the insights of Martins, Cammaroto, Neris, and Canelón (2009), Medina (2010), and Neves and Coimbra (2018). These researchers have consistently championed the pivotal role of transformational leadership in shaping educational outcomes.

The results reflect the importance of various factors in pedagogical management. Motivation, trust, the image projected by the teacher, tolerance, and particularly transformational leadership, are essential for effective pedagogical management. It is evident that teacher training and professional development should focus not only on technical competencies but also on interpersonal and leadership skills to improve the quality of education.

Promoting teacher motivation and professionalism is vital in the educational field. Implementing professional development programs, incentives, and recognitions can enhance teacher motivation, while offering training to project a positive professional image and continuous self-assessment benefit both student perception and pedagogical management. Establishing learning communities to share innovative ideas and promoting collaboration and trust among teachers through workshops and collaborative spaces reinforce teacher commitment and effectiveness in the classroom.

Pedagogical skills and teacher well-being are fundamental for a successful educational environment. Training teachers in topics of inclusion, diversity, and equity ensures proper handling of challenging situations in the classroom. It is crucial to boost transformational leadership in institutions and provide feedback and self-assessment tools for their professional development. Integrating research into teaching practice, allowing them to actively participate in research and seminars, enhances their ongoing updating. Lastly, ensuring the emotional and physical well-being of teachers is determinant for their performance and success in education.

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