

### **Teacher leadership and learning styles of high school students of an Educational Institution in Huamachuco, Peru**

#### **ABSTRACT**

The purpose of this work is to determine the impact generated by teacher leadership on the learning styles of students at the secondary level, from the César Vallejo Educational Institution, Huamachuco, during the year 2021 and; this study was based on the methods of non-experimental design of descriptive correlational type, for this there were 52 students of the fifth year of the secondary level, as a sample size for the application of the instruments during the collection of information. From all this, it was determined that, the Pearson correlation coefficient is 0.867, where it means that, the relationship between teaching leadership and learning styles is strong positive, and in turn this value is highly significant ( $p < 0.05$ ), which concludes that, Teacher leadership does generate significant impact on the learning styles of the students of the secondary level, of the César Vallejo Educational Institution of Huamachuco, during the year 2021. It is necessary to raise the present to the personnel involved as teachers of the aforementioned institution, in order to plan and organize orientation or training workshops for teachers and thus try to improve leadership and learning styles for the benefit of students.

**KEYWORDS:** Teaching Leadership, Learning Styles.

#### **INTRODUCTION**

In recent years, the OECD and the European Union have formulated various recommendations on school leadership, as an essential area for the improvement of educational quality since the development of pedagogical leadership is a key factor for improving the results of student learning styles, identifying this leadership as a key aspect for the quality of education, already in the seventies of the last century several studies coincided in pointing out a

good educational leadership as one of the traits shared by successful educational institutions (Pont and Nusche, 2011, p. 15). In the research carried out by Vaillant (2015) related to school leadership, he expresses that in South Korea teaching is a highly respected, professionalized and, therefore, well-paid profession, but only 5% of students at the secondary level when they complete higher studies can enter the teaching career and on average, after fifteen years of supervised and evaluated career, Korean teachers will increase their income by 80%. According to Espindola and León (2015) he points out that school leadership in Latin America is framed in a region with serious problems of repetition of courses and school dropout. In half of the countries of Latin America and the Caribbean, approximately 16 per cent of children in school drop out of school before completing primary school. In the Dominican Republic, El Salvador, Guatemala and Suriname, approximately 35 per cent of children drop out of primary school before the last grade; the worst percentage is that of Nicaragua with 56%. Regarding school leadership in Latin America in the research carried out in eight countries in this region: Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru and Uruguay. Castro and Muñoz (2012), affirms that for a good learning style to become in students at all levels, the contribution of a leading teacher is necessary to generate greater impact in the promotion and participation of the learning style and teacher development, and on the other hand it is necessary to establish directions through the identification and articulation of a vision in which people are allowed to develop, redesign the organization especially the school culture (p.12). Under this context in our country also occurs as a problem the problems of learning styles in students of various educational levels and part of it probably due to the lack of teaching leadership in being able to complement in the training of the student even more so due to these difficult times of pandemic, despite the fact that Peru was the first country in Latin America to decree the mandatory social isolation of its population on March 16, just 10 days after detecting its first case of COVID-19, as this quarantine has impacted the education of 9.9 million Peruvian students since the start of classes was postponed and face-to-face classes suspended. This problem is not alien to what happens in the district of Huamachuco in the educational institutions of secondary education on in the I.E. N° 80129 César Abraham Vallejo Mendoza we find, among the multiple

factors that influence the quality of education, the management of the management team, the management of the maintenance program, the supervision by the management team, the identification of the teachers with their institution working as a team, preparing their working documents (annual schedules, unit and class sessions) in isolation without coordinating with their work team. In the educational institution N° 80129 "César A Vallejo", in recent years there has been a rotation of managerial staff, denoting differences in the way of leading and managing, being applicable the causes indicated above, due to this arises the need to solve the following problem formulated in this study: How does teacher leadership generate impact on learning styles in students at the secondary level, of the César Vallejo Huamachuco Educational Institution, 2021? Regarding the methodological approach, the present research is justified because after its validity and reliability have been approved; the tools, methodology, technique and procedures may be used in future research of a similar nature. In this regard, the following objectives are established in this study, under the general approach is to determine the impact generated by teacher leadership on the learning styles of students at the secondary level, of the César Vallejo Educational Institution, Huamachuco, during the year 2021 and specifically is: identify the level of leadership of teachers at the secondary level, of the César Vallejo Educational Institution, Huamachuco, during the year 2021, as the second specific objective is to identify the level of the learning styles of the teachers of the secondary level, of the César Vallejo Educational Institution, Huamachuco, during the year 2021, as a third specific objective we have in, determine the impact generated by the teaching leadership with respect to the attitude in the learning styles of the students of the secondary level, of the César Vallejo Educational Institution, Huamachuco, during the year 2021, as for the fourth objective will be to determine the impact generated by the teaching leadership with respect to the classroom organization in the learning styles of the students of the secondary level, of the César Vallejo Educational Institution, Huamachuco, during the year 2021, and as for the fifth specific objective will be to determine the impact generated by the teaching leadership with respect to the characteristics of leader in the learning styles of students at the secondary level, from the César Vallejo Educational Institution, Huamachuco, during the year 2021. This allowed to focus on the inferential part

to respond to what is established in the aforementioned objectives, for this, as well as questions are formulated to be resolved before possible answers to formulate the following hypotheses, under the general aspect we have The teaching leadership generates significant impact on the learning styles of the students of the secondary level, of the César Vallejo Educational Institution of Huamachuco, during the year 2021, and specifically we have the following hypotheses: H1: The teaching leadership with respect to the attitude generates significant impact on the learning styles of the students of the secondary level, of the César Vallejo Educational Institution of Huamachuco, during the year 2021, H2: The teaching leadership regarding the classroom organization generates significant impact on the learning styles of the students of the secondary level, of the César Vallejo Educational Institution of Huamachuco, during the year 2021, H3: The teaching leadership regarding the characteristics of the teacher generates a significant impact on the learning styles of the students of the secondary level, of the César Vallejo Educational Institution of Huamachuco, during the year 2021. Jaime (2015), carried out a doctoral research work entitled: study of the leadership of teachers and managers in technical-technological programs of the cooperative university of Colombia, in Bucaramanga. In one of the conclusions highlights the basic action in the teaching processes and learning styles leadership in teachers, by encouraging their participation, motivation and permanent preparation is strengthening the academic, organizational, administrative and functional dynamics of the educational institution. It emphasizes leadership as the first condition to enable the exercise of teaching practice to reach dynamics that generate environments, spaces according to the requirements established for an adequate development of the educational institution, as well as the processes of teaching learning styles and the training of new leaders (p. 41). According to Sternbert (quoted by Sandrock, 2002) "Learning styles and reasoning are not skills, rather they are a person's preferences for using their skills" (p.159). For Keefe (1988) "learning styles are the cognitive, affective and physiological traits that serve as relatively stable indicators of how students perceive interactions and respond to their learning environments" (p.104).

## **METHODOLOGY**

The appropriate method for this study had the need to meet the criteria of the deductive and inductive approach, given that descriptive and inferential analysis was carried out and for this purpose the scientist made use of deduction and inference (Hernández, Baptista and Fernández, 2014). The research design was non-experimental, given that there was no manipulation of the independent variable, likewise the population and the sample size at the same time was constituted by 52 students, only from the fifth grade of the secondary level in the, who belong to the César Vallejo Educational Institution, Huamachuco, 2021, the technique that was applied was the survey and as an instrument was the questionnaire made up of 23 items, composed by three (3) dimensions, for the questionnaire on learning styles was made up of 24 items, composed by three (3) dimensions, on the other hand this instrument was subjected to a thorough evaluation by evaluation of three experts, demonstrating an acceptable and significant validity of the instrument with a value of 0.929 by Aiken's coefficient of V and a confidence of 0.90 for the dependent variable., applied during the processing of analysis of results the descriptive and inferential statistics.

## **RESULTS**

Table 1 shows that 78.84% of students, only in the fifth grade of the secondary level in those who belong to the César Vallejo Educational Institution, Huamachuco report perceiving a regular teaching leadership in the aforementioned institution, on the other hand, only 19.23% state that there is good leadership and 1.92% made known the opposite. On the other hand, 76.92% of the students, only from the fifth grade of the secondary level of the César Vallejo Educational Institution, Huamachuco reflect having a regular learning style in the aforementioned institution, on the other hand, only 13.46% manifest to perform a good style and 9.61% comment on the opposite.

**Table 1.** Leadership level and learning style in fifth grade students at the César Vallejo Educational Institution, Huamachuco, Peru in 2021.

Variables	Leadership		Learning style	
	f	%	f	%
Levels				
Deficient	1	1,92	5	9,61
Regular	41	78,84	40	76,92
Good	10	19,23	7	13,46
Total	52	100,0	52	100,0

Table 2 shows that the relationship between teacher leadership and learning styles is strong positive ( $r = 0.867$ ), and in turn significant ( $p < 0.05$ ), which suggests that teacher leadership does generate a significant impact on the learning styles of teachers. high school students, from César Vallejo Educational Institution, Huamachuco, during the year 2021.

**Table 2.** Relationship between Teaching leadership and the learning styles of high school students, from The César Vallejo Educational Institution, huamachuco, during the year 2021.

Teacher leadership	Learning styles	
	Pearson correlation	
	Pearson coefficient	P value
	0,867	0,000

## DISCUSSION

From the results found we can see that the value of Pearson's  $r$  is 0.867, which means that the relationship between both variables is strong positive and in turn this value is highly significant ( $p < 0.05$ ), which concludes that, ends up accepting the hypothesis raised, where teacher leadership if it generates significant impact on the learning styles of secondary school students, of Educational Institution César Vallejo, of Huamachuco, during the year 2021 and to demonstrate the impact of teacher leadership on learning styles, we have

according to the linear regression model, the relationship that best fits is the following equation  $Y = 0.238 + 0.913X$  and with a coefficient of determination of  $R^2 = 0.752$ , where it is deduced, that the 75% variation in teacher leadership is explained by the variable learning styles.

## CONCLUSIONS

It was determined that teacher leadership generates a significant impact on the learning styles of high school students of the César Vallejo Educational Institution, in Huamachuco, during the year 2021. It was identified that the students of the fifth grade of the secondary level perceive a regular teaching leadership in the Institution. It was identified in the students of the fifth grade of the secondary level, during the year 2021, to develop a regular learning styles in the César Vallejo Educational Institution, of Huamachuco.

## REFERENCES

- Spleen, G. (2019). Teacher leadership and its relationship with the self-esteem of the students of the Faculty of Education of the UNJFSC-Huacho. Huacho - Peru: José Faustino Sánchez Carrión National University.
- Castro and Fuentes J;. (2009). Decision making and leadership. .
- Castro and Munoz. (2012). Teacher leadership in globalized education. Bogota - Colombia: Gestio Polis.
- Gallaga, N. (2003). Human Relational Theory. Mexico.
- Galvez, R. (2006). Exploratory study of organizational culture in modern municipal education. Santiago: Diego Portales University.
- Gonzales and Subaldo. (2015). Problems with the functions of the teacher. Santiago de Chile: Kanos. Retrieved on January 15, 2021, from [https://cybertesis.unmsm.edu.pe/bitstream/handle/20.500.12672/11038/Garcia\\_ss.pdf?sequence=1&isAllowed=y](https://cybertesis.unmsm.edu.pe/bitstream/handle/20.500.12672/11038/Garcia_ss.pdf?sequence=1&isAllowed=y)
- Ivancevich, J. (2006). Management, Quality and Competitiveness. Madrid: IRWIN.
- Pont and Nusche. (2011). Improving school leadership (Vol. 1). (P. and Practice, Ed.) Germany: OECD.
- Pozner, P. (1997). Being a school manager in the manager as a learning manager. Argentina: Aique.
- Quezada, S. (2016). The strategic leadership of the director and the institutional success of the educational technology program of the National University of Trujillo - 2016. Trujillo - Peru: National University of Trujillo.

UNDER PEER REVIEW