La importancia de la gestión y el liderazgo escolar en las instituciones de Educación Media Superior Tecnológica (CETIS y CBTIS) del estado de Tlaxcala

The importance of the management and school leadership in the institutions of middle and higher education technology (CETIS CBTIS) of the State of Tlaxcala

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Resumen

El presente trabajo se perfila como una contribución en el área de gestión, dirección y liderazgo escolar, atendiendo la necesidad de identificar las características de los estilos de liderazgo que aplican los directivos de Instituciones de educación media superior tecnológica (CETIS y CBTIS) del estado de Tlaxcala, México, y realizar una gestión eficaz de los planteles. Los resultados obtenidos al realizar dieciocho entrevistas a profundidad a directivos de estas instituciones, evidenciaron diferentes estilos de liderazgo privilegiándose el estilo democrático. Asimismo, con las características encontradas se establecieron las categorías que los directivos consideran aplicar en la ejecución de un estilo de liderazgo: legitimidad, motivación, enfoque en la tarea-persona, trabajo en equipo, toma de decisiones, autonomía, conocimientos y habilidades de los colaboradores para la solución de problemas, reconocimiento, competitividad para establecer estrategias de

aprendizaje, valores, promoción de la cultura y la ética en la organización y gestión humanista.

Abstract

The present work is a contribution in the area of management and leadership school, in response to the need to identify the characteristics of the leadership styles that apply the managers of secondary education institutions technology (CETIS and CBTIS) of the state of Tlaxcala in Mexico, and effective management of the stocks. The resulted obtained with eighteen in-depth interviews of executives in these institutions, showed different leadership styles placing democratic styles. Also with the characteristics found categories were set that managers feel for the implementation of a leadership style: legitimacy, motivation, and focus on the task-person, team work, decision-making, autonomy, knowledge and skills of the partners for the solution of problems, recognition, and competitiveness to establish learning strategies, values, promotion of culture and ethics in the organization and management humanist.

Introduction

This article is part of an investigation related to the characteristics of leadership styles and their application to the school management. The discussion on the issues of school management and leadership in the search for effective educational institutions, is a factor that is currently favored in scientific search for an educational model to achieve its goals and objectives, so that RBM in a school leadership it has become a priority in educational models internationally (OECD, 2009).

When referring to the educational activity of the school it is and the quality of education, almost always considered leadership as one of the priority items; However, leadership is one of the issues currently remains on the table for discussion and in the field of theoretical contributions, there is a difference between a group with a leader and another where there is a lack of leadership. In this regard, authors such as Bolman and Deal (1992) and Leithwood (1994) argue that the performance of the leaders affects the environment and culture of school organization, losing the sense that members of the school give to his work and hindering change and school improvement. Thus, the purpose of this article is to identify the characteristics of leadership styles of the managers of the establishments of School Education Technology in the state of Tlaxcala (CETIS and CBTIS).

Literature review

School Management. The exercise of school management is one of the basic pillars of the organizational efficiency of any educational institution. The school management and its relationship with the leadership, are important for the development of institutions in regard to learning, their teachers, the curriculum and its contents, allowing the educational quality of investigations (Alfaro is achieved, 2010). Several authors have redefined the concept of school management, agreeing that the term refers to the government of the school, the participation of various sectors involved in the educational process in decision-making and action to benefit students as major actors the educational process (Cantero and Celman, 1999; Casassus, 1997; Frigerio, 2004; Sandoval, 2002).

The school management and effective leadership can improve the educational institution from the transformation of human resources (Pozner, 1998), leading the school management not only a transformative approach, but inclusive of all elements involved in the process allowing educational quality education exists in schools (SEP, 2009). School management as a process that goes beyond simple administrative changes should begin with an integral dimension in order to contribute to the improvement of the human person, precisely because today education and extensive qualities needed to areas social (Cuenca, 2010).

Those who make the school management must have communication skills, motivation and stimulation to form collaborative teams, exercise a leadership style that integrates all

projects and find that the school is effective (Carrillo, 2010). For the authors of this article, the school management made from leadership is a dynamic process that must map the pedagogical aspects of the educational institution with administrative from a human approach spaces, but it must also be a way of integrate knowledge, strategies, efforts and resources to ensure an effective and forward-looking institution.

Therefore, management competencies required in directors are in relation to the tasks of school management; according to Garay and Uribe (2006) these tasks are: planning, strengthening the management leadership, process management, management of skills teachers, guidance to students, parents and society as well as Output Management.

The contributions made by Colonel Carrasco and Moreno (2012) identify the styles of managing principals based on four themes that refer to the positive and negative of school management: 1) take the lead, 2) listen and meet other, 3) knowledge motivated to have another and, 4) the approach to managing director. Achieving an effective school management is one of the challenges faced by managers of educational institutions, school management understood as a tool that systematizes the actions aimed at achieving the goals and objectives.

Similarly, studies of Garin and Castro (2010) summarized four key factors characterizing the issue of school management and affecting the quality of management of educational institutions: 1) the management is involved in all processes management that occur at school, 2) management of schools today must be established in a participatory manner, 3) institutional autonomy should become the guarantee for the effective performance of management and 4) school management It represents an unattractive profession. One of the interesting contributions made on school management is to Arroyo (2009), who states that the essence of the management of education policy is the direct competition which is the decision-making process related to the identification, design , management and development of what should be taught and learned by the social being and society.

Leadership. Some of the earliest styles of leadership that were established were proposed by Lewin, Lippitt and White (1939), who proposed the theory that identified three basic leadership styles: autocratic, involving an individual with little confidence in the group, He believes that money is the only reward that motivates employees and gives orders without

allowing any questions; Democrat, shared decision-making with the group communicates objectively and praises subordinates; and laissez-faire, which has little confidence in his ability as a leader, do not set objectives for the group and minimizes communication and interaction thereof. Hallinger and Huber (2012) comment that the main research on school leadership have been made in developed countries and whites, and have only recently begun to emerge in studies on leadership Anglo non-national realities.

As a result of these investigations they have generated different concepts of school leadership, for example, Marin (1998) states that leadership is the development of a complete set of expectations, abilities and skills to identify, find, use, promote and encourage the maximum the strengths and energy of all human resources in the school organization. Meanwhile, Alfaro (2010) argues that school leadership is the art of influence, direct and guide people to enhance their talents, motivated in achieving the objectives for the common good and the school organization.

One of the most renowned authors in recent times is Leithwood (2009), who argues that leadership is a social phenomenon involving a purpose and a direction, which is contextual and contingent, and is the work of mobilization and influence others to achieve shared goals and intentions.

Referring to transactional leadership, Bass (1985) describes it as the process by which the leader recognizes what For the follower of their work and ensure that it always seeks for his performance warranted. Also considers that transactional leaders tend to have a corrective attitude and results-oriented, which is especially useful in stable contexts (Lupano and Castro, 2008). The known McKinsey report describes the most successful educational systems in the world, revealing the role of directors to focus their role in the exercise of pedagogical leadership (Barber and Mourshead, 2007).

In the last decade, both the reports of international organizations such as the academic production in different universities and research institutes on leadership, stress that this involves leaders and led in a common culture, where everyone is responsible for contributing to the collective result (Leithwood and Louis, 2011). Significantly's observation Bolivar (2013), who notes that the school leadership can be the solution to many of the problems that arise in educational institutions. Another style is the

transforming leadership (Bass, 1985), which involves a process in which the permanent leaders so emotionally evoke positive responses from his followers, and seek a permanent change in the organization. Lazo Vergara (2011) argue that the educational leader must be a visionary who dreams of improving their educational environment, a pragmatist carefully evaluating the consequences of their actions, encouraging the habit of inquiring and investigating, being a constant student of schooling , teaching and learning, with an adventurous spirit, a humble and humane attitude.

Moreover, distributed leadership (Spillane, 2006) determines that the address is an educational institution that has to take on a kind of leadership, winning the role as leader and reflecting elements or characteristics that support a particular style. There are other types, such as situational leadership (Fiedler, 1967), which studies behavioral variables, guidance or motivation for the person and guidance or motivation for the work; effective leadership (Robinson, 2007) which is focused on improving reading comprehension, problem solving and class participation of students; and teaching, in this sense, Pont, Nusche and Moorman (2008) state that this type of leadership has become a priority in educational institutions, since it plays a crucial role in improving the practice of educational process in the classroom, school policies and their relationship with the external environment.

Methodology

Through the use of a qualitative methodological approach was sought to respond to the proposed objective for which they were considered as part of this process 18 managers of institutions of secondary education superior technology (CETIS and CBTIS) the state of Tlaxcala, four directors, four assistant principals, six heads of department and two former executives. Among these interviewees, eight had a bachelor's degree, master's eight, one doctor and one is a doctoral candidate (Table 1).

Was determined for purposes of this research using depth interview as a technique for collecting information and for this purpose was used an interview guide that identified the characteristics of leadership styles of the managers interviewed. The interviews were conducted at four sites in a personalized way, guaranteeing the respondent confidentiality

of the information and results. All respondents showed willingness to answer the questions of the interviewer.

Table 1. Characteristics of respondents

Pseudónimo	Cargo	Antigüedad en el cargo (años)	Antigüedad en educación (años)	Edad	Género	Estado civil	Lugar de residencia	Último grado de estudios
1.Luisa López	Jefe de departamento	2.5	20	43	Mujer	Casada	Ciudad de Tlaxcala	Maestría en Análisis Regional
2.Esteban Hernández	Subdirector académico	2	17	38	Hombre	Casado	Apizaco, Tlaxcala	Candidato a Doctor
3.Carolina Duarte	Director	2.5	28	48	Mujer	Casada	Huamantla, Tlaxcala.	Maestría
4.Armando Tilayatzin	Jefe de departamento	2	3	38	Hombre	Soltero	Huamantla, Tlaxcala	Ingeniería Industrial.
5.Tomás Sánchez	Subdirector académico	2 Meses	10	33	Hombre	Casado	Ciudad de Tlaxcala	Ingeniería Mecánica
6.Antonio Siles	Director	2.5	28	59	Hombre	Casado	Huamantla, Tlaxcala	Ingeniero Industrial
7.Marco Antonio Sánchez	Director	5	12	38	Hombre	Casado	Apetatitlán, Tlaxcala	Maestría
8.Gerardo López	Jefe de departamento	4	15	39	Hombre	Casado	Amaxac de Guerrero, Tlaxcala.	Maestría
9.Armando Trápala	Subdirector académico	3	14	40	hombre	Casado	San Jorge Tezoquipan, Tlaxcala	Licenciatura
10.Antonia García	Jefe de departamento	5	18	50	Mujer	Casada	Ixtacuixtla, Tlaxcala	Licenciatura
11.Jaime Martínez	Subdirector académico	1.5	10	46	Hombre	Casado	Ciudad de Tlaxcala,	Doctorado
12. Maribel Gutiérrez	Jefe de departamento	5	30	54	Mujer	Soltera	Ciudad de Tlaxcala	Licenciatura
13.Juanita Luna	Jefe de departamento	1	14	42	Mujer	Soltera	San Juan Totolac, Tlaxcala	Maestría
14. José Dávila	Ex director	4	25	52	Hombre	Casado	Tlaxcala	Licenciatura en Derecho
15. Juan A. López	Jefe de departamento	2	5	35	hombre	Casado	Ciudad de Puebla.	Licenciatura
16.Antonio Arochi	Ex director	1	33	57	Hombre	Casado	Ciudad de Tlaxcala	Maestría
17. Cristina Rocha	Jefa de departamento	1	7	32	Mujer	Soltera	Huamantla, Tlaxcala	Licenciatura
18. Calixto Gutiérrez	Ex directivo estatal	8	28	45	Hombre	Casado	San Juan Totolac Tlaxcala	Licenciatura

Source: Based on information from respondents.

Results

The analysis identifies 13 categories related to the characteristics of leadership of directors, which are: legitimacy, motivation, focus on task-person, teamwork, decision making,

autonomy, knowledge and skills of employees to solve problems, recognition competitiveness to establish learning strategies, values, promotion of culture, ethics and humanistic management organization.

1. Legitimacy of access to management

The ways of accessing management positions in institutions of Higher Education Media Technology (CETIS and CBTIS) in the state of Tlaxcala, contribute to the legitimacy of the execution of management. In this category, the results obtained and the interviewees mentioned were two ways to do it. The first describing the respondents is in relation to the directors conducted a competitive examination and the second way implies that to cover other management positions (for example, heads of department and sub) can be reached at the invitation of the director (a). However, currently examination and opposition to these positions is made. Thus, some respondents commented executives:

"It is through a competitive examination, summons issued by the Secretariat and abide by its guidelines" (Carolina Duarte, director).

"First, it is an invitation to work there in the post and then, if one accepts the appointment and give" (Antonia Garcia, head of department).

2. Motivation of managers

The results obtained in relation to this category showed that in the workplace, in their general managers commented that it is important to self-motivate, but must also be greater motivation to his followers. Some comments:

"The motivation depends on oneself, in the sense that if one puts optimism, good face on things, one can transmit the same to fellow "(Tomas Sanchez, academic deputy).

"It is important to the motivation of our superiors to thereby reveal that work is performing well; also personally also I am looking to make things right because that way, also one realizes that it is responding to the work done "(Maribel Gutierrez, head of department).

3. Focus on the task-person

The results obtained in relation to focus on the task indicated that managers spend most of the time to tasks, secondly people and, finally, to academics. In this regard, some respondents commented:

> "I have to focus on the tasks, but you need to listen to people who have personal problems, because if you shut generate conflict and partner gives the idea that what comes to work if you have support from your boss" (Juan A. Lopez, head of department).

> "The team in which I am just have many needs and sometimes must also devote to what is part of human resources" (Luisa Lopez, head of department).

4. Teamwork

The results shows that some respondents consider it easier to work in teams; but the experience of other executives also evidence that the seniority of associates and assumed attitude can complicate the generation of changes and improvements in the institution. Some interviewees commented:

> "No, I say it is not hard teamwork, from the moment they share what are the objectives, work plan, the project of the institution and if people are aware, knows that will work for good school "(Antonio Siles, director).

> "Actually, it is not difficult to work as a team, because if we make a collegial work, we make a good team." (Esteban Hernandez, deputy academic).

> "For example, for this situation to get the results that parents want to see reflected in the end, it depends not only on teachers, teachers; depends on the institution, the team that is part of the management and staff are all nothing's Address ". (Antonia Garcia, head of department).

5. Decision Making

Managers say that the relevant decisions are taken collegially, ie collectively. It considers that consensual decisions contribute to establishing a culture of collaboration within the institution, so that the successes and the consequences of decisions are undertaken in a group.

> "The decision is made jointly addressing certain indicators and parameters set by central areas, because the collective work leads to better decisions" (José Dávila, former director).
>
> "As I had mentioned, I think it (the decision) is made collectively". (Esteban Hernández, subdirector académico).

6. Autonomy

The results showed that there is autonomy, creativity and freedom to develop professional activity as a manager and leader of an institution of Higher Education Media Technology (CETIS and CBTIS) in the state of Tlaxcala, however, they must adhere to the standard and the requirements of the central authorities. About some managers mentioned:

> "When I identify their creativity (of employees) and that freedom they have, started to develop their creativity'm delegating responsibility to them, which will make it possible within their freedom to develop their creativity, with a high level of autonomy "(Gerardo Lopez, head of department).
>
> "It should take into account the creativity of staff, as I have observed that their activities are carried out with greater freedom and taste." (Armando clatter, academic deputy).

7. Knowledge and skills of employees to solve problems

Most managers maintains that its employees have the knowledge, skills and experience in the development of their activities, allowing them to make decisions and solve the problem immediately to occur in your area. About two respondents commented:

"Yes, one must have confidence in the staff working with each other, so they can make decisions and solve the problems of their work areas without being given the presence of the superior "(José Dávila, former director).

"All employees have the knowledge, skills and abilities to solve a problem" (Armando Tilayatzin, jefe de departamento).

8. Recognition

We found that managers at different levels of the organizational structure established various strategies to recognize the work of his collaborators in the development of their responsibilities. So said one respondent:

"For it is assessing in this case more than compliance, performance, time and form of reviewers. One way is to recognize their performance motivation through recognition of a mention in any event or definitely acknowledge it personally congratulated by" (Luisa López, jefa de departamento).

9. Competitiveness to establish learning strategies

Products related to this category, results establish that managers will implement mechanisms for their employees, mainly teachers, to be competitive and establish learning strategies so that students involved in obtaining knowledge. In this sense, interviewees commented:

"Set competitiveness strategies applied to academic standing. We are in a competitive framework in which we must make innovative proposals, making use of information technology is a priority "activities (Gerardo Lopez, head of department).

"We feel we have the equipment and strategies, capacity and competitiveness of teachers to meet the needs of students" (Armando Tilayatzin).

10. Values

The values put into practice managers are viewed as key in the implementation of leadership styles in an institution. About some of the interviewees commented:

"Respect and responsibility are two values that I always try to be encountered in my work activity. Knowing that we have diversity of opinion and action, the first thing is to respect people "(Carolina Duarte, director).

"The first and foremost values must be personal and professional then. Some of the most important are respect, punctuality, honesty, legality and above all teamwork "(Maria Luisa Lopez, head of department).

"From my perspective, the values that I try to reflect my colleagues are respect, order and discipline, friendliness, efficiency, effectiveness, economy of resources" (Jaime Martinez, academic deputy).

"Honesty and humility, because being honest with my work goals are achieved, and the following is to be humble because we do not reach a leading position knowing everything" (Calixto Gutiérrez, ex funcionario estatal).

11. Promotion of culture

The results obtained related to this category showed that the majority of respondents believe that the foundations for a comprehensive development of an educational institution, are the promotion of culture, linked to the fine arts. Some comments were:

"Culture is necessary, art is necessary for the development of an institution. They are unavoidable things to understand as a population we have to understand their culture "(Jaime Martinez, academic deputy).

"If our leader does not have that view of science, culture, recreation and academic activities of ethics, I think we're not well located in what education is and how it should be addressed" (Calixto Gutiérrez, ex funcionario estatal).

Organizational Ethics for Integral Development

With regard to this category, the executives interviewed commented that both managers and staff should exercise personal and professional ethics.

"We as teachers and as representatives of an institution, we must practice a true ethics, we have to take an interest in the environment and social issues, among other things" (Antonio Arochi, former director).

"I've always believed that both values and ethics, particularly professional ethics should be part of the work culture, in all its ethical aspects; so to speak, we must be very imbued" (Jaime Martínez, subdirector académico).

12. Humanistic Management

Respondents recognize the value of a more humanistic management, which involves the detection of needs of employees, empathy, human growth and development. They commented about:

"Humanism is an important aspect to be considered by leaders and the human situation allows us to know and what the needs of our employees" (Carolina Duarte, director).

"Humanism is crucial because there is no human development if we get stuck, we were, we become obsolete, we all need to develop ourselves" (Antonia García, jefe de departamento).

Conclusion

The managers of the institutions of Higher Education Media Technology (CETIS and CBTIS) the state of Tlaxcala features stand out as relevant to the legitimacy of leadership, motivation, focus on task-person, teamwork, decision making, autonomy, knowledge and skills of employees to solve problems, recognition, competition to establish learning strategies, values, promoting culture, ethics and humanistic management organization. Other research coincide with the relevance of some of these features in the profile of the

leader, emphasizing knowledge and skills, approach to work-people, recognition, competitiveness, values, promotion of culture, ethics and management organization and humanistic management (Boyatzi and McKee, 2002, 2009; UNESCO, 2012; Schlechty, 1997; Chavez, 2013; Porter, 1998; Beard, 1997; Lopez, 2012; Lussier and Achua, 2010; Wilber, 2000, 2007; Muñoz, 2008; Kupers 2007; Marfan, 2011 and Lorenzo, 2012).

The managerial leadership characteristics contribute to the efficiency of management in educational institutions, however, it is necessary that the practice leader for you to be recognized by those who every day are part of the institution that administered. The role of school leadership in the development of the management of educational institutions and the establishment of learning strategies contribute to the generation of a high educational efficiency.

Because many institutions of higher secondary education work from a vertical organizational structure in which managers generate directions and his followers only the run, you need to actually make a true freedom and autonomy of the actors involved in the act education, to allow decisions to give solution to the problems that arise in the institution.

The characteristics of leadership styles of the managers of the institutions of technological higher secondary education (CETIS and CBTIS) are the product of historical conditions that have been generated over time and that influence the efficiency of its school management, so it is important to define the style of leadership and management that develop the aforementioned management. They must also understand that the educational leadership is an important element to conduct an effective school management, so it is convenient to note that this interaction has to ensure that members of the school collaborate consciously and motivated in achieving the objectives and goals.

In institutions of higher technological secondary education (CETIS and CBTIS) the state of Tlaxcala, most of the functions performed by managers are administrative in nature, which prevents them from exercising leadership and proper management of the school they manage.

Finally, in modern times in which it seeks to reform education and change educational institutions, two key elements are the educational leadership and school management; It is

appropriate to note that the connection between the two elements influence a significant change in organizational culture and academic educational institutions.

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