

The impact of directive leadership in a higher education institution in Villahermosa Tabasco

El impacto del liderazgo directivo en una institución de educación superior, en Villahermosa Tabasco

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Abstract

Objetivos: Obtener el escenario actual del liderazgo directivo ejercido en la Institución de educación Superior generando una propuesta de Mejora para el liderazgo directivo ejercido en la Institución.

Metodología: Para determinar el impacto del liderazgo directivo, en primera instancia se realizará una investigación cuantitativa y consta de dos fases. La primera fase será de tipo exploratorio y luego descriptiva con enfoque cualitativo y diseño no experimental. Con una prueba piloto a través de entrevistas y aplicación de un instrumento (encuesta) a 3 directivos (jefes de departamento) y 17 subordinados (docentes), es decir 20 personas.

Contribución: Permitirá a la Institución determinar de qué manera influye el liderazgo directivo en ella.

Gerencial, Institución, Subordinados

Resumen

Objectives: Obtain the current scenario of the managerial leadership exercised in the Higher Education Institution, generating an Improvement proposal for the managerial leadership exercised in the Institution.

Methodology: To determine the impact of managerial leadership, in the first instance a quantitative investigation will be carried out and consists of two phases. The first phase will be exploratory and then descriptive with a qualitative approach and non-experimental design. With a pilot test through interviews and application of an instrument (survey) to 3 managers (heads of department) and 17 subordinates (teachers), that is, 20 people.

Contribution: It will allow the Institution to determine what how the managerial leadership influences it.

Management, Institution, Subordinates

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Introduction

Society changes and transforms itself, which is why educational institutions require new alternatives that allow the formation of competent individuals, for this, the leadership offered in an educational institution constitutes a central piece, since the dynamics of the different processes and actors of the institution depend on it. One of the most important demands in education in recent years has been to improve results. A quality improvement process requires a new type of head teacher, with competences in school management and effective leadership, as his or her role is fundamental in the organisation and functioning of educational institutions. In this sense, it is important to highlight that a person's attitude determines their behaviour and thus the quality of the actions they undertake, therefore, the role and functions of the head teacher as a key element in generating changes and transformations in the educational context they lead are examined in depth.

Leadership is important because it is vital for the survival of any organisation. It is important because it is the ability of a leader to guide and direct.

An organisation can have adequate planning, control etc. and not survive the lack of a proper leader, or even lack planning and control, but having a good leader can help it to succeed (Koontz, H. 2004). Leadership can therefore be defined as a process of interaction between people in which one of them leads, through personal influence and power, the energies, potential and activities of a group, to achieve a common goal in order to transform both the company and the people who collaborate in it (Chávez, M. 2006).

Research background

We will consider some research that has been carried out previously in different contexts, which will serve as a reference to know in what way the research topic addressed here is appropriately oriented.

International context: Monroy Jenifer. (2013), in her article "Managerial leadership as a strategic element in the effectiveness of teaching performance, case study: Rafael Saturno Guerra State School", carried out at the University of Carabobo in Venezuela, showed that it leans towards authoritarian leadership, as it is not effective in meeting its goals and does not take into account the work of its collaborators; in turn, these are influenced if the leader satisfies their needs, and it is also difficult to reconcile institutional objectives with the personal objectives of school actors. In this delicate balance of intersubjectivities, the role of the leader is an essential part of the current processes of educational transformation. The results also indicate that the principal shows an attitude of omnipotence and establishes a directive criterion with a passive and unmotivating load, using the concept of extreme and external controls, which make the teacher work in an unfavourable environment, where he himself decides what he has to do, affecting his performance and that of the organisation to which he owes; acting in other words as authoritarian.

National context: Pérez López, (2012), in his research: *La influencia del liderazgo sobre el aprendizaje. El papel mediador del contexto organizativo innovar*, makes a relevant contribution by proposing and contrasting a model that offers an integrating vision of the links between leadership, culture, human resources policies and learning. Contrary to previous studies, the relationship between leadership and learning is not direct, but is mediated by variables related to the organisational context. This study confirms that change-oriented leadership plays a key role in creating a favourable climate for organisational learning (Slater and Narver, 1995). It overcomes internal scepticism and external difficulties in establishing organisational learning (Wick and Leon, 1995). Leadership acts as a driver and transmitter of an innovative culture oriented towards the search for better organisational results (Bass, 2000; Bass and Avolio, 1994).

As has been observed in the aforementioned projects, the results are very different, for example, Monroy Jennifer (2013) detected autocratic leadership, where it is commented that managers do not consider their workers for the development of their institution's projects, this is done by the manager with an attitude of omnipotence. On the other hand, Fernández, & Hernández (2013), democratic and participative leadership is detected, where teachers recognise that the work of managers is complex and that they have a great institutional commitment.

Problem statement: Education has been affected by a set of internal and external variables that require significant changes. The need to respond successfully to the demands of an increasingly demanding and changing society has led educational organisations to make great efforts to improve towards the achievement of their objectives, which has become a real challenge for managers, as well as to achieve a leadership that comes to respond to the solution of problems in their institutions and to manage their group of collaborators as a team.

Robles Francia, et al. (2008), in their article *El liderazgo de los gerentes de las PYMES de Tamaulipas, México*, through the inventory of leadership practices Cuadernos de Administración, comment that the research carried out shows that the number of people in charge of a manager is important in the five behaviours of the IPL (Inventory of Leadership Practices). That is, the number of subordinates aids optimal leadership performance.

Rationale: Managerial leadership in education has become a priority in education policy agendas both nationally and internationally. It plays a critical role in improving educational outcomes by influencing the motivations and capacities of teachers, as well as the educational environment and institutional climate. Effective managerial leadership in education is indispensable for increasing efficiency and equity in education

As countries seek to adapt their education systems to the needs of contemporary society, the expectations for institutions, and for the leaders of these educational institutions, are changing. There is concern in countries that the role of the principal as conceived for the needs of the past is no longer appropriate. In many countries, principals have heavy workloads, many are approaching retirement and are more difficult to replace. These developments have made senior leadership in education a priority for education systems around the world. Policy makers need to improve the quality of educational leadership and make it sustainable.

The project on the impact of managerial leadership in a higher education institution in Villahermosa Tabasco is important to carry out, because through this study it will be possible to determine how managers (director, deputy directors and heads of department) are exercising leadership in the institution.

Hypothesis: The variables; economic, political, social, cultural, technological and environmental influence on managerial leadership in a Higher Education Institution in Villahermosa Tabasco

Identification of variables

Research or Dependent Variable: Managerial leadership.

Independent variables: Economic, political, social, cultural, technological and environmental.

Literature Review: Here the theoretical foundations on which the hypothesis and each of the study variables considered in the research are based are handled. As is the research variable: Managerial leadership and the independent variables: Economic, political, social, cultural, technological and environmental. Different opinions supported by their authors and the own opinion of the author of this research are provided.

Leadership. There is no one definition of leadership that is valid for everyone; in reality, it is a very complex term because it takes into account many aspects of an individual's personality. Nowadays there are several authors who have contributed their own theories to the elements of leadership.

To quote some of them we have the following concepts:

What is Leadership? According to Chiavenato (2007), it is "the interpersonal influence exerted in a situation, directed through the process of human communication, to the achievement of one or several specific objectives".

Fiedler Konrad, (1964), defines leadership as "the ability to persuade another to enthusiastically pursue defined objectives. It is the human factor that holds a group together and motivates them towards their goals". Santos J.A. (2006), conceives leadership as "the process of influencing oneself, the group or the organisation through the processes of communication, decision-making and deployment of potential to obtain a useful result". Keith Davis, (2003), defines leadership as "the ability to convince others to enthusiastically pursue the achievement of defined objectives".

Chiavenato (2007), points out that leadership is a social phenomenon that occurs exclusively in social groups and organisations. We can define leadership as an interpersonal influence exercised in a given situation and directed through the process of human communication for the achievement of one or more specific objectives. The elements that characterise leadership are therefore four: influence, situation, communication process and objectives to be achieved.

Chiavenato (2007) defines leadership as the ability to influence people to do what they should do. The leader exerts influence on people oriented towards their objectives, the perceptions of their objectives. The definition of leadership includes two dimensions: the first is the assumed ability to motivate people to do what needs to be done. The second is the tendency of subordinates to follow what they perceive to be instrumental in achieving their goals and satisfying personal needs.

According to Cassio, leadership occurs when the leader has the ability to influence a group to achieve goals. In the same way, he considers that influence can be formal when the leader holds a managerial position in an organisation, which could be a company, educational institution, factory, club or academic or sporting association, etc. But he also considers that the leader can emerge and influence in a non-formal organisation such as a parents' meeting, a meeting of friends, etc.

Bravo P. R. (2000), comments in his article, that in order to better understand what leadership is, we must distinguish between three concepts: A leader is a position, a role, a role in a concrete system; The individual who assumes a formal role of the leader may or may not possess the necessary leadership skills; Having or not the ability to lead. Leadership is closely related to personal skills, abilities and degree of influence. Most leadership comes from people who are not formal leaders, but from a broad perspective leadership can be defined as the ability to influence others to achieve an end or goal. Being a leader today involves much more than being an expert in productivity, competitiveness, strategic planning, training and teamwork. You must be a visionary and effective leader, which means understanding your people, their values, what motivates them, how they think and feel. In other words, leadership means having and dealing with values.

The researcher agrees with the views of Chiavenato, James, Evans, Cassio and Bravo that leadership is the ability to influence people so that they can achieve organisational goals. Of course it must be a positive influence as mentioned by James and Evans. And he also agrees with Kotler, Chiavenato and Guibovich that leadership is a process by which leaders enable people to achieve their objectives in the organisation. It is a process, because to get a group of people to achieve the objectives of an organisation is not achieved overnight, but is a series of successive phases or steps that must be considered to achieve the objectives.

Methodology

The research is considered descriptive because each of the variables will be described conceptually and operationally, because in this type of research, to describe is to measure.

It is considered correlational because it will be possible to determine how the independent variables (economic, political, social, cultural, technological and environmental) influence the research variable (managerial leadership).

The design is non-experimental because there is no control over the independent variables (economic, political, social, cultural, technological and environmental). It is also cross-sectional because the data will be determined in the present at a given point in time, not over a given period of time. This allows conclusions to be drawn from a sample that is drawn from a population.

In order to determine the impact of managerial leadership in the first instance, quantitative research was conducted and consists of two phases. The first phase was exploratory and then descriptive with a qualitative approach and non-experimental design. With a pilot test through interviews and application of an instrument (survey) to 3 managers (heads of department) and 17 subordinates (teachers), i.e. 20 people, to obtain preliminary results of the study variables technique known as discriminant validity, an initial version of Likert was used and then find the final version.

The second phase was descriptive and then correlational, with a quantitative approach and a non-experimental cross-sectional design. Subsequently, the modified instrument was applied to principals, deputy principals and heads of department, who made their self-assessment and thus determined their self-perception of the type of leadership they exercise. Another instrument was applied to subordinate teachers as feedback to identify their perception of the leadership being exercised. The research was carried out with a quantitative approach comprising the type of study and the design.

After applying the final version of the instrument, the type of managerial leadership that prevails in the HEI was determined by means of statistical graphs, showing the frequency distributions using the Excel programme.

This was done to determine how each of the independent variables (economic, political, social, cultural, technological and environmental) is related to the research variable (managerial leadership).

Population: A total population of 24 managers was considered, including 1 director, 3 deputy directors and 20 heads of department.

Table 1 shows the populations and samples that were considered in the application of the instrument. Randomly selected staff.

	Directors	Subordi Nates	Total
Population	24	265	289
Sample	24	157	181

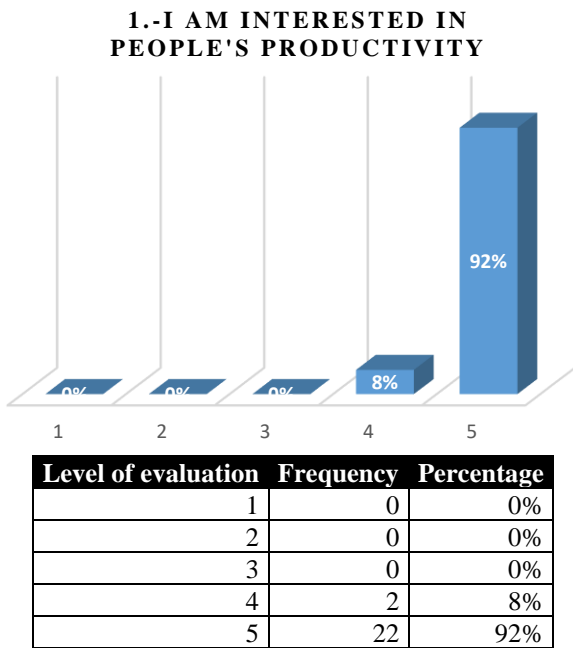
Table 1 Population and sample
Source: Own elaboration, 2021

Information from 24 managers and 157 subordinates were used as feedback. In order to determine how the independent variables (economic, political, social, cultural, technological and environmental) influence the research variable (managerial leadership) and thus evaluate how managers exercise leadership. A survey was designed through the Likert scale to obtain the data one for managers as well as another for subordinates, the variables were identified as dependent the managerial leadership (research variable) as well as the independent variables (Economic, political, social, cultural, technological and environmental), to be considered in this research.

Results

Graph 1 where the frequency distributions are presented for the measurement of the variables in a descriptive way and derived from the instrument applied to managers (24). The analysis of the information for each of the variables is presented. Only one of the graphs with question 1 of the instrument used is shown as an example.

Question 1.- I am interested in people's productivity.



Graphic 1 Managers - Descriptive Variable ECONOMIC VARIABLE

Source: Own elaboration, 2021

Managerial leadership variable: 75% of managers say that they lead their department in accordance with the institutional vision, mission and value systems, 71% say that they communicate with their subordinates, 58% say that they allow their subordinates to participate in decision-making.

Economic variable: 92% of managers say they are interested in the productivity of their people, 75% say they involve their subordinates in the planning of departmental activities and 71% say they share information about institutional programmes in a timely manner.

Policy Variable: 83% of managers are interested in their people's performance, 79% say they encourage their people to achieve the highest levels of performance in their work and give them the opportunity to contribute to the setting of objectives. 71% of managers say that they clearly communicate organisational policies to their staff. 21% of managers give orders to their subordinates and they should not question it.

Social Variable: 8% of managers say they show interest in their staff, 75% let their group determine their goals and solve their own problems and 71% say they give their people confidence to perform their tasks and motivate them. 67% of managers say they trust their people to perform their tasks. 67% of managers agree that they take time to talk informally with their subordinates about their ideas.

Cultural variable: 92% of the managers say that they get involved in solving problems in their department, and show interest in the work being done by their subordinates, 88% show willingness to participate in institutional programmes and 75% encourage teamwork.

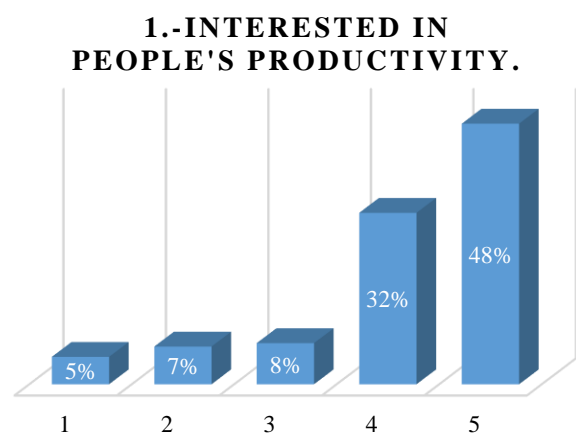
Technological variable: 92% of the managers say that they allow proposals for improvement in their work, 79% show a willingness to accept responsibility for innovation and 63% communicate technological development strategies to their subordinates.

Environmental variable: 83% of the managers say that they lead their staff to a friendly working environment and a friendly working rhythm, and that they encourage this pleasant working environment.

Once the contributions of each variable have been considered and from the point of view of descriptive measurement according to the perception of the managers in their self-assessment, it is the cultural variable that has the greatest influence on managerial leadership, followed by the environmental variable and the technological variable. It is worth mentioning that all the independent variables influence the research variable, only some of them to a lesser extent.

Graph 2 shows the frequency distributions for the measurement of the variables in a descriptive manner and derived from the instrument applied to subordinates (137). The analysis of the information for each of the variables is presented. Of which only one of the graphs with question 1 of the instrument used is shown as an example.

Question 1.- Interested in people's productivity



Level of evaluation	Frequency	Percentage
1	8	5%
2	11	7%
3	12	8%
4	50	32%
5	76	48%

Graphic 3 Subordinates - Descriptive Variable ECONOMIC VARIABLE

Source: Own elaboration, 2021

Considering graphic 2, where the frequency distributions are presented for the measurement of the variables in a descriptive manner and derived from the instrument applied to subordinates (157). The analysis of the information for each of the variables is presented.

Variable Managerial Leadership: 45% of the subordinates say that their boss has communication with each one of them and that they as subordinates share ideas and work together to achieve the tasks.

Forty-four percent say their boss allows them to participate in decision-making. And 39% are of the opinion that the boss runs the department according to the vision and mission, institutional value systems.

Economic variable: On the economic variable, 58% completely agree that their boss shares information about institutional programmes in a timely manner, 52% say that they are involved in the planning of their department's activities. 48% say that their boss is interested in their productivity, and 38% think that he/she helps to increase the productivity index of their department.

Policy Variable: On this variable, 70% strongly agree that their manager is interested in people fulfilling their tasks or activities, while 47% say that he/she encourages them to achieve higher levels of performance at work. 46% say that their manager is interested in their people fulfilling their tasks or activities, while 47% say that he/she encourages them to achieve higher levels of performance at work. Forty-six percent say that the boss clearly communicates the institution's policies to them and 45% that he/she gives them the opportunity to contribute to goal setting.

Social variable: 58% think that their boss shows interest in them, 53% say that he/she gives them confidence and motivates them to carry out their task or activity. But 36% think that they let the group determine their own goals and solve their own problems.

Cultural variable: With respect to the cultural variable, 61% of the subordinates think that their boss encourages teamwork, 54% say that their boss shows interest in the work they are doing as a subordinate and 51% say that their boss shows interest in the work they are doing as a subordinate and 51% say that their boss shows interest in the work they are doing as a subordinate.

54% say that their boss shows interest in the work they are doing as a subordinate and 51% say that the boss gets involved in the search for solutions to problems in their department.

Technological variable: 48% of the subordinates think that their boss allows proposals for improvement in the work he/she is doing, 42% say that the boss shows responsibility for innovation. And 28% think that their boss clearly communicates technological development strategies to them.

Environmental variable: 64% of the subordinates think that their boss leads them to a friendly work environment and work rhythm and that he/she creates a pleasant working atmosphere.

After considering the contributions of each variable and from the point of view of the descriptive measurement according to the perception of the subordinates who evaluated their immediate bosses, it is also the cultural variable that has the greatest influence on managerial leadership, followed also by the environmental variable and now by politics. It is worth mentioning that all independent variables influence the research variable, only to a lesser extent. As can be seen, subordinates agree with managers on the priority of the cultural variable as the most influential variable, despite the fact that subordinates rated managers as having the lowest percentage of influence on the research variable.

Now considering table 2, which shows all the contributions of each of the variables, based on averages for managers. It is also the cultural variable that has the greatest influence on managerial leadership, in this case followed by the environmental and technological variable, then the economic variable. The graphs of frequency distributions and the table of averages coincide. And it is confirmed that according to the perception of the managers, it is the cultural variable that has the greatest influence on managerial leadership, followed by the environmental and technological variables.

Variable	Average
Economic variable	4.74
Political variable	4.15
Social variable	4.53
Cultural variable	4.79
Leadership variable dir.	4.50
Technological variable	4.74
Environmental variable	4.79

Table 2 Managers (Averages)

Source: Own elaboration, 2021

Now considering table 3, where all the contributions of each of the variables are shown, based on averages for subordinates. It is also the cultural variable that has the greatest influence on managerial leadership, also followed by the environmental variable and now in this case the economic variable. Thus, there is a great coincidence in the frequency distribution graphs and in the table of averages. The same happens with the cultural and environmental variables.

Economic variable	4.23
Political variable	4.00
Social variable	3.95
Cultural variable	4.09
Leadership variable Managerial	3.95
Technological variable	4.02
Environmental variable	4.20

Table 3 Subordinates (averages)

Source: Own elaboration, 2021

Conclusions

In this research, two instruments were used to measure the impact of leadership, one for managers who carried out their self-assessment and the other for subordinates (teaching staff) who assessed how managers are exercising managerial leadership over them.

From the results obtained, it was found that all the variables influence managerial leadership, only the cultural and environmental variables have the greatest impact on it. Therefore, it was possible to prove the hypothesis: The economic, political, social, cultural, technological and environmental variables influence managerial leadership in the Higher Education Institution in Villahermosa Tabasco, according to both the self-perception of the manager (bosses) as well as the perception of the subordinates when evaluating their immediate boss.

Recommendations

It is suggested that an investigation also be carried out on the impact of managerial leadership in the Higher Education Institution in Villahermosa, but now also considering the administrative staff, i.e. considering the entire population of the institution's staff, both teaching and administrative (secretarial and clerical staff). Taking the present research as a background.

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