

# Educational Management from the Constructivist Perspective to Improve Teaching Performance in Educational Institutions

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## Abstracts

The objective was to propose an educational management model from the constructivist perspective to improve teacher performance in primary and secondary education institutions. The research was basic, quantitative approach, non-experimental design, cross-sectional and descriptive-propositional in scope. The sample consisted of 92 teachers from an educational institution in Lambayeque, Peru. The results obtained in the surveys place teacher performance at a low level in all its dimensions: preparation for student learning (60.90%); teaching for student learning (70.70%); participation in the management of the school articulated to the community (66.30%); and development of teacher professionalism and identity (64.10%). Similarly, the information obtained regarding the management of the educational institution allows it to be classified as deficient in the four dimensions: organizational, (59.80%); administrative, (57.60%); pedagogical-didactic (60.90%) and community (62.00%). It was concluded that proposing an educational management model from the constructivist perspective will contribute to improving teacher performance in primary and secondary education institutions, which was validated by the criteria of five experts.

**Keywords:** educational management model, constructivist approach, teacher performance.

## Introduction

This research work began with the contextualization of the problem from the problematic reality, which indicates the following: in Peruvian education the presence of a traditional methodology is recurrent, limited only to the transmission of knowledge, especially in primary and secondary

education. These practices do not allow an adequate teaching-learning process, perceiving the requirement of a model for training management in the pedagogical system (Torres, 2015).

Based on the above, it is necessary to consider that there are various situations regarding the pedagogical direction and performance of teachers, as is the case of Venezuela, where educational management models go through great complications such as school deficit, illiteracy, repetitions of years and desertion, such as those excluded from educational institutions. in addition to the low results of the education system (Mezher et al., 2016).

In Latin America, educational transformation has been sought based on its educational policies. However, some countries such as Peru have not yet implemented new paradigmatic changes in the role of teachers in schools as an institution, despite having a legal framework on teacher performance evaluation, which does not yet establish more relevant teaching-learning processes that lead to prioritizing improvements in teacher performance (Gálvez and Milla, 2018).

Likewise, in Ecuador, better educational policies are pursued by the Ministry of Education, where institutions are aimed at transformation from innovation with institutional educational projects, which focus on providing an education focused on the formation of the human being with the categories of demonstrating to be effective in the construction of knowledge, active in the search for knowledge autonomously, and can articulate the levels and modalities of the educational system (Campoverde & Bravo, 2021).

On the other hand, educational management in Peru goes through a set of renewal procedures, which seek to provide an attribute of quality on pedagogical activities. However, there is evidence of the absence of adequate coordination of members of the educational field, necessary to achieve an efficient educational management model. In addition, many institutions cannot improve their management because the members that make them up do not have active participation, and on the contrary they perform their functions in isolation, which does not contribute to making the teaching work effective in the classroom (Huapaya, 2019). In this context, in general terms, constructivism constitutes a theoretical alternative for the development of an educational management model.

From a local perspective, in primary and secondary education institutions, certain difficulties were identified in concretizing the proposed actions of educational management. For example, it is reported that there are no mechanisms for supervising teachers in order to constantly monitor and subsequently verify that their professional practice is aligned with the Institutional Educational Plan (PEI). On the other hand, teaching given by some teachers that prioritizes the memorization of content rather than reflective learning that allows the extrapolation of knowledge, reinforces critical thinking and is useful for solving everyday problems.

The scenario is presumably the consequence of budget insufficiencies, poor teacher training, ineffective personnel selection, and a lack of communication between teachers and directors. Thus, the grades obtained by students are not representative or suitable to be conceived as an indicator of achievement of objectives. In this way, a prompt intervention is necessary in order to guide the educational community and channel its actions to its institutional goals, to improve the competency profile of students and their future academic and labor insertion.

It is observed that the management of educational institutions suffers from deficiencies and the analysis allows us to observe that this is due to an inadequate theoretical approach to management and according to the background reviewed it is necessary to propose a proposal based on constructivism, which is a theory that in the case of the Peruvian reality fits better.

Considering what has been stated in previous lines, the formulation of the general problem was proposed: How does the educational management model based on the constructivist approach contribute to improving the performance of primary and secondary education teachers?

In this way, in the process of carrying out the research, the theoretical justification was taken into account, since it was possible to identify the knowledge gap regarding the variables educational management and teacher performance because they have not been fully addressed from a constructivist approach. Likewise, the development of this study was useful theoretically, since the educational management model will contribute to the knowledge about what already exists; this was developed in order to substantiate the findings generated from the variables that were addressed. From the social dimension, it was justified by having teachers as beneficiaries since, in the future, the educational management model based on a constructivist approach can be implemented, and it is expected that it will contribute to the improvement of their performance. In the same way, he presented a practical justification, because a problem presented in most public educational institutions was analyzed, where the lack of procedures is affecting the performance of educational personnel. Therefore, with the research, it is expected that, in the future with the application of training processes, the performance of the staff dedicated to teaching will improve. In addition, the research took into account a methodological justification, since instruments were designed for the measurement of the variables educational management and teacher performance. Likewise, it had content validity by experts and its reliability was obtained so that it can be used by other studies. The validity of the model is projected for three years.

To this end, the general objective was to propose an educational management model from the constructivist perspective to improve teaching performance in primary and secondary education institutions. Likewise, specific objectives were proposed: to diagnose the level of teaching performance in primary and secondary education institutions, to evaluate the need to implement an educational management model based on the constructivist approach, to design the educational management model based on the constructivist approach and to validate the proposal. In the same way, to respond to the problem, the general hypothesis was raised: the proposal of an educational management model based on the constructivist approach will contribute to the improvement of teacher performance in primary and secondary education institutions.

## **Results**

### **Descriptive analysis**

Specific objective 1: To diagnose the level of teaching performance in primary and secondary education institutions.

## Teaching performance variable

Table 1 Current situation of teacher performance

Qualification	Rank		Frequency	%
	Since	Until		
Low	18	41	66	71.70%
Regular	42	65	9	9.80%
High	66	90	17	18.50%
Total			92	100.00%

Table 1 shows that about 3/4 of the sample, that is, 71.70%, is at a low level and about 1/10 of the sample is at a regular level, which justifies that by developing a proposal for an educational management model, teacher performance will improve.

## Results by dimensions of teacher performance

## Preparing for Student Learning

Table 2 Current situation of student readiness for learning

Qualification	Rank		Frequency	%
	Since	Until		
Low	4	8	56	60.90%
Regular	9	14	19	20.70%
High	15	20	17	18.40%
Total			92	100.00%

As shown in Table 2, with respect to the dimension of preparation for student learning, it was found that about 61% of the sample, or 60.90%, is at a low level; that about 21% of the sample, that is, 20.70%, is at a regular level. Only 18.40% were at the high level, data that corroborate the problems observed and that justify applying a new model.

## Teaching for Student Learning

Table 3 Current situation of teaching for student learning

Qualification	Rank		Frequency	%
	Since	Until		
Low	6	13	65	70.70%
Regular	14	21	9	9.80%
High	22	30	18	19.50%
Total			92	100.00%

As shown in Table 3, about 71% of the sample is at a low level compared to 29.30% of regular and high, which justifies the need for a new model.

## Participation in the management of the school articulated to the community

Table 4 Current situation of participation in the management of the school articulated to the community

Qualification	Rank		Frequency	%
	Since	Until		
Low	4	8	61	66.30%
Regular	9	14	14	15.20%
High	15	20	17	18.50%

Total	92	100.00%
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As can be seen in Table 4, the results obtained for the dimension of participation in the management of the school articulated to the community are similar to those obtained for the other dimensions, maintaining 15.20% at the regular level, with the difference being distributed in a high percentage for the low level (66.30%); and a low percentage (18.50%) for the high level.

Development of teacher professionalism and identity

Table 5 Current situation of the development of teacher professionalism and identity

Qualification	Rank Since	Until	Frequency	%
Low	4	8	59	64.10%
Regular	9	14	17	18.50%
High	15	20	16	17.40%
Total			92	100.00%

Table 5 indicates that almost 2/3 of the sample, that is, 64.10% is at a low level, and that a little less than 1/5, that is, 18.50% is at the regular level. Once again, the need for a new proposal for a management model that will improve teaching performance is confirmed.

Specific objective 2: To evaluate the need to implement an educational management model based on the constructivist approach.

Educational management model variable

Table 6 Current situation of educational management

Qualification	Rank Since	Until	Frequency	%
Deficient	19	43	59	64.10%
Average	44	69	23	25.00%
Efficient	70	95	10	10.90%
Total			92	100.00%

Table 6 shows that about 2/3 of the sample, that is, 64.10%, is at a deficient level and 1/4 of the sample is at an average level, which justifies the development of a proposal for an educational management model.

Results by dimensions of educational management

Organizational dimension

Table 7 Current situation of the organizational dimension

Qualification	Rank Since	Until	Frequency	%
Deficient	6	13	55	59.80%
Average	14	21	25	27.20%
Efficient	22	30	12	13.00%
Total			92	100.00%

As shown in Table 7, with respect to the organizational dimension, it was found that about 60% of the sample, that is, 59.80%, is at the level of deficient; that more than 27% is at the average level. Only 13% were at the efficient level, data that corroborate the problems observed.

### Administrative dimension

Table 8 Current situation of the administrative dimension

Qualification	Rank		Frequency	%
	Since	Until		
Deficient	3	6	53	57.60%
Average	7	10	25	27.20%
Efficient	11	15	14	15.20%
Total			92	100.00%

As shown in Table 8, about 58% of the sample is at a deficient level, compared to about 42% at the average and efficient level, which justifies the need for a new model.

### Pedagogical-didactic dimension

Table 9 Current situation of the pedagogical-didactic dimension

Qualification	Rank		Frequency	%
	Since	Until		
Deficient	7	15	56	60.90%
Average	16	25	25	27.20%
Efficient	26	35	11	11.90%
Total			92	100.00%

As can be seen in Table 9, the results obtained for the pedagogical-didactic dimension are similar to those obtained for the other dimensions, maintaining 27.20% at the average level, with the difference being distributed in a high percentage for the deficient level (60.90%); and a low percentage (11.90%) for the efficient level, which allows the proposal of a model to be confirmed.

### Community dimension

Table 10 Current situation of the Community dimension

Qualification	Rank		Frequency	%
	Since	Until		
Deficient	3	6	57	62.00%
Average	7	10	25	27.20%
Efficient	11	15	10	10.80%
Total			92	100.00%

### Note. Own elaboration

Table 10 indicates that almost 2/3 of the sample, that is, 62% is at a deficient level, and that a little more than 1/4, that is, 27.20% is at the average level. Once again, the need for a new proposal for a management model is confirmed.

Specific objective 3: To design the educational management model based on the constructivist approach.

The educational management model was developed based on the constructivist approach, in which it has been taken into account that the dimensions of the educational management model variable were: organizational, administrative, pedagogical-didactic and community that present a deficient level; The dimensions of the teacher performance variable were also: preparation for

student learning, teaching for student learning, participation in the management of the school articulated to the community and development of professionalism and teacher identity that have a low level.

Given the reality of current research, it is necessary to propose a new proposal; therefore, it is necessary to design an educational management model based on the constructivist approach to improve teacher performance in primary and secondary education educational institutions in Lambayeque. (see annex 3).

Specific objective 4: To validate the proposal for an educational management model based on the constructivist approach for the improvement of teacher performance in primary and secondary education institutions.

Table 11 Validation of the proposal for the educational management model based on the constructivist approach

Experts	Opinion
Expert 1	Applicable
Expert 2	Applicable
Expert 3	Applicable
Expert 4	Applicable
Expert 5	Applicable

As can be seen in the table above, the proposal developed was validated through the judgment of five experts (see annex 5).

Discussion

The analysis and interpretation of the results obtained in relation to each of the objectives of the research allowed them to be contrasted with reality; therefore, to confirm the need to propose a theoretical model that contributes to overcoming the deficiencies identified in the current institutional management, in order to improve teaching performance.

Having started from the observation of poor teaching performance due to inadequate management, the results obtained in each of the dimensions with which this variable was defined are analyzed below.

Thus, in relation to specific objective 1, when diagnosing the current situation of teacher performance, as documented in Table 1 presented in Chapter IV, it was deficient. Likewise, the analysis of the results by dimension leads to the same finding.

Regarding the dimension of preparation for student learning, according to 60.90% of the responses registered, they have a low level, which is expressed in each of the indicators, as little interest given to them when carrying out the curricular programming in accordance with the existing reality and little degree of planning to develop them.

Regarding the teaching dimension for student learning, according to 70.70% of the respondents have a low level, due to the lack of efficient management by teachers of the appropriate climate

in which classes should be developed, as well as the lack of mastery of the topics to be developed in their work schedules. which makes the evaluation processes difficult for these students.

Likewise, with respect to the dimension of participation in the management of the school articulated to the community, according to 66.30% of the responses registered, this to the extent that an active participation of the teaching actions in the fulfillment of their teaching tasks with the students is not effectively promoted, in the same way not going hand in hand with these actions of support and motivation to learning would hinder a relationship with the community institutional.

In addition, regarding the dimension development of professionalism and teacher identity, 64.10% of responses were obtained for the low level, this is due to the little commitment shown by teachers and that students identify as little commitment to the act of learning, this can also be noticed when verifying a low work ethic that certain teachers demonstrate with their teaching actions.

These results are similar to those found by Meza et al. (2020), given that teaching performance was good 27.40%, fair 14.20%, bad 58.50%. In addition, it was found that teacher performance was related to educational management in 63.00% and to its respective dimensions: institutional (52.30%), pedagogical (49.90%), administrative (61.10%) and community (51.40%). This indicates that educational management has implications for teacher performance.

On the other hand, what has been found also shows that the educational institution has a deficiency in school effectiveness; since the degree of correlation of 0.358 was not significant between school effectiveness and teacher performance.

This is related to the theory of advanced education; since he considers that teaching performance is an important factor in the learning of the student community. In addition, a deficiency in the professional capacity of the teacher would imply an inadequate integration between management and learning (Martínez-Díaz & Tamayo, 2019).

Likewise, the theory of advanced education, by using its methodology in the process of improving people, will allow improving teacher performance (Puente et al., 2018), so if this theory is applied to the variable teacher performance, the result of each of the dimensions will improve.

Likewise, with this theory it is inferred that good teaching performance depends on a good management model.

In relation to specific objective 2, to evaluate the need to implement an educational management model based on the constructivist approach, as documented in Table 2 presented in Chapter IV, this was deficient.

In the same way, we analyze the results by dimension:

Regarding the organizational dimension , it can be observed that a deficient level was found according to 59.80% of respondents. This is due to the fact that the stipulations within the schedules of activities indicated in the internal regulations are not being complied with, which is related to the development of the work and the goals as an institution, weakening little



communication between members and thus leaving a discomfort in the medium term among the teachers themselves at the time of doing their activities or generating conflicts to carry them out.

Having considered as indicators of the organizational dimension the quality and compliance with the internal regulations, the quality and compliance with the organizational chart, expression of the institutional organization, which is closely related to the division of tasks corresponding to the functions of the agents, time management, at the collective and individual level and, of course, with the internal and external communication process, then the results obtained corroborate the deficiency of management and the need to generate the proposal of a model for its improvement.

Regarding the administrative dimension, it can be observed that a level was classified as deficient by 57.60% of respondents. This is due to erroneous control of the labor budget and low control at the administrative level, which causes the time to achieve goals not to be well distributed, such as the poor efficient management of the resources they administer, making the actions of those in charge increasingly deficient, thus affecting the productive factor of the academic institution.

Having considered as indicators of the administrative dimension, the budget if it is adequate for the acquisition of materials that facilitate teaching; the time allocated for each activity allows the objectives of the institution to be met; and if teachers and principals work together for the administration of the resources available to the educational center, then the results obtained corroborate that there are deficiencies in management and the need to propose a model for their improvement.

Regarding the pedagogical-didactic dimension, it can be observed that a deficient level was found for 60.90% of the respondents, this is due to a poor management of the educational guidance carried out by teachers, and is related to the way in which the evaluations of them are being developed, since this would hinder the development or practice of any teaching plan or strategy. the same that would also depend on whether the teacher usually updates his knowledge or maintains his classic teaching style.

Having considered as indicators of the pedagogical-didactic dimension whether teachers provide adequate educational guidance to students; if they have a well-defined method of evaluating students; if they are constantly trained, in order to have updated information; if the teacher's teaching style is didactic; if they have a close relationship with their students; if they implement didactic strategies in order to increase learning in their students; and, if they have planned the educational programs that they will teach during the school year, then the results corroborate that it is necessary to propose a model, due to the deficiencies that exist in management.

Regarding the community dimension, it can be observed that a deficient level was found (62.00%). This is due to a poor development of the way in which teachers participate in the measures or activities that are taken within the educational institution, thus hindering the relationship between the school and the advancement of the community to which the young students belong, as well as negatively affecting the process of coexistence between both students and teachers.

Having considered as indicators of the community dimension whether teachers participate in all the activities carried out by the educational center; if there is an adequate relationship between the school and the community; If there is an adequate coexistence among all the members of the center, then the results corroborate that it is necessary to propose a model for its improvement.

The results obtained are similar to those found by Muirui (2019), who in his research found that educational management had a great influence on educational performance (67.30%), because it was based on instructive and transformational leadership, thus generating a line of compliance with teachers' actions, thus coinciding with the dimensions of educational management that also presents a deficient level. but that through a new model will improve teacher performance.

In addition, Martínez et al. (2016) found that school conditions and institutional management are related to teacher performance. Educational performance and quality are associated, with a  $p$ -value  $< 0.05$  and a correlation coefficient of 0.578. The findings are consistent because conditions such as the availability of resources and respectful treatment of principals make it more likely that optimal teacher performance will be achieved.

Likewise, the study by Meza et al. (2020) found that educational management in its institutional (64.20%), pedagogical (64.50%) and administrative (70.20%) dimensions are poor, which contributed to 53.80% of respondents rating the management implemented in the educational institution as deficient. Concluding that pedagogical management is a determining factor in the performance of teachers since through actions, strategies, planning and evaluation an optimal performance can be generated.

This is in accordance with the results of Quispe's (2020) research, since the association between pedagogical management and teacher staff performance was determined, obtaining a positive correlation of 0.576, concluding that teacher training management focuses on improving student learning, and it is the principal who guides school planning. taking into account work guidelines that affect academic performance and the quality of education.

This is in line with what Fielder developed in his contingency theory, in which he argues that the effectiveness of organizations depends on how their elements interact and the role played by each of them.

In this way, it allows us to elucidate that, if a better performance by the teacher is achieved through the model proposed in the current research, it will obviously make positive development effective for the actions that are carried out within the educational institution (Hussain et al., 2019), allowing the development of bonds of belonging between the members in order to obtain well-being for the actions that the teacher performs fulfilling his or her work.

On the other hand, what the theory of conscious processes indicates has been taken into account, in which it is stated that in order to use the actions of situations, each of those involved needs to take into account the pattern they have to follow so that there is a correct end (Álvarez, 2021).

In relation to specific objective 3, which was to design the educational management model based on the constructivist approach, the value of the antecedents to obtain results that have occurred in similar processes is highlighted, both to seek the application of the same variables and the

answer that the application of this type of model was considered feasible in a population similar to the one under study.

In this way, the design of this model aims to improve the competencies of teachers based mainly on correcting the shortcomings found in the educational management of educational institutions at the organizational (59.80%), administrative (57.60%), educational-didactic (60.90%) and community (62.00%) levels, in addition to allowing educators to take the necessary measures to properly manage the activities in their area of work.

This is similar to what was reported by Alsammarry et al. (2016), who in their research discovered that the implementation of a structured and planned program that guides the board of directors enables better informed decision-making.

In its study, it was concluded that the educational management applied at the beginning was minimal, however, with the execution of the educational management system, it was possible to increase the level of management in the institution to more than 80%.

Similarly, Gálvez and Milla (2018), in their research, proposed an evaluative model for teachers' performance; obtaining that, by applying a proper planning of student activities, as well as a series of previously set objectives, a grading system and a follow-up to the activities, feedback on the teachers' own abilities and deficiencies is enabled.

It concludes that a model of preparation for student learning allows teachers to reflect and contributes to the improvement of their performance.

In addition, the study by Mediawati et al. (2021) verified the influence of educational management on school effectiveness based on teacher performance, finding an impact of 30%, in addition to a significant association between the two, in this way, it is possible to empirically evidence that there is a link between the two, so that an educational management model will provide benefits for educational quality and children's learning.

Similarly, Meza et al. (2020) makes it possible for the design of an educational management model to be adequate and its application to be optimal, since this is the basis of the action of the constructivist approach, which describes direct learning about the actions that a group of individuals execute, taking into account that possible errors serve as a model for continuous and constant improvement. in the same way is how the actions of this model are developed, where they do not have a beginning and an end if they are not carried out constantly and continuously.

In the theoretical aspect, what was obtained is framed in what was mentioned by Altunova & Kalman (2020), when they refer to the fact that educational management models based on the constructivist approach allow teachers to have a conducive environment, as well as adequate resources to develop critical educational processes that reflect efficient performance, since in this way the teacher's support and guidance strategies are taken into consideration for the promotion of learning effort allowing students to acquire more knowledge.

The results found previously, allow to substantiate the need to develop an educational management model that enables an improvement in the various aspects of education, in this sense it is described that for teachers the best thing would have been to have brought updates of

academic knowledge, taking advantage of tools and contributing to their capacity not being diminished. Likewise, the aforementioned research shows that a good management model has an impact on good teaching performance.

In relation to specific objective 4, which was to validate the proposal of the educational management model based on the constructivist approach for the improvement of teacher performance in primary and secondary education institutions.

This validation was achieved by taking into account the criteria of five expert judges (see annex 5).

This is related to the work of Gálvez and Milla (2018), who implemented a model for evaluating teacher performance taking into account the low levels of performance related to the development and preparation of student learning. Prior to its application, the model was validated by a series of experts in the field, as they stated that the evaluation and monitoring systems allow feedback and recognition of the teacher's own skills and shortcomings.

Likewise, the study by Meza et al. (2020), after evaluating the impact of educational management on teacher performance in Puno, established that educational management enables optimal teacher performance; using strategies, instruments, planning and evaluation.

It is necessary to manage the educational processes that must respond to methodological plans based on grading systems, and for this it is necessary to have been previously validated before its implementation.

The findings are affirmed by Alsammarry et al. (2016) because in their study they introduced an educational management model that had to be previously validated by specialists with which it was possible to substantially improve the level of management in the institution under study.

Considering in this way a validation of the proposal, it was possible to identify the benefits and weaknesses presented in the proposal, which allowed to make the pertinent decisions for its improvement and thus achieve the objectives established during its application.

## Conclusions

1. The level of teacher performance is low in primary and secondary education institutions in Lambayeque.
2. Educational management is deficient in primary and secondary education institutions in Lambayeque.
3. The most pertinent theory that supports the proposal of educational management is the constructivist theory.
4. The design of the educational management model based on constructivist theory is adequate as an alternative solution to the study problem.
5. The proposed model of educational management based on the constructivist perspective in research is valid.

## PROPOSAL

The educational management model focused from the constructivist perspective to improve teaching performance in primary and secondary education institutions that is intended to be made known is of own elaboration, for this reason it is considered what is proposed by the researcher where the following elements are intended to be executed, of which it is described below:

### Beginning:

In this phase, those actions that are happening within the population are described, such as the effects of possible problematic actions, these being carried out by teachers, through low productivity in teaching performance, also the little optimization of educational material, thus affecting the low quality of learning, as well as creating little creativity in the elaboration of didactic strategies; in addition to the limited use of technology and by management staff with a deficient setting of objectives, in addition to a low level of responsibilities thus causing a low level of leadership.

### Process:

8.1. Improved organisational measures.

8.2. Administration Updates.

8.3. Generation of educational didactic measures.

8.4. Permanent participation in community activities.

### Results of the proposal:

At this point, it is resolved that the improvements of the actions and procedures previously carried out are expected, for this an evaluation of those premeditated ideas and sought to improve is made, these being both for teachers and for the management staff. In the case of teachers, the aim is to develop the correct use of assessment tools, to achieve greater student attendance, to improve the quality of teaching-learning, to achieve greater creativity in the use of didactic strategies and on the part of the management staff it is expected that greater responsibility and communication with the staff in their charge will be achieved. also a greater monitoring of the results produced in the educational center, with an improvement in action on the direction of the goals and objectives (see Figure 1 and Annex 3).

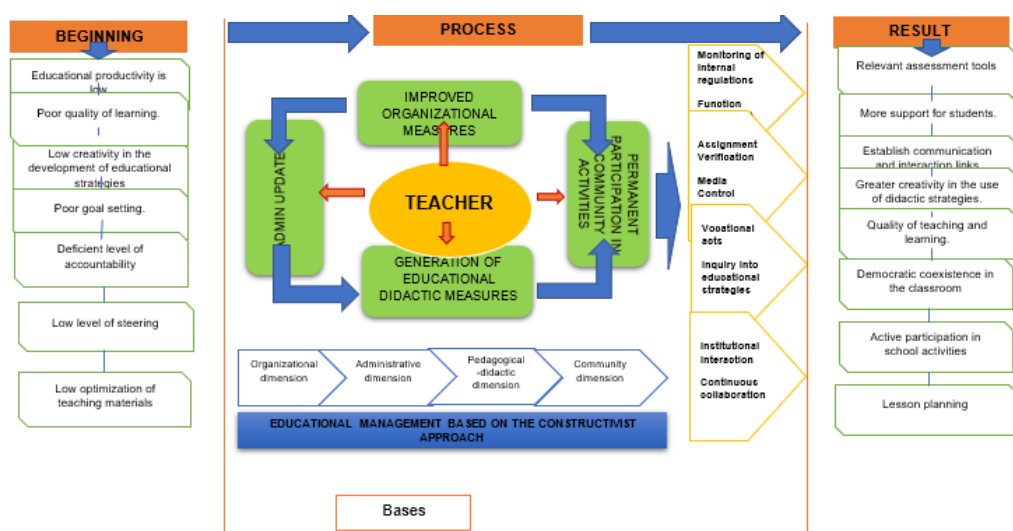


Figure 1. Design of the educational management model based on the constructivist approach

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