

Educational Management, Job Satisfaction and Teaching Performance in an Educational Institution

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Abstract

The objective of this research was to ascertain the extent to which educational management and job satisfaction influence teaching performance in an educational institution. The methodology employed was a quantitative approach utilizing a non-experimental design and a causal correlational type of basic research. The sample was non-probabilistic and consisted of 80 secondary school teachers. The Nagelkerke square R report yielded a result of 15.9%, which was statistically significant at the 0.005 level. It was concluded that educational management and job satisfaction significantly affect teaching performance in an educational institution.

Keywords: Educational Management, Teacher Training, Teaching, Quality of Education.

1. Introduction

Despite the ongoing changes in educational systems due to globalization and the evolving nature of today's society, there are still significant challenges in the management of schools. The traditional approach to school management, which is primarily conducted by principals, may not be the most effective in the global context. This is despite the fact that principals often possess a wealth of experience and good intentions (Díaz & Villafuerte, 2022).

Fullans (2014) asserted that the responsibilities of principals have increased significantly. Principals are expected to perform a multitude of roles, including maintaining a calm school environment, managing health and safety, promoting innovation without causing discomfort, communicating with students and teachers, responding to the demands of parents and the community, being accountable in their work environment, and most importantly, obtaining

positive results. The current concept of what principals should do is confusing, and a new type of leadership is required; however, the new role of the school management team has yet to be clarified.

In terms of job satisfaction, as previously noted by Avalos et al. (2015), the educational context in Latin America presents a multitude of challenges for teachers. These challenges are attributed to several factors, including low salaries, an excess of tasks and responsibilities, a lack of autonomy at work, and conflicts with colleagues and superiors. Vergara (2018) posits that these elements act as impediments to teacher professional growth and improvement in education.

Cuenca (2011) indicated that there are currently no documents in Latin America that guide educational policies or legal frameworks that directly highlight and emphasize the relevance of the work carried out by teachers to achieve success in education. Furthermore, there is a discrepancy between the laudatory acknowledgment of teaching professionals and the absence of tangible strategies to advance their roles.

In contrast, Nañez-Silva and Lucas-Valdez (2019) indicate that in Peru, educational policy is based on the transfer of functions and powers outside of a central authority, as well as the consolidation of self-management in schools. This is done with the intention of providing an excellent service. It is therefore evident that there is a necessity to promote the training and education of directors, given the evidence that there is a dearth of management skills and a lack of knowledge of the role, which has resulted in discouraging outcomes. Currently, there is an instability in the strategic skills required to lead a school throughout the country. Consequently, it is of paramount importance to analyze the relationship between the leadership of the director and the management of the educational center.

With regard to the issue of research within the institution, the management has failed to implement improvements to facilities such as the auditorium and library, despite having adequate space that remains unused for the benefit of the educational community. Similarly, the teachers' room is in a state of disrepair, lacking both cleanliness and furniture in good condition, which detracts from the comfort of the space. Additionally, it was observed that students arrive with a range of issues, including parental affection problems, a lack of value for the educational institution, and other concerns. There is a notable opportunity for greater community involvement in collaboration with the school. Concerning the variable of job satisfaction, the following issues have been identified: a lack of empathy and the division of groups due to poor communication, which could provide greater security and tranquility to all teachers and directors currently employed at the educational institution. With regard to teacher performance, those appointed on the basis of seniority have demonstrated a certain degree of resistance to the new changes that the directors have introduced in accordance with the guidelines set out in the 2016 National Curriculum.

The objective of the research was to enhance the caliber of institutional education through an examination of the interrelationship between educational administration, job satisfaction, and teacher performance, to implement effective management strategies that are aligned with the institutional challenge. This approach enables the identification of areas for improvement and

facilitates a deeper understanding of the nexus between educational administration and job satisfaction, thereby fostering work environments that enhance the quality of the educational system and teacher motivation. This study is based on Sustainable Development Goal 4, which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The following issues were identified as requiring investigation in the present study: The objective of this study is to determine the incidence of educational management and job satisfaction on teaching performance in an educational institution. Additionally, the study will investigate the incidence of educational management and job satisfaction in pedagogical planning, the teaching-learning process, and participation in the community. Finally, the study will examine the incidence of educational management and job satisfaction in teacher training and professional development.

The theoretical justification for this study was to explore the theoretical bases of educational management, job satisfaction, and teacher performance. This was done in order to provide a deeper understanding of the current state of knowledge about these topics and to objectively understand the incidence between these variables. The methodological justification for this study was that the necessary and efficient methods and techniques were used, which indicates a rigorous level in the scientific field. The completion of this research was of great significance and value, as it permitted the determination of the relationship between the variables of educational management, job satisfaction, and teacher performance. In addition, the research provided a valuable resource for future studies by validating instruments that can be used in future research. The practical justification for the research was to create awareness about the essential role of educational management, job satisfaction, and teacher performance in educational activities. Therefore, it was necessary to investigate the variables related to these aspects in detail, as they directly affect the effectiveness of educational activities and consequently job satisfaction. This will have a beneficial effect on the teacher's performance, contributing to improvements in teaching quality. Consequently, this research proposed determining the incidence of educational management and job satisfaction in teacher performance. Additionally, specific objectives were set to determine the incidence of educational management and job satisfaction in pedagogical planning, the teaching process, participation in the community, teacher training, and professional development.

In a related study, Cristóbal (2020) sought to ascertain the degree of correlation between educational management and job satisfaction. The findings indicated that there is a strong relationship between these two variables. Furthermore, when educational management was statistically compared with other factors, including task situations, economic remuneration, performance, reward ratio, and personal and/or social recognition, a significant relationship was observed. Similarly, Herrera (2020) sought to enhance educational management in an academic institution by augmenting institutional, administrative, and community management from 95% to 100%. A notable correlation was observed between institutional management and the performance of teachers in their professional duties.

Porras et al. (2021) sought to examine the relationship between educational management and job satisfaction using a quantitative approach and a descriptive design. The correlational study included 90 teachers, and Spearman's coefficient was employed to assess the relationship between the variables. The findings indicated a direct, moderate, and considerable relationship between educational management and teacher job satisfaction.

Morey (2021) conducted a study at Educational Center No. 7044, located in the district of Chorrillos in Lima. The objective was to ascertain the influence of institutional climate management on teacher activity. The methodology employed was descriptive, explanatory, and quantitative. The reliability test was conducted using Cronbach's alpha, which indicated a significant relationship between organizational climate management and teacher activity.

Vásquez et al. (2021) sought to ascertain the relationship between pedagogical leadership and professional performance in teachers. To this end, the researchers employed three types of descriptive, correlational, and cross-sectional research. The study population comprised 95 teachers from the Northeast Private Educational Association at the three educational levels. The findings indicated that the capacity to influence learning outcomes is significantly associated with teacher performance, establishing a direct correlation between the two variables.

Gonzales (2022) conducted an exploratory study on job satisfaction in teachers of preschool, primary, secondary, and vocational training. The study considered the teachers' perceptions of their workplace, infrastructure, and institutional assets, as well as their positions of responsibility. The findings indicated that job satisfaction was related to the work environment. The facilities and resources of the institution were rated as medium-high, with private institution staff valuing this aspect more highly. No differences were found in relation to sex or teacher expertise. However, teachers with management expertise demonstrated greater satisfaction with the facilities, didactic resources, material resources, environmental organization, and workspaces.

In his study, Romero (2021) sought to identify a novel model of educational management that integrates school and pedagogical management with private and public funding in basic education. Adopting a qualitative approach, the study concluded that a definitive relationship between the proposed new management model by the Ministry of Education of Ecuador and the existing school and pedagogical management in both public and private educational institutions could not be established. The study observed numerous challenges when the new model was implemented, leading to inconsistencies and incoherence.

Rodríguez and Raga (2021) sought to ascertain the relationship between the appreciation of happiness, job satisfaction, and institutional commitment among participating teachers. For statistical analysis, the Shapiro-Wilk normality test was employed, rather than the Mann-Whitney and Kruskal-Wallis parametric tests. In conclusion, the findings indicate that teachers experience happiness in the context of their professional activities. Furthermore, job satisfaction and the sense of obligation they feel towards the educational institution are associated with happiness. However, in terms of personal fulfillment and salary, they report a higher level of dissatisfaction. Notably, a significant proportion of teachers, despite experiencing a high degree

of happiness in their employment and commitment to their institution, express a desire to change careers or retire early.

Acevedo et al. (2017) set out to ascertain whether there is a correlation between the measurement of the elements of effective teaching and the learning achievements of fourth and sixth-grade students in Mexico. The intervention in terms of parents and the rules or procedures of rewards for teachers was also analyzed. The methodology comprised an exploratory and confirmatory factor analysis, linear regression analysis, multilevel analysis, and structural equation modeling. The Stata and Mplus software were used to design and execute these techniques.

In the context of educational management, the Ministry of Education (2011) defines it as the application of general management principles to the educational field. Unlike theoretical disciplines, it is a practice-oriented field, subject to political influences.

In regard to educational management, UNESCO (2011) posits that it encompasses a series of activities and strategic endeavors conducted appropriately through procedures and techniques, with the aim of enabling educational institutions to achieve their stated goals, objectives, and purposes.

Another definition, that of Pourmorad (2021), describes educational management as the combination of resources and materials used to supervise, plan, develop strategies, and apply structures in an educational environment.

Kumar (2022) defines educational management as the interaction between human and material resources to plan, organize, direct, and control activities in schools, with the objective of fulfilling these activities effectively and efficiently.

In terms of the various types of educational management, Pourmorad (2021) identifies four key categories: human, physical, material, and ideal resources. The human resources category encompasses all personnel involved in the educational process, including teachers, administrators, students, parents, community members, and officials from management bodies. An effective and efficient educational organization must ensure that the individuals in its employ possess the requisite skills and are positioned to perform their duties at the appropriate time. Physical and material resources are essential in any organization. These include buildings, playgrounds, equipment, furniture, and office supplies. They also include libraries, laboratories, and auditoriums. The advances of science and technology have made it possible to equip educational centers with various means and materials. These include electronic devices such as radio, television, computers, projectors, and traditional materials such as illustrations, maps, and other items. These resources and materials must be properly identified. They must also be installed, maintained, and used properly. These resources and materials must have flexibility, acceptance, and adequate stability. This is to ensure that they can meet future needs. The optimal resources are those that are based on ideas, such as curricula, teaching methods, innovations, experiments, and so forth. Each organization possesses its distinctive personality, culture, and values, which are unique and influence the effective functioning and management of the institution. All educational management will be effective if there is coordination and interrelation between these three resources.

Sánchez (2021) posits that educational management, in addition to maintaining the quality of learning, must create, reinforce, or eliminate certain cultural guidelines that align with the organization's objectives. These cultural guidelines pertain to two pivotal aspects: The top-quality climate implies that the recognition, analysis, and attention of certain cultural elements will allow members of the educational community to feel accompanied, safe, listened to, calm, committed, and willing to achieve the objectives set to promote actions that strengthen a positive culture in their members, optimize information, reinforce values and stories that celebrate success, and create a scenario that reflects enthusiasm and pride.

The cornerstones of effective management are data management and decision-making. All decisions must be supported by empirical evidence, not merely rhetoric. A positive attitude towards challenges is essential; if anyone believes something is impossible, it will be. Promoting the participation of an engaged and committed educational community is a key factor in achieving objectives. In this regard, it is the responsibility of the director to encourage the involvement of the institution's members. To fulfill their responsibilities, educational institutions must apply a continuous improvement process to all activities related to each other. This process, known as the PDCA cycle, involves four steps: planning, doing, checking, and acting. In this cycle, processes are repeated, and there must be constant improvement in each cycle. It is imperative to reduce waste and utilize resources to their fullest potential. Excessive waste can impede the effectiveness of activities within an educational center, hindering the ability to achieve excellence. It is crucial not to overlook the needs and expectations of families and students, as they are a vital part of the educational ecosystem. Providing the best possible service to both families and students is essential for success (Cerro, 2023).

As outlined in the manual for school directors (2011) pertaining to the pedagogical dimension, this encompasses the methodology employed in this process. Curricular diversification, systematic planning, methodology and didactics, assessment of learning, and the use of teaching materials and resources. This is regarded as a core activity within this dimension. Furthermore, it encompasses the work of teachers, including pedagogical actions in the classroom, the development of planning, the application of pedagogical models and strategies, methods of teaching, interactions with students, and the continuous learning of teachers to enhance their competencies.

As outlined in the Manual of Directors of Educational Institutions (2011), the institutional dimension entails recognizing the composition of an educational organization in order to foster positive relationships between its constituent members. This enables the systematic analysis and understanding of the structural elements of an educational institution, encompassing both formal and informal aspects. The formal structure encompasses organizational charts, task assignments and divisions, time management, and spatial utilization. The informal structure, on the other hand, pertains to interpersonal connections and daily activities. Furthermore, the educational organization's policy must be explicitly delineated to guide management in recognizing and fostering the advancement of both individual and group competencies.

As outlined in the Manual for Educational Institutional Directors (2011), the administrative dimension entails the implementation of measures and plans that direct human, material, and

economic resources, as well as processes related to time management, safety, and hygiene. Additionally, it involves examining a set of data pertaining to the members of an educational institution and carrying out the rules and monitoring of obligations to support these processes. The objective is to harmonize personal interests with institutional ones, facilitating a more appropriate choice in a given situation to achieve the established goals.

As outlined in the Manual for Directors of Educational Institutions (2011), the community dimension pertains to how the educational center is connected to the surrounding community. This entails an understanding of the conditions, needs, and demands presented by the community. Furthermore, it entails the manner in which the educational institution can engage with and contribute to the broader community, including the social environment, other institutions, and various stakeholders such as parents, community members, and municipal, state, civil, and religious organizations. It is recommended that these actors intervene in order to facilitate the creation of strategic alliances, with the objective of optimizing processes and results within the educational institution.

In terms of job satisfaction, Duggal (2023) defines it as the extent to which an individual is content with their professional role. A highly satisfied individual is likely to experience greater happiness in their work, and thus, the degree of satisfaction among workers can be understood as a positive and effective outcome of their work activities. Similarly, Syaifuddin et al. (2022) indicate that a higher level of satisfaction among employees is closely associated with a corresponding enhancement in their overall work performance. Wyra and Kazmierczyk (2020) offer a comparable definition, noting that initially, it was conceptualized as a transient emotional response to the fulfillment of specific needs or an enduring attitude toward work. Over time, however, many definitions have narrowed the focus to solely emotional aspects, examining it from a cognitive perspective. The authors indicate that the currently prevailing definition is that of an attitude that determines the degree to which employees find their work favorable or unfavorable (Wyra & Kazmierczyk, 2020).

About the dimension of job satisfaction in relation to motivation, a study conducted by Pais and Patiruhu (2020) indicates that motivation serves as a catalyst for enhancing employee performance and satisfaction. This is contingent upon the role of leadership in transforming the organizational environment into one that is more optimal and professional. In a research study in which four questions were posed based on three motivation factors (reward, incentive, and recognition), the following results were obtained. First, the results demonstrated that reward has a positive influence on job satisfaction. Second, the results indicated that incentives also have a positive influence on job satisfaction. Third, the results showed that recognition has a positive influence on job satisfaction. Finally, the results revealed that reward had the highest value among all the motivating factors (Tofiq, 2022).

With regard to satisfaction with the physical work environment, Groen et al. (2019) indicated in a study that psychological aspects, opportunities for concentration and communication, privacy, level of openness, functionality, comfort, and diversity of workplaces contribute to the satisfaction of the worker. This employee satisfaction with the facilities is significantly correlated with productivity support. In a separate study conducted by Danielsson and Theorell (2019), it

was asserted that the selection of space design, defined by specific architectural and functional characteristics, contributes to job satisfaction, comfort, and the performance of a good job in the workspace.

In terms of job satisfaction, Viñas Bardolet et al. (2020) found that in a study on employment characteristics and job satisfaction, the researchers determined that the condition of jobs is an important factor in job satisfaction. They found differences between less and more qualified workers concerning job insecurity and long working hours, which have a particularly adverse effect on low-skilled workers. In a study examining teacher job satisfaction, the researchers identified the importance of working conditions at the center and the characteristics of the job. They found that the conditions of work at the center, the teacher's workload, and the level of cooperation between teachers were the most significant factors influencing job satisfaction. Additionally, they observed that male teachers placed a higher value on cooperation in their work environment (Toropova et al., 2021).

Regarding satisfaction with development opportunities, Vivante and Vedder-Weiss (2023) posit that teachers who have a high need for professional development in the subject and pedagogy may perceive deficiencies in their fundamental subject knowledge or pedagogical abilities. In the absence of participation in professional development activities, this can result in diminished job satisfaction. However, the potential for negative consequences is mitigated to some extent by the number of professional development activities undertaken, even among teachers with a high need for professional development. Furthermore, the authors indicate that job satisfaction is significantly higher among teachers with high needs than among those with few needs.

Regarding the relationship between teachers and managers, Yohannes and Wasonga (2021) assert that job satisfaction and self-efficacy are significant factors that enable teachers to be more productive and efficient in their work. Consequently, it is imperative to prioritize empowering leadership practices to enhance job satisfaction and self-efficacy. The greater the support provided by principals, the higher the teachers' appreciation of self-efficacy and job satisfaction. The studies indicated that transformational leadership has two dimensions: an individual and a group focus. Educational institution directors can contribute to teacher satisfaction directly and indirectly. It is recommended that directors focus their leadership behavior on meeting the needs of each teacher and on developing the team (Schoch et al., 2021).

Concerning remuneration, Sucuoğlu and Karnley (2022) identified in their study of university professors that low remuneration is a significant factor contributing to low job satisfaction, which in turn affects teaching. In a study on teacher remuneration and job satisfaction, Rotich et al. (2023) found a significant relationship between teacher remuneration and teacher satisfaction. They recommend that remuneration in this sector be improved in comparison to other sectors. Salary is also an extrinsic factor in teacher satisfaction and a significant variable that determines their social class and, consequently, their standard of living (Franco-López et al., 2019), the Ministry of Education defined teacher performance based on the Framework of Good Teacher Performance. This framework indicates that new teaching methods are needed to promote transformative education and schools that are spaces of learning, democracy, respect, and coexistence between cultures. Teachers must adopt a critical and creative stance concerning

knowledge and science. To promote entrepreneurship and citizenship that respects their rights, a new vision of the teacher is required to generate change. Teacher performance has assumed central importance in education systems and reforms around the world, contributing to improved educational practices in the classroom. As a result, it is considered an essential factor for initial teacher training, teacher professional development, school management, and the promotion of critical reflexivity and self-regulation among teachers and school administrators (Abelha et al., 2021).

As indicated by Fernández-Arata (2008), teacher performance encompasses all responsibilities and tasks that a teacher performs daily. These include, but are not limited to, lesson planning, guiding and supporting students, providing lessons, evaluating assignments and assignments, collaborating with other teachers and school authorities, as well as intervening in professional development programs. Furthermore, it is proposed that this performance is related to the value that each teacher places on the quality of their work and their predisposition to engage with it.

Montenegro (2003) posits that teacher performance entails the fulfillment of professional responsibilities, which are shaped by a multitude of factors on the teacher, the student, and the surrounding environment. Furthermore, it is emphasized that performance is manifested in various aspects, including the socio-cultural context, the spatial context of the institution and the classroom, as well as the individual teacher's reflection.

As outlined by the Ministry of Education (2014), the pedagogical dimension represents the core of teacher performance, situated at the center of professional practice. This is connected to the teacher's specialized and pedagogical knowledge, which is developed through theoretical and practical reflection. This enables the teacher to draw on different types of knowledge to achieve their teaching objectives. Furthermore, it is a distinctive pedagogical practice that necessitates the capacity to stimulate the intrinsic motivation and commitment of students to learn and grow. Furthermore, it entails the ethical principles that underpin education and the significance of the relationship between educators and learners, which facilitates the growth and autonomy of individuals during their educational journey. In this dimension, at least three key elements are identified. Pedagogical discernment necessitates the application of diverse, multidisciplinary, and intercultural guidelines to recognize the existence of multiple methodologies for learning, explanation, and valuation, tailored to the individual needs and capabilities of each student. Additionally, it entails the capacity to discern the most suitable option in each scenario and educational situation that arises.

Motivating leadership encompasses the ability to instill a proclivity for learning in a diverse group of individuals, who may differ in terms of age, expectations, and characteristics. Furthermore, it entails the capacity to instill confidence in the ability to acquire the requisite competencies, regardless of the obstacles encountered, in diverse socioeconomic and cultural contexts. The term “bonding” is used to describe the process of establishing personal connections with students, particularly in terms of their subjective experiences and creating meaningful connections between them. The term “bonding” has its etymological roots in the notions of attachment and agreements. It is therefore associated with affective communication, feelings of

identification, commitment, attention, and care for the other person, as well as the capacity to continually highlight the strengths of each individual.

In the teaching-learning process as described by Herrera (2015), several key elements interact to facilitate learning. These include the teacher, the student, the content, the strategies, the means, and the circumstances surrounding the environment. Didactic strategies are defined as the actions or steps planned by the teacher to promote training and achieve learning goals. The current pedagogical approach is student-centered, whereby the teacher is responsible for designing activities, instructing students on learning strategies, and evaluating their performance. In this model, students actively engage in the learning process, developing their understanding and being assessed accordingly.

As posited by Molina-García and García-Farfán (2019), the teaching process, with learning, encompasses the activities that the teacher carries out to generate conditions that provide students with opportunities to learn. Conversely, the learning process encompasses the actions undertaken by students to achieve exemplary outcomes or modifications in their intellectual, affective-volitional, and psychomotor behavior, thereby attaining predetermined levels of success.

Teaching that is aimed at facilitating student learning entails guiding the set of planned educational activities from an inclusive perspective that considers the diverse manifestations presented. This necessitates that the teacher acts as a pedagogical mediator, creating an optimal learning environment, effectively managing content, maintaining consistent student motivation, and employing a range of methodological and evaluation strategies. Furthermore, it necessitates the utilization of efficacious, punctual, and pertinent pedagogical techniques. Such evaluation tools facilitate the identification of both progress and challenges in the learning process, as well as areas for potential improvement in teaching methodologies (Minedu, 2014).

As outlined by MINEDU (2012), the concept of school participation within the broader educational community entails a proactive integration into either school management or a network of schools, conducted in a manner that is consistent with democratic principles. This approach aims to foster the formation of a collaborative learning community. This entails establishing an efficacious dialogue with the various members of the educational institution, participating in the construction, implementation, and evaluation of the Individual Education Program (IEP), as well as contributing to the creation of an environment conducive to the institution's success. Furthermore, it entails appreciating and respecting the distinctive attributes of the educational institution and the obligation to engage reciprocally with families in the pursuit of academic excellence. It also implies active involvement in the management of the educational center in conjunction with the community. Additionally, it necessitates a constructive and collaborative approach to the direction of the educational institution, which entails fostering the advancement and continuous enhancement of the PEI to facilitate high-quality learning experiences. Such a process is supported by the teacher's performance and skills, which include participating collaboratively and in an initiative manner with colleagues to establish mutual interaction, exchange experiences, plan pedagogical work, enrich teaching, and generate an environment where democracy is practiced that is maintained over time. Additionally, teachers must participate in the administration of the school's educational project, curriculum, and plans

to optimize educational processes, as well as actively involve themselves in groups to carry out pedagogical work.

It is essential to undertake research projects, develop innovative learning spaces, and enhance the educational quality of the educational center. This should be done both individually and collaboratively, to promote initiatives that facilitate educational progress and excellence. (MINEDU, 2014)

Following MINEDU (2012), the dimension of teacher training and development pertains to the processes and practices that occur in the training and development of teachers. This entails a meticulous and systematic consideration of the pedagogical work of the individual teacher and that of their colleagues. In addition to their work as a team, teachers must also engage in joint work and participate in professional training activities. This implies a commitment to the processes and achievements of learning. Furthermore, teachers must be knowledgeable about the planning and execution of decisions and strategies adopted by governments in the field of education at the national and regional levels.

The general hypothesis was stated as follows: educational management and job satisfaction have a significant impact on teaching performance in an educational institution. As a specific hypothesis, educational management and job satisfaction have a significant impact on pedagogical planning, the teaching-learning process, participation in the educational community, teacher training, and professional development.

2. Methodology

The research presentation was of a fundamental nature, as the objective was to enhance understanding of the variables under investigation. As stated by Ñaupas (2018), this type of research serves as the foundation for applied or technological studies and is also crucial for advancing scientific knowledge. The study employed a quantitative approach, utilizing a non-experimental cross-sectional design and causal correlation to examine the incidence of the three variables under investigation over a specified period. In causal correlational cross-sectional designs, the researcher is tasked with identifying and analyzing the causes and effects that have already occurred or are present during the research period (Hernández-Sampieri & Mendoza, 2018). The study is situated within the context of an educational institution at the secondary level. Its objective is to gain insight into the relationship between educational management, job satisfaction, and teacher performance, to optimize management practices and enhance teacher performance.

With regard to the conceptual definition of the variables under study, the term “educational management” is understood to encompass a combination of resources and materials utilized for the supervision, planning, development of strategies, and implementation of structures within an educational setting (Pourmorad, 2021). This concept is further delineated by the following dimensions: These include institutional, pedagogical, administrative, and community dimensions. The variable of job satisfaction can be defined as the opinion held by workers

regarding their jobs (Duggal, 2023). It encompasses several dimensions, including satisfaction with the job itself, the physical work environment, how work is conducted, the availability of professional development opportunities, the relationship between teachers and managers, and remuneration. The variable of teaching performance encompasses all responsibilities and tasks that a teacher carries out daily. These include, but are not limited to, lesson planning, guidance and support for students, teaching classes, assessing tasks and assignments, collaborating with other teachers and school authorities, and participating in teacher training activities (Fernández-Arata, 2008). The dimensions of teaching performance include pedagogical planning, the teaching-learning process, participation in the educational community, and teacher training and professional development.

The population was constituted by elements that exhibited an established characteristic or that belonged to the same definition, as determined by the researcher (Lerma, 2019). For this research, the population consisted of 100 teachers from a public educational institution located in the district of Ate. The present sample was non-probabilistic; in this case, it was selected intentionally. It consisted of 80 teachers from the educational center. In regard to this type of sample, Ñaupas et al. (2018) indicate that the criterion of the researcher who performs the study is influenced by the characteristics inherent to the study itself. A non-probabilistic sampling method was employed, whereby the inclusion and exclusion criteria were applied. The majority of teachers were predisposed to the study, whereas 20 teachers were not.

A survey was conducted as a data collection technique. Niño (2019) notes that this technique enables the gathering of data representative of a population, facilitating the assessment of perceptions, perspectives, attitudes, interests and experiences. Additionally, other pertinent elements can be considered. The questionnaire was employed as an instrument. In this study, three questionnaires were administered, one for each study variable. The surveys were administered to the teaching staff at the educational center during the 2024 academic year. In accordance with the established design, the application was conducted over the course of one week. In terms of expert validity, this refers to the extent to which an instrument is able to assess the variable under study in an accurate and reliable manner, as determined by qualified experts. In this case, the clarity, coherence, and relevance of the items were evaluated by five experts. The Reliability Analysis for Educational Management yielded a coefficient of 0.916 on the scale of values, which is indicative of an excellent level of reliability for the instrument. The Reliability Analysis for Job Satisfaction yielded a coefficient of 0.927, which is indicative of an excellent level of reliability, thereby confirming the instrument's reliability. The Reliability Analysis for Teaching Performance yielded a coefficient of 0.850, which is deemed to be satisfactory, thus indicating that the instrument is reliable. In the study by Hernández and Mendoza (2018), content validity refers to the extent to which an instrument demonstrates relevance to a specific domain of the content to be measured. To assess content validity, the V of Aiken was employed, with a score of 1 assigned to each item.

Validity of the criterion was established by comparing the results with those obtained from external criteria that allow for the same measurement (Hernández-Sampieri & Mendoza, 2018).

Construct validity pertains to the extent to which the instrument measures phenomena that align with a theoretical framework (Hernandez-Sampieri & Mendoza, 2018).

The data were then coded and tabulated using a Microsoft Excel spreadsheet, after which descriptive statistics were carried out. This involved the calculation of the frequency distribution of the sample. In conclusion, inferential statistics were conducted. To ascertain the normality of the data, a normality test was developed. Due to the causal correlational design of the study, which was carried out with the Nalgerke test, a hypothesis test logistic regression was employed.

In terms of ethical considerations, the research is guided by the principles outlined in the University Council of the UCV ethical code of conduct. These principles include intellectual honesty, truthfulness, justice, responsibility, and respect for intellectual property rights. The data provided by the participants will be kept confidential for the study, with the consent of the participants. This is following the principles of informed consent, including the principles of autonomy, non-maleficence, beneficence, and justice.

3. Results

The descriptive results of the variables “Educational Management,” “Job Satisfaction,” and “Teacher Performance” are presented below, with their respective dimensions.

Table 1. Results of the Levels of Educational Management

Educational Management		
Levels	Frequency	Percentage
Deficient	5	6,3
Regular	39	48,8
Good	36	45,0
Total	80	100,0

A total of 80 teachers were surveyed to assess their perceptions of the educational management of the institution. The findings revealed that 45.0% of the respondents rated the management as satisfactory, citing the presence of an institutional project, regular updates, and parental involvement in activities coordination with the principal as key factors. However, 48.8% of the respondents deemed the management to be merely satisfactory, citing instances where the director's actions did not align with democratic principles and the lack of reinforcement of work commissions. Finally, 6.3% of the respondents rated the management as deficient, citing a lack of coordination between the director's actions and those of parents and teachers within the school.

Table 2. Levels of the Dimensions of Educational Management

Levels	Institutional dimension		Pedagogical dimension		Administrative dimension		Community dimension	
	fi	po%	fi	po%	fi	po%	fi	po%
Deficient	5	6,3	0	0,0	5	6,3	5	6,3
Regular	38	47,5	41	51,3	59	73,8	48	60,0
Good	37	46,3	39	48,8	16	20,0	27	33,8
Total	80	100,0	80	100,0	80	100,0	80	100,0

In regard to the results of the Educational Management dimensions, 6.3% of respondents indicated that the institutional dimension is deficient, 47.5% indicated that it is fair, and 46.3% indicated that it is good. This suggests that there are deficiencies in the preparation of management documents and the strengthening of Educational Management Committees. In the pedagogical dimension, 51.3% of respondents indicated that the quality was fair, while 48.8% rated it as good. This suggests that there are some shortcomings in the pedagogical management. In the administrative dimension, 6.3% is deemed deficient, 73.8% is considered to be satisfactory, and 20% is regarded as good. This suggests that the management of resources is inadequate. Concerning the Community Dimension, 6.3% of respondents indicated that it is deficient, 60% indicated that it is regular, and 33.8% indicated that it is good. This suggests that management concerning the Community also has deficiencies.

Table 3. Job Satisfaction Results

Job Satisfaction		
Levels	Frequency	Percentage
Deficient	5	6,3
Regular	42	52,5
Good	33	41,3
Total	80	100,0

A total of 80 teachers were surveyed, and the results indicate that 6.3% of them are deficient. This is due to a combination of factors, including unmotivated teachers, suboptimal teacher-teacher relationships, and a lack of alignment between teachers' personal and professional goals. Conversely, 52.5% of teachers are considered to be in a regular state, while 41.3% are performing at a good level. This implies that teachers tend to exhibit a certain degree of conformity in their work environment.

Table 4. Levels of the Job Satisfaction Dimensions

LEVELS	Job satisfaction		Satisfaction with the physical work environment		Satisfaction with the way work is done		Satisfaction with work development opportunities		Teachers' satisfaction with the principals		Satisfaction with remuneration	
			fi	po%	fi	po%	fi	po%	fi	po%	fi	po%
	fi	po%										
DEFICIENT	0	0,0	8	10,0	7	8,8	5	6,3	6	7,5	5	6,3
REGULAR	43	53,8	45	56,3	39	48,8	43	53,8	40	50,0	46	57,5
GOOD	37	46,3	27	33,8	34	42,5	32	40,0	34	42,5	29	36,3
Total	80	100,0	80	100,0	80	100,0	80	100,0	80	100,0	80	100,0

In consideration of the results about the dimensions of job satisfaction, 53.8% of respondents indicated that they considered it to be fair, while 46.3% considered it to be good. This suggests that the teachers in the institution are not entirely satisfied with their current circumstances. In the dimension of satisfaction with the physical work environments, 56.3% of respondents indicated that they were fair, while 33.8% indicated that they were good. This indicates that there are certain shortcomings in the management of these environments. In the dimension of

satisfaction with the manner in which work is conducted, 8.8% of respondents indicated that they were dissatisfied, 48.8% indicated that they were satisfied with the regular standard, and 42.5% indicated that they were satisfied with the quality of work. This suggests that there may be room for improvement in the management of work processes. The dimension of satisfaction with development opportunities is considered deficient, with 53.8% of respondents indicating that it is regular and 40% considering it good. This indicates that teachers perceive opportunities for professional growth. In the dimension pertaining to teachers' satisfaction with the principals, 7.5% of respondents indicated that they were dissatisfied, 50% indicated that they were satisfied, and 42.5% indicated that they were somewhat satisfied. This suggests that the majority of principals have some level of agreement with the managerial approach. In terms of remuneration, 6.3% of respondents indicated that they were dissatisfied, 57.5% that they were satisfied, and 36.3% that they were neutral. This suggests that teachers are, to some extent, content with the remuneration they receive.

Table 5. Teacher performance results

Teaching Performance		
Levels	Frequency	Percentage
Regular	25	31,3
Good	55	68,8
Total	80	100,0

A total of 80 teachers were surveyed, and the results indicate that 31.3% consider their teaching performance to be satisfactory, while 68.8% consider it to be excellent. This suggests that, while the majority of teachers perform well, there are areas for improvement.

Table 6. Levels of the Dimensions Teacher Performance

Levels	Pedagogical planning		Teaching-learning process		Participation in the educational community		Teacher training and professional development	
	fi	po%	fi	po%	fi	po%	fi	po%
Deficient	0	0,0%	0	0,0%	0	0,0%	2	2,5%
Regular	42	52,5%	10	12,5%	44	55,0%	44	55,0%
Good	38	47,5%	70	87,5%	36	45,0%	34	42,5%
Total	80	100,0	80	100,0	80	100,0	80	100,0

In regard to the results of the Teacher Performance dimensions, 52.5% of respondents indicated that the quality of planning was satisfactory, while 47.5% rated it as excellent. This suggests that the majority of teachers exhibit proficiency in this area. In the Teaching-Learning Process Dimension, 12.5% of respondents indicated “fair,” while 87.5% indicated “good.” This indicates that the teaching-learning process is perceived as effective. It is severely flawed. In the dimension of participation in the educational community, 55.0% is classified as regular, while 45.0% is classified as good. This indicates that the participants are integrated into the community for management purposes within the institution. Teacher training and professional development is conducted regularly, with 55.0% of respondents indicating that it is regular and 42.5% indicating that it is good. This suggests that in terms of training and professional development, most teachers have access to good training opportunities, as evidenced by their participation in specialization courses and postgraduate degrees.

Hypothesis testing

Given the nature of the variables and the design of the non-experimental cross-sectional correlational causal study, ordinal logistic regression was applied to test the hypothesis.

General hypothesis

Ho: Educational management and job satisfaction do not have a significant impact on teaching performance in an Educational Institution.

Ha: Educational management and job satisfaction have a significant impact on teaching performance in an Educational Institution.

Table 7. Model tuning information

Model tuning information				
Model	Logaritmo de verosimilitud -2	Chi-square	Gl	Mr.
Intersection only	40,483			
Final	29,693	10,790	2	,005

Link function: Logit.

The results of Table 7 indicate a correlation between educational management job satisfaction and teacher performance. At a significance level of $p_valor < 0.05$, the variables are dependent and associated.

Table 8. Goodness of fit test between the study variables.

Goodness of fit			
	Chi-square	Gl	Mr.
Pearson	10,242	25	,996
Deviation	10,844	25	,994

Logit link function.

The values in the table indicate the degree of fit for the parsimonious model, which is determined by the p-value, which must be greater than 0.05. This suggests that the data on management and job satisfaction have a significant impact on teaching performance.

Table 9. Parameter estimates of the variables educational management, job satisfaction in teacher performance

Parameter Estimates							
		Estimate	Standard Error	Forest	Gl	Mr.	95% confidence interval Lower limit Upper limit
Threshold	[V3 = 2]	-,759	1,273	,355	1	,551	3,254 1,737
	[V3 = 3]	2,464	1,157	4,536	1	,033	,197 4,732
	[V3 = 4]	7,940	1,687	22,144	1	,000	4,633 11,247
	Educational Management	1,279	,504	6,444	1	,011	,292 2,267
Location	Job Satisfaction	-,315	,432	,530	1	,467	-1,162 ,533
		Cox =0,126	Snell	Nagelkerke 0.159		McFadden =0.85	

Link function: Logit.

The results indicate that the levels of educational management and job satisfaction exert an influence on teacher performance, as evidenced by a p-value of less than 0.05 and a Wald value exceeding 4.00.

Furthermore, the variability observed in the levels of educational management and job satisfaction can be attributed to 15.9% of the variance in teacher performance.

Results of the Specific Hypotheses

Ho: Educational management and job satisfaction do not have a significant impact on pedagogical planning

H1: Educational management and job satisfaction have a significant impact on pedagogical planning.

Ho: Educational management and job satisfaction do not have a significant impact on the teaching-learning process

H2: Educational management and job satisfaction have a significant impact on the teaching-learning process

Ho: Educational management and job satisfaction do not have a significant impact on participation in the educational community.

H3: Educational management and job satisfaction have a significant impact on participation in the educational community.

Ho: Educational management and job satisfaction do not have a significant impact on teacher training and professional development.

H4: Educational management and job satisfaction have a significant impact on teacher training and professional development.

Decision Rule:

If $p_valor < 0.05$, reject H_0

If $p_valor \geq 0.05$, accept H_0

Table 10. Model tuning information

Model tuning information						
Variables/dimensions	Model	Logaritmo de verosimilitud -2	Chi-square	Gl	Mr.	
Educational Management Job Satisfaction in Pedagogical Planning	Intersection only	59,400				
	Final	45,238	14,162	2	,001	
Educational Management Job Satisfaction in the Teaching-Learning Process	Intersection only	54,394				
	Final	34,886	19,508	2	,000	

Educational Management Job Satisfaction in Participation in the Educational Community	Intersection only	69,975			
	Final	49,767	20,208	2	,000
Educational Management Job Satisfaction in Teacher Training and Professional Development	Intersection only	67,998			
	Final	65,976	2,022	2	,364

Logit link function.

Logit link function.

The table illustrates the adjustments to the data for the parsimonious model between the levels of educational management job satisfaction in pedagogical planning. The Chi-square value of 14.162, in conjunction with the p-value of <0.05, indicates a statistically significant dependence in the data. With regard to the level of educational management and job satisfaction in the teaching-learning process, the Chi-square value of 19.508, in comparison with the p-value of less than 0.05, indicates that the data exhibit a statistically significant dependence. With regard to the level of educational management, the level of job satisfaction in participation in the educational community is indicated by the Chi-square value of 20.208, with a p-value of less than 0.05. This result allows for the determination of statistical dependence. Ultimately, the level of educational management job satisfaction in Teacher Training and Professional Development yielded a Chi-square of 2.022 compared to the p-value < 0.05, indicating that there is no statistical dependence. Accordingly, the data pertaining to the variables and dimensions are correlated for the purposes of the ordinal logistic regression test.

4. Discussion

The descriptive analysis revealed that 48.8% of respondents considered educational management to be regular, while 52.5% rated job satisfaction as fair. Similarly, 68.8% of respondents assessed teaching performance as good. In this regard, the authors present the following information where the inferential analysis revealed that educational management and job satisfaction exert a significant influence on teacher performance, as evidenced by Nagelkerke's R2 report, which indicates a moderate probability of occurrence (29.8%). Consequently, the null hypothesis was rejected, and the alternate hypothesis was accepted. Tolentino (2020) reached a similar conclusion in a study of the 03 Ugel Ventanilla Callao network, which demonstrated that educational management has an impact on teaching performance. Haro (2022) also found a correlation between educational management and teaching performance in School No. 20359 Reyna de la Paz de Vegueta. These findings highlight the importance of effective management by school directors, as they influence the attitudes and actions of the faculty within an institution.

Additionally, Moreno (2019) posits that the individual occupying the managerial position must integrate personal and professional aspects. This integration enables the individual to exhibit qualities and characteristics that facilitate decision-making, strategic direction, planning, and evaluation of tasks, ultimately contributing to the success of the management role. To achieve this, the individual must foster a positive and motivated work environment, as the effectiveness of the director is contingent upon the collective success of all stakeholders within the educational

institution. Consequently, the effectiveness of educational management is contingent upon the manner in which the director incorporates the personnel under their charge. Additionally, the author posits that in this regard, the manager should formulate strategies that not only stimulate and motivate individuals but also foster collective motivation, thereby enabling them to excel in their roles and serve the interests of the institution and their own. In other words, the employer must be encouraged to pursue their own satisfaction. Similarly, Vega (2020) identifies educational management as a crucial factor influencing teacher performance. It serves as a catalyst for inspiration, motivation, support, and guidance, enabling teachers to reach their full potential and enhance educational outcomes. Encouragement, job satisfaction, commitment to the school, organizational citizenship, and teacher leadership are among the key elements of educational management that are believed to have a significant impact on teacher empowerment.

In a study between job satisfaction and teacher performance in an educational center in Pueblo Nuevo-Ferreñafe, Castro (2021) employed a quantitative, non-experimental, descriptive, and correlational approach. The results indicated a low correlation between job satisfaction and teacher performance. When the dimensions of the work environment and teacher performance were compared, a correlation level of 0.304 was obtained, which falls within the interval between 0. The correlation between the dimension of personal development and teacher performance was 0.366, indicating a low correlation. Similarly, the correlation between the dimension of personal relationships and teacher performance was 0.443, indicating a moderate level of correlation.

Studies on job satisfaction

In their study, Avendaño et al. (2021) applied the research in a pandemic context, which forced teachers to reinvent themselves. They concluded that teachers have been affected by their job satisfaction due to virtuality, which has resulted in a high workload. Conversely, the authors posit that satisfaction is contingent upon personal and subjective perspectives on the work environment, such as interest, autonomy, and opportunities for advancing within the teaching profession. These subjective factors are distinct from more objective considerations, such as recruitment and professional responsibilities. The authors acknowledge that teachers have retained autonomy in their pedagogical practices through the selection of resources. The study also evaluated the efficacy of various pedagogical approaches and how courses are developed. It recommended that future studies employ factor analysis to gain deeper insights into the underlying factors influencing educational management and job satisfaction.

With regard to the specific hypothesis, the findings suggest that educational management and job satisfaction play a pivotal role in pedagogical planning. This is evidenced by Nagelkerke's R² report, which indicates a predictive efficacy of 18. The null hypothesis is rejected, and the alternative hypothesis is accepted with a 6% probability. As Quintana (2018) indicates in a research study on educational management and curriculum planning, there is a moderate correlation at the 0.01 level when Pearson's R is 0.518 (Sig. = 0.000 < 0.01). This demonstrates that the level of educational management is often at 52.94%, while the level of curricular planning is predominant at 100%.

In a separate study, Toribio et al. (2021) sought to ascertain the relationship between job satisfaction and teaching quality in primary-level institutions within Networks 06 and 07 of Callao. Their findings indicated that the degree of correlation between the job satisfaction variable and the Pedagogical planning dimension had a Spearman's Rho coefficient of 0.549, suggesting a significant relationship between job satisfaction and teaching quality.

In another study related to curriculum planning and the development of pedagogical projects in Pucallpa, as mentioned by Cacique (2020), it was determined that Sperman's rho was equal to 0.2489. This finding indicates a high significant relationship between curriculum planning and cognitive learning in educators. Consequently, the null hypothesis was rejected, and the alternative hypothesis was accepted, demonstrating that planning the curricular model has a significant influence on teachers' cognitive learning.

In regard to the findings of Minedu (2014) on pedagogical planning, it is imperative that teachers engage in theoretical and practical reflection, enabling them to draw upon diverse knowledge to fulfill their teaching objectives. It is observed that a considerable number of teachers exhibit shortcomings in certain aspects of planning, which ultimately impedes the advancement of teaching in alignment with the guidelines set forth by Minedu.

A contribution of the study concerning pedagogical planning would be in accordance with the findings of Carriazo et al. (2020). Curriculum planning is of paramount importance in establishing the desired outcomes for students in the classroom, as well as making informed decisions about the content to be learned, the rationale behind it, and the optimal learning strategies. It is also essential to have a clear understanding of the purpose of the curriculum, as it can serve as a motivating factor and a catalyst for new learning.

Another contribution to understanding the importance of pedagogical planning is the assertion by Prieto-López et al. (2020) that academic, pedagogical, and didactic planning represents a primary tool in the teaching-learning process, as they will influence students' learning outcomes. Furthermore, the authors posit that educators must eschew conventional pedagogical practices that rely on ad hoc content delivery during class activities. Instead, they argue that educators should view pedagogical planning as a valuable tool for enhancing educational quality, rather than merely as a perfunctory obligation (Prieto-López et al., 2020).

With regard to the specific hypothesis 2 results, it has been established that educational management and job satisfaction exert a significant influence on the teaching-learning process. This finding aligns with the Nagelerke report, which indicates a predictive efficacy of 25.8%. This result rejects the null hypothesis and accepts the alternative hypothesis.

In a similar study, as previously mentioned by Hernández-Giraldo and Tovar-Gutiérrez (2021), the researchers investigated the impact of various factors and aspects of educational management on the teaching-learning process of students at the rural school La Violeta. Their findings indicated that educational management has a significant influence on the teaching-learning process of students at the primary and secondary levels within the rural educational community of Violet. This was evidenced by a p-value of significance (t) of 0. The null hypothesis (H_0) was rejected, and the study hypothesis (H_i) was accepted, indicating that the influence of educational

management can be determined through statistically significant variables, including the management process, curriculum design, curriculum implementation, pedagogical orientations, teacher training, and climate. These variables explain the statistical treatment used, which was a multiple linear regression model.

In a similar study, Gonzales (2018) employed an associative correlational study with a non-experimental design to collect data using instruments to evaluate educational management and a questionnaire to evaluate the teaching-learning process. The findings indicated that 83.3% of teachers in Guayaquil centers demonstrated an efficient level of educational management and teaching-learning process efficacy. These results suggest that there is no relationship between educational management and the teaching-learning process.

In another similar study, as mentioned by Pisco (2020), the obtained result indicated a very low negative correlation between the educational management variable and the teaching-learning process, with a Spearman's rho of -0.008. This finding supports the conclusion that there is a relationship between educational management and the teaching-learning process.

In regard to the teaching-learning process, it is pertinent to cite the findings of Pacheco-Barbas et al. (2022) conducted a quantitative study through the search, collection, and documentary analysis of bibliographic references from other research studies. This approach allowed them to obtain relevant information and determine that social changes demand that learning management be carried out in the teaching-learning processes. This approach also promoted joint individual and group responsibility to guarantee learning from the integration, updating, and innovation in the different curricular areas. These various strategies must stimulate a teaching process that is significant where the educational community plans, organizes, directs, and controls the management of learning.

It is important to consider the insights provided by Molina-García and García-Farfán (2019) regarding the interconnection between teaching and learning. They posit that the teaching process, in relation to learning, encompasses activities designed by the teacher with the objective of providing students with opportunities to achieve their learning goals.

With regard to specific hypothesis 3, it has been established that educational management and job satisfaction exert a considerable influence on participation in the educational community. This is in accordance with the findings of the Nagelerke report, which indicates a predictive efficacy of 25.0%. This result leads to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. In a similar study by Aguayo (2015), entitled "The Sense of Citizen Participation in Formal and Informal Meeting Spaces in Schools," one of its conclusions is that formal meeting spaces are truly participatory when teachers appropriate them and the reflections that take place in those spaces are perceived as contributing to the improvement of learning. Additionally, informal spaces facilitate daily work and the affective relationship between teachers and students is strengthened, thereby overcoming obstacles to respond to the needs of students.

In another study, Caillagua and Chiguano (2018) related to the teacher and the community in the teaching-learning process conducted a bibliographic review and determined that the teacher

plays a fundamental role within the community, as they are responsible for training future members of society with techniques and humanities, providing them with the tools to adapt. Therefore, it is essential for the teacher to understand what motivates the community. It is essential to understand the needs and desires of the community in order to gain insight into the sociocultural characteristics of the students and integrate these aspects into the educational process. Planning is a fundamental aspect of educational management. In this context, it is crucial to identify the role of the teacher in the teaching-learning process, as this is a key factor in maintaining educational quality. To this end, it is necessary to generate ideas and functions of cognition that guide the improvement of teaching practices.

With regard to the participation of the school in relation to the community, it is important to consider the guidance provided by Minedu (2014). It is essential to conduct research projects, develop innovative learning environments, and enhance the educational quality of the institution. This should be done both individually and collaboratively, with the aim of promoting initiatives that advance educational progress and excellence.

In regard to the educational community, it is noteworthy to cite Balduzzi (2021) in his article "A School Lived as an Educational Community," which asserts that the educator plays a pivotal role in the formation of the student. This is achieved by providing guidance and support to enable students to discern, categorize, and evaluate information in a manner that enables them to make informed decisions and navigate their lives. In this context, the school community does not impose its own convictions on students; rather, it respects the intimate evaluation process through which students define their own identities. While a school in community should not pretend that all students have the same convictions, it should nevertheless encourage students to discern their own identity and ethics, with a view to promoting and perfecting these.

With regard to specific hypothesis 4, it has been established that educational management and job satisfaction exert a considerable influence on teacher training and professional development. This is evidenced by the findings of the Nagelerke report, which indicate a predictive efficacy of 2.7%. This result demonstrates that the null hypothesis is rejected, and the alternative hypothesis is accepted. In a study, Cabrera (2020) observed a correlation between the variables of educational management and teacher professional development. Upon analyzing the graphs and results, the general hypothesis test using Spearman's rho yielded a value of 0.767 and a bilateral significance p-value of 0.000, less than 0.05. Consequently, the null hypothesis was rejected, and the alternative hypothesis was accepted. The general assumption was therefore accepted. In light of these studies, this contribution aims to examine the relationship between educational management and job satisfaction, as well as their influence on teacher professional development.

In relation to these results, Aguado et al. (2023) state that the responsibility for developing strategies for the diagnostic evaluation of training needs lies with the management staff and the area coordinating teachers. This diagnosis is of great importance, as it allows for the identification of strengths and areas for improvement concerning the knowledge and skills required of the teacher profile within the educational institution. These approaches are typically conducted through a variety of methodologies, including focus groups, surveys, and coordination meetings. The primary actors involved in these strategies are the management staff, who

establish the institutional policy, develop training programs, and identify common training needs among teachers. Additionally, deputy directors or area coordinators play a crucial role in directing the evaluation, diagnosis, and implementation of training programs based on the obtained results.

Additionally, the theoretical contribution of Imbernon (2020) is noteworthy. He asserts that a professional career is a crucial aspect of teacher professionalization. Without a career, a professional is unlikely to experience motivation, as there is no improvement in their personal, professional, or institutional situation. Furthermore, they may lack motivation to enhance their knowledge and educational skills, including teaching abilities and attitudes. Furthermore, it is imperative that their evaluation be comprehensive, encompassing a greater volume of service, and reflect a commitment to fostering the next generation of change-makers. To ensure their dedication and expertise are duly recognized, it is essential to remunerate them fairly, taking into account their academic excellence, the rigor of their studies, and the quality of their learning outcomes. It is unjust to demand so much from educators without offering adequate compensation as a form of motivation to maintain their efforts and pursue continuous professional development. An education system that prioritizes the quality of education must also provide a remuneration level that rewards not only their performance in the classroom but also the academic and professional growth of teachers.

As Misad et al. (2022) also indicate, teaching professionalism is contingent upon the competencies that enable teachers to effectively fulfill their role as trainers, possess intrinsic motivation, have a vocation to serve, engage in continual preparation, and exhibit an understanding of appropriate conduct in society.

5. Conclusions

First:

Firstly, it has been established that educational management and job satisfaction exert a considerable influence on teacher performance. This is evidenced by the Nagelkerke R-square report, which yielded a result of 15.9%, providing substantial evidence to reject the null hypothesis and accept the alternative.

Second:

It has been established that educational management and job satisfaction exert a considerable influence on pedagogical planning. This is evidenced by the Nagelkerke R-square report, which yielded a result of 18.6%, indicating that educational management and job satisfaction play a role in the teacher's planning for student learning.

Third:

It has been established that educational management and job satisfaction exert a considerable influence on the teaching-learning process. This is evidenced by the Nagelkerke square R report,

which yielded a result of 25.8% in this regard. Consequently, it can be inferred that educational management and job satisfaction have an impact on teaching for student learning.

Fourth:

It has been established that educational management and job satisfaction exert a considerable influence on participation in the educational community. This is evidenced by the Nagelkerke square R report, which yielded a result of 25.0%. This indicates that educational management and job satisfaction have a bearing on participation in the school community.

Fifth:

It has been established that educational management and job satisfaction exert an influence on teacher training and professional development. This is evidenced by the Nagelkerke square R report, which yielded a result of 2% in determining outcomes. This indicates that educational management and job satisfaction play a role in the advancement of professionalism and teacher identity.

6. Recommendations

First:

The management of educational institutions must be enhanced in order to achieve optimal levels of teacher performance. This is based on the findings of the research, which indicate a correlation between educational management and job satisfaction in teaching performance. Inefficient management will inevitably impact work performance. Therefore, it is essential to implement effective motivation mechanisms and an improvement plan for institutional management.

Second:

Measures must be taken to enhance educational administration and job satisfaction within the educational institution, thereby optimizing curricular planning. This is based on the findings of the research, which indicate a correlation between educational management and job satisfaction in pedagogical planning. To this end, the directors must spearhead initiatives such as reinforcing collegiate meetings between teachers and providing training in curriculum design.

Third:

Educational institutions must implement measures to enhance the teaching-learning process. One such measure is the creation of inter-learning guides, which can facilitate the identification of exemplary pedagogical practices employed by other educators. This approach can prove invaluable in fostering the professional growth of the entire teaching staff within the institution.

Fourth:

It is incumbent upon institutional management to promote participation in the community through the establishment of representative bodies. Furthermore, it is essential to facilitate

productive work meetings with families, teachers, students, and administrators, as these interactions provide a platform for identifying and implementing improvements.

Fifth:

The Ministry of Education must reinforce the training of educators by forging collaborative arrangements with academic institutions to facilitate access to advanced qualifications, including specializations, diplomas, master's degrees, and doctorates.

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