

# The pedagogical management: The professional performance of the teacher and their influence

Juana Maricela Quintana Loor<sup>1</sup>, Ángela María Cevallos Cedeño<sup>2</sup>, María Rodríguez Gámez<sup>3</sup>

**Abstract**---This article aims to analyze the theoretical elements that underpin the efficient pedagogical management process to understand its importance within the educational system and its influence on professional teaching performance. An assessment was proposed on the essential aspects to be taken into account in the process that enables the teacher to direct his self-preparation towards the teaching function, based on his training needs, from a pedagogical vision that favors the constant reanalysis of information on the ways of acting. Far from providing a further descriptive study, to the studies carried out by different authors, the aim was to analyze the implications of the pedagogical management of different approaches within said system. It was pointed out as a scientific problem How to contribute to a quality teaching performance through the pedagogical management process? For its development, the inductive-deductive methods were applied; analysis-synthesis; bibliographic review and observation. A qualitative, non-experimental approach was used. The theoretical analysis developed constitutes a guideline for the improvement of methods that allow teachers to raise the quality of their professional performance.

**Keywords**---Pedagogical management, self-preparation, self-training, interactive collaborative, methods.

## I. Introduction

In its beginnings, the concept of management was somewhat strange in the field of education, however, it has become familiar to the point, which has become a research topic that attracts the attention of many researchers (Carranza, 2016).

Pedagogical management is a requirement for the existence, firmness and constant development of an educational institution in the highly challenging and mobile conditions of the current world and integrates a system of knowledge or skills for action (Chacón L., 2014). It is considered as a complex and multifactorial pedagogical phenomenon that directly impacts the educational process in general and the teaching-learning process in particular, in its organization, planning and results (Olkhovaya, et al., 2018).

In this sense, management implies changes in the organization of the teaching process in general and the teaching-learning process in particular, where it is necessary to change not only the external part of the institutional process, but also the internal part, the school and its learning and pedagogical (Lozano, Ceulemans, & Seatter, 2015).

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<sup>1</sup> Pontificia Universidad Católica de Ecuador, Manabí, Portoviejo, Ecuador  
Email: [jquintana4201@puce.edu.ec](mailto:jquintana4201@puce.edu.ec) ORCID: <https://orcid.org/0000-0002-4396-2854>

<sup>2</sup> Pontificia Universidad Católica de Ecuador, Manabí, Portoviejo, Ecuador  
Email: [acevallos@puce.edu.ec](mailto:acevallos@puce.edu.ec) ORCID: <https://orcid.org/00-0002-7432-955X>

<sup>3</sup> Pontificia Universidad Católica de Ecuador, Manabí, Portoviejo, Ecuador  
Email: [mrodriguez@puce.edu.ec](mailto:mrodriguez@puce.edu.ec) ORCID: <https://orcid.org/0000-0003-3178-0946>

For Sociology, pedagogical management is the fundamental support of social transformations and it integrates four types of management: directive, pedagogical and academic, community and financial administration. The success in pedagogical management is determined by the integration of these four types of management. However, this is not always possible in the education systems of developing countries, where various political, social, cultural and economic problems that hinder the management of education converge (Mezher, Cuba, Calánchez, & Chavéz, 2016).

The above justifies a pedagogical management necessary for the achievement of social aspiration, expressed in the quality of knowledge, skills and values to be formed in students and to assume in teachers' better conditions and a pedagogical way of acting according to educational level. in which it carries out its activity (Sedova, Sedlacek, & Svaricek, 2016). To achieve this purpose, (Castorina, 2015) points out that it is necessary to guarantee pedagogical management autonomy in the preparation of the teacher, based on a theoretical and scientific conception in the context of the practice of their pedagogical activity, so that it fosters quality of teaching in their professional performance.

The pedagogical management process is conceived as the most effective way to achieve a correct theoretical and scientific preparation of the teaching staff and, at the same time, it constitutes an effective means to ensure a comprehensive and quality training of the students, since the development of the Intellectual capital significantly influences improvements in pedagogical management and the latter in educational quality (Tomás Vásquez & Vicente Yangali, 2017). The effectiveness and success of the aforementioned process lie in its systemic, contextualized conception, in its collective and individual nature, and in the leadership exercised by teachers in order to respond to the demands and challenges of the pedagogical model (Darling-Hammond, Hylar, & Gardner, 2017).

(Martínez Boom, 2017), when analyzing the role of the teacher in the teaching-learning process, points out that the teacher is an active subject in the pedagogical management process. For his part, (Escudero, 2015) affirms that the key to the required social changes is teaching research that must go hand in hand with innovation.

Updating knowledge is a constant need for teachers of the 21st century. Overcoming, inquiry and research are key firsts, which translate into quality in the teaching process. The deepening in theoretical contents, the attention to educational needs, as the curriculum is assumed, the didactic planning, the application of truly authentic evaluations, are translated into professional performances directed from the pedagogical management (MIE, 2016).

For some years, the Government of Ecuador has been carrying out a process of educational reform aimed at improving educational quality, which includes the implementation of a new model of pedagogical management, which will allow decentralizing the educational administration with the aim of achieving a pedagogical management that enhances leadership at all organizational levels and that covers all sectors of the population (Solis Ramirez, Ramírez García, & Angulo Cruel, 2017).

In fact, each educational level has commitments to the pedagogical management to be carried out and the essence of the content to be taught and learned, an issue that must be addressed as a priority to achieve the goals in student learning. But, are teachers certain of the level of complexity of the content and, in particular, of the peculiarities of the cognitive domain that they must achieve in their students? And how to raise teacher preparation in that direction, what pathways to follow?

These aspects have been taken care of in a general way, without taking into account the peculiarities and procedures that a pedagogical management process must have through its preparation, which aims at identifying theoretical deficiencies in said process such as: the lack of argumentation of the relationship of methods and procedures in a pedagogical management process; their role and place as part of this process and the role of teachers during the deployment of their professional activity.

For all the foregoing, the scientific problem of this article is summarized in the following question. How to contribute to quality teaching performance through the pedagogical management process? In addition to this, the following hypothesis is proposed: The development of an efficient pedagogical management process implies the strengthening of teacher performance.

## **II. Materials and Methods**

In the research, the inductive-deductive method was used, which allowed an investigation with a qualitative, non-experimental approach (Cox & van Gorp, 2018). Variables were not used to make statistical measurements. The pedagogical management approaches in the teaching professional performance process were analyzed, which allowed obtaining the resources and information for development from the analysis of documents as a scientific investigative method.

A deep bibliographic review was carried out on the subject under study, which revealed the elements of the existing historical evolution on pedagogical management and its influence on the process of professional teaching performance in the Ecuadorian educational field, especially in the province of Manabí. It was based on empirical studies that address the theme and the problem, in order to provide specific data for analysis and understanding. Starting with a discernment of articles based on studies whose main axis was academic performance.

In this sense, the background and the historical development of the management process are approached from various theoretical positions. The reflections are presented on the basis of the denomination of methods and procedures that is given to the process aimed at improving teacher performance. The works of (Mendoza, Alfaro, & Patermina, 2015); (García, 2014); (Chacón, 2014); (Ruiz, 2015); (Skiba, Ormiston, Martinez, & Cummings, 2016).

## **III. Results and Discussion**

Educational institutions have evolved and have gone from being closed and isolated institutions to functioning as open, autonomous and complex organizations. This means that they require new forms of management so that they can fulfill their purposes, develop their capacities to articulate their internal processes and consolidate the quality of teaching.

For this reason, there is a need to develop methods and procedures for pedagogical management based on demands that arise from the identification and solution of professional problems through scientific means, in tune with the demands of scientific-technical advances, where it requires teachers to undertake pedagogical management processes in order to contribute to quality teaching.

Management is the whole and articulates theoretical and practical processes to favor the continuous improvement of the quality, equity and relevance of education, while administration is only part of management and refers to the management and use of resources. Thus, for good management, it is necessary to have good administration (García Colina, Juárez Hernández, & Salgado García, 2018).

Currently, the success of educational institutions depends, to a large extent, on their internal management capacity to promote new ways of preparing their teachers. But how to be able to do it? How to align the interests of teachers with the demands of the educational level? How to create a culture in this sense? In short, it is about making available to the teacher methodological and procedural tools that guarantee the management of their permanent self-training necessary for the performance of their work and that serve as the basis for the search for new ones (Rico Molano, 2016).

The literature denotes the use of different terminologies to define management from forms, types, models, functions and dimensions in which they justify their meanings for the objectives that are proposed when referring to management as: ways to broadly approach the possibilities of An institution, meaning to resolve situations or to achieve a purpose in question, the procedures that are carried out for the resolution of educational issues or projects, conducts, guides and administers an educational institution.

Other authors characterize the management as the strengthening of the Educational Projects of the Institutions, the decision making and the execution of actions that allow to carry out the pedagogical practices, their execution and evaluation; the actions, transactions and decisions that the school carries out to achieve the proposed objectives. However, there is no conceptual clarity on pedagogical management and, in particular, on the performance of teachers when managing their self-preparation and continuous improvement from methodological and procedural positions that facilitate their preparation.

Within the management dimensions is the educational one, it is aimed at strengthening educational institutions in order to enrich the pedagogical, managerial, community and administrative processes.

What is intended in this article is to resignify the performance of the teacher as part of pedagogical management, because in addition to having a theoretical discipline, its content must be influenced by the daily practice, which is why the teacher must be constantly updated, to strengthen the identity of educational centers; which reveals the joint work, modifying their teachings, implementing didactic materials and pedagogical strategies.

An important aspect in the management process is the Institutional Educational Project (PEI), since it contains within its tasks the pedagogical area in charge of applying teacher training as a policy, the purpose of which is to encourage the improvement of the quality of teacher performance. , which focuses its actions on three important aspects. Figure 1 shows relevant aspects in the teaching management process.

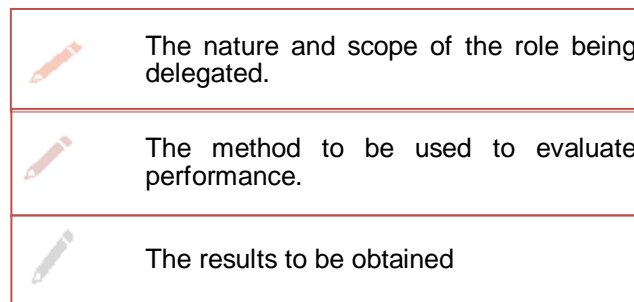


Figure 1. Teaching management process

Own elaboration taking information contained in (MIE, 2016).

These aspects from this perspective put the teacher to the center of pedagogical management because apart from having a theoretical discipline, its content must be influenced by the daily practice, which is why the teacher must be constantly updated, to strengthen the identity of educational centers.

The aforementioned requires the need for constant preparation and updating of teachers' knowledge, all this to improve the quality and educational needs. Pedagogical management is linked to the quality of teaching and the responsibility falls on the teacher because He has the obligation to prepare and strengthen the students' knowledge, developing the skills and abilities that they may have.

The ways of teaching of the teachers cannot be detached from the learning styles of the students, it is necessary to know how they learn and what they need to achieve it, without forgetting the characteristics and conditions that may be in favor or against; This requires a theoretically prepared teacher capable of achieving quality learning, which implies constant preparation.

The pedagogical management in education from the Theory of Conscious Processes, according to (Álvarez, 1998) is essential in the educational process. Any strategy within this process must be driven by a need that is identified and optimized. In order to achieve efficient training for professionals.

The objective-content relationship in this management process is decisive in selecting the methods to carry it out, in which the interests and degree of integration of the participants must be taken into account. The method enables the affective approach to the process, as it shows the leadership role, the human factors that intervene in decision-making, the communication process and global management.

Therefore, for the purposes of this article, pedagogical management is assumed to be the set of operations and activities aimed at the organization of the institution's resources, both individually and in groups, in the intellectual practical activity of teachers, focused on updating constant preparation and teaching-learning process to achieve educational quality.

The pedagogical management starts from recognizing as the elementary level in which it is allowed to achieve an improvement of the integral formation of the professional, as it is considered a social-collective process, in which the

personal and non-personal components of the educational teaching process are found. in close correlation and their purpose is to achieve the formation and development of the student's personality as a social being.

Hence, it is assumed in this article that the *raison d'être* of pedagogical management is the teaching-learning process, which becomes relevant when it is recognized as a central fact around which all other dimensions of management must revolve. Thus, the teaching process involves multidimensionality in innovation procedures (including redefinition of the roles of individuals and organizational recompositions of the educational institution), which is consolidated and reflected in the learning acquired, which becomes meaningful when translates into meaningful learning, experience and results.

(Jurado, 2007) argues that at present it is necessary to promote a teacher who cares and takes care of implementing ways to manage their own training process. The self-training category is the one that has as content the explanation that the teacher must provoke his own training process; This implies a high level of independence, with a self-transforming, self-managing activity to determine what you should know better and how you can acquire it, so as to fill cultural gaps, an aspect necessary to conduct the educational process with quality.

The need for a new role for teachers occupies a prominent place in rhetoric and in current educational practice, given the insufficiency of building new training models and renovating institutions. The profile and role of the new teacher have come to form a long list of desirable competencies, which converge both postulates derived from efficient approaches to education, as well as others proposed by progressive currents, critical pedagogy or educational renewal movements.

Thus, the effective teacher is characterized as a suitable subject, competent professional, agent of change, reflective practitioner, investigative teacher, critical intellectual and transforming intellectual as they refer (UNESCO, 1998).

It is assumed that the new teacher develops a pedagogy based on dialogue, on the theory-practice link, interdisciplinarity, diversity and teamwork; that it is capable of taking initiatives to launch innovative ideas and projects; that develops and helps its students to appropriate the knowledge, values and skills necessary to learn to know, to do, to live together. Likewise, he incorporates in his practice the handling of new technologies both for teaching in and out of the classroom and for his own lifelong learning.

The new role of the teacher should be to create and coordinate complex learning environments, proposing to the students a set of appropriate activities that support them in understanding the study material, supported by collaborative relationships with peers and with their own teacher.

In other words, the teacher must act as a mediator of learning, placing himself beyond the model of informing and explaining teacher of the traditional model. This means that you can adequately select the basic learning processes in each subject and subordinate mediation to its development, through the use of cognitive and metacognitive strategies. The teacher as researcher (Frigerio, 1995).

Therefore, the daily practices developed by a group of teachers in the field of a common space and under the same authority, opens the door to analytically address the conditions and perspectives of pedagogical intervention in the

institution, within the framework of a process of management or self-management, in which, as he points out (Ardoino, 1977, p. 161), “self-management is above all a personal self-management”.

The teacher is thus conceived as the individual and collective actor of management and, as manager of the pedagogical; their role in the institution is far from that of a technocrat, an executor, or a player. It is within the school establishment and from the reconceptualization of the strategic role of the teacher, that alternative projects and actions can be conceived from the perspective of the institution and the group of students, in the intention and to seek solutions to the difficulties that they occur in learning.

Particularly interesting are the conceptions of (Imbermón, 1994) with his proposal to improve the professional practice of teaching and training in the development of a new professional culture, but in this case from pedagogical management, which is characterized by stimulating teachers and find new avenues of action. This conception as said author requires. In figure 2, some important concepts for pedagogical management are detailed.

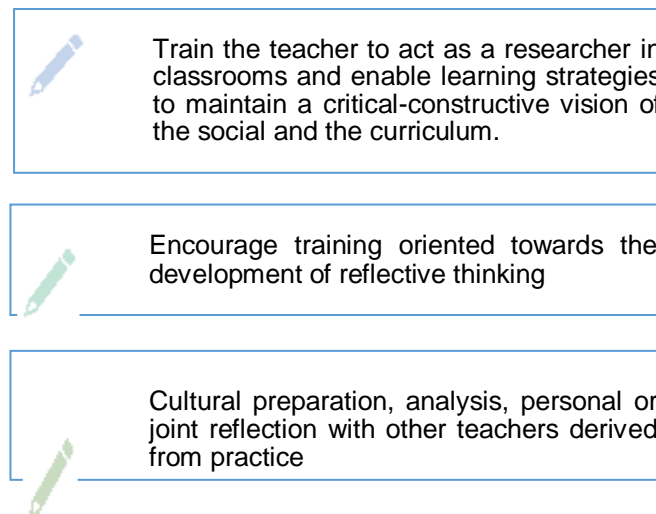


Figure 2. Conceptions for Pedagogical Management

Own elaboration taking information contained in (Imbermón, 1994).

This article promotes the reflection of both individual and collective practice, through various methodological and self-improvement activities and teachers are called to raise their self-preparation, since all these elements are key to achieving educational transformations as part of its management and improve the quality of teaching.

These elements are recognized as essential aspects of the teacher's way of acting, their systematic application by the teacher allows perfecting their pedagogical procedures and working methods, thus becoming an essential way to learn from their own educational practices.

It is considered that its educational effect would be broadened if the reflective analysis can cover the self-training stage of the activity, including metacognitive processes; This provides the possibility for the teacher to become

aware of the diversity of factors and conditions that influence their work and in this case, establish the most effective ways and procedures for certain conditions and contexts, which favors the improvement of their way of learn to teach.

From this analysis it is based that, for the pedagogical management process, the professional performance of the teacher turns out to consider his practice as a key element of the process and that the important role of the methods proposed in the critical analysis and improvement of the pedagogical task, which obviously constitutes an important factor to fulfill professional tasks and functions as part of a management process.

In this process, the teacher's performance gains vital autonomy, however, the director and / or rector is not recognized within this autonomy as the maximum authority of the establishment and as responsible for the conduct of all the activities of the institution, where there are also functions of government, orientation, advice, coordination, supervision, pedagogical, administrative evaluation of school representation and relations with the community. Based on these arguments, (Aquino, 2018), recommends an institutional improvement plan for management, with the aim of strengthening the director's management in the dimensions: technical-pedagogical, administrative and community. For their part (Monzant Mendoza & Aparicio Bolívar, 2016), they consider that the pedagogical management of managers needs the implementation of strategies for organizational development and integration of the community.

Therefore, it follows that the management process requires your intervention in pedagogical tasks, promoting organizational work, the flexibility of administrative functions and even the process of community integration that facilitate productive educational projects in schools.

For his part (García J., 2004), exalts the importance of learning about teaching, when he raises the need for a teacher who is more focused on learning than teaching, designer of learning environments. In this way, the aforementioned author does not take into account the dialectical relationship between these categories, that is, although learning reflects results, the process to be developed to achieve it is essential as the teacher manages his theoretical and practical preparation based on learning Therefore, it is a dialectical unit where teaching and learning are resignified as an essential activity in pedagogical management.

The particularities that the teacher manifests as part of the pedagogical management are considered as a reflection of the collective and social relations between the faculty of the institution; collective forms of behavior become individual modes of behavior (Ezpeleta, 2004); This requires that the methods and procedures used as part of management constitute an objective model of action and implementation of teaching activities, so that teachers systematically and gradually internalize the way of acting from the external referent ( teaching staff) and, at the same time, externalize it, which serves as a regulatory mechanism.

Education responds to the demands of the system and the community, which are reflected in the objectives of the school, which is why (Perrenoud, 2018) states that the management carried out by the teacher as part of their preparation is the way for the development of his reflective capacity to confront in a safe and dynamic way the demands that are presented to him in his pedagogical practice in a given educational context.

The author acknowledges that the aspects analyzed contain different levels in decision-making about educational problems, such as: general and specific political decisions, decisions made during the pedagogical management process, and decisions that guide professional practice, to design and plan content, objectives, methodology, means, among other aspects.



A pedagogical management process allows the construction of knowledge through inquiry, argumentation, innovation and creation that makes it possible to solve the essential problems that arise in the professional field, all of which requires substantial changes in the management of the methodological process and the search new dimensions in the dynamics of the self-preparation process and in the epistemological, offering approaches, conceptions, methods and procedures that contribute to satisfying the demands and needs of the current era.

Pedagogical management has its own nature, the mission and the duty to confront this state of affairs, to be sensitive to the signs of the times and to train future generations in accordance with them, given the transdisciplinary responsibility that formators have. For this reason, it is considered necessary to penetrate the complex and transdisciplinary thinking that the preparation of the teacher requires within the organizations and the various subsystems of the Educational System.

The analysis carried out on the theoretical basis, assumed in correspondence with the pedagogical management process and its influence on the professional training, allowed to build the foundations from which the modeling of the pedagogical management process is carried out. They enter the most varied sciences and are closely related to Education Sciences, among them it is worth highlighting Sociology, Psychology, Pedagogy, Didactics and, in particular, elements of the theory of management and pedagogical management.

Pedagogical management does not impose specific updating, training or professional training programs. This freedom is contingent on satisfying the specific needs of the professionals of each institution and with the purpose of applying the methods, plans and programs according to those needs, using the available resources, creativity, flexibility and the ability to learn from the experience of similar institutions that have obtained successful results (Boxwell, 1994).

The selection of methods to identify the needs of the teachers, as well as the programs, techniques, instruments and the organizational structure, will depend on the type of institution that performs the management, the state of progress of the management and the leadership abilities of the administration, teachers and administration.

A fundamental way within the management process is the implementation of methods that help teachers to be protagonists of their own self-preparation towards the teaching function, based on their training needs from the pedagogical point of view; It is then a constant reanalysis of the information on the way of acting, the procedures, motivations and conceptualizations of the professional pedagogical work, which generates search processes and transformations based on one's own experience and that of others, and which recodes, reorganizes and systematizes the teacher's entire work system towards consciously determined higher stages of development.

The proposal of the methods conditions the self-direction of self-preparation, it is an intentional mental process directed by the decent person, generally accompanied and supported by identification and information seeking behaviors. In these structures we have a role, we fulfill a certain function in a more conscious or unconscious way, through which we have and we are modeling in one direction. Therefore, self-training is becoming a subject of your profession at the intersection of different spaces, carried by the logic of the concept of pedagogical management (Pineau, 2003). From this perspective, essential aspects that will direct the implementation of the methods to be used within pedagogical management are taken into account, which are the following:

- Pedagogical management is a permanent way of self-training and instructional-educational updating of the teacher to be able to direct with quality the teaching-learning process, which involves the qualitative transformation of the teacher in his social interaction with the pedagogical group;
- The methods to be implemented are structured in content, forms and organization, which are based on the subjects they teach, with an emphasis on didactics, which involves deepening and meeting the objectives, skills, means in relation to the characteristics and needs of the students;
- The dynamics in the pedagogical management process implies the decision of a methodology that combines group activity, such as interaction with other teachers in the subject, with the self-training process, which enhances individual leadership during the preparation of the teacher.

Within the variety of system of methods that the teacher can use as part of management, self-training is hierarchized because it allows to connote two fundamental directions: personalized preparation work, which includes self-management of knowledge individually and collectively; and the planning of teaching tasks, as the core of the teaching process at each educational level.

The nature of this method enables the teacher to direct his self-training towards the teaching and scientific function, based on his needs for self-preparation, where he becomes the protagonist of his learning and manager of his own professional self-transformation, which requires states affective, motivational and habits and skills that support a higher level of cognitive independence, as a condition for assuming a leading role in their self-learning.

In this sense, self-training is considered as a general method of pedagogical management that is integrated with the other methods of overcoming and self-preparation, to ensure, from the individual intellectual effort, the mastery of the contents and their didactics, reflecting on their own pedagogical practice and assess the effectiveness of their work as a teacher of the subject (Molina, 2016)..

The self-training method is also a fundamental premise for the teacher's management process to be effective individually and collectively. This method, likewise, must also be developed by managers, who need to self-train to drive, at the organizational level they direct (Molina, 2016).

Self-training in the dynamics of pedagogical management allows the teacher to be in correspondence with their needs and the problems that the educational context poses to them; This constitutes an indispensable condition for teachers and principals to acquire the fundamentals related to their work, a deeper and more solid vision of the scientific-technical and pedagogical-methodological aspects of the educational level.

This justifies self-directed intellectual action, which places the teacher's self-learning activity as a necessary starting point for its preparation, derived from considering it as a human being who selects, assimilates, processes, interprets and confers meanings on the stimuli and configurations of stimuli; for what is defined in this research, as the deployment of a set of individual and collective actions for the acquisition, expansion and improvement of the content and its didactics, which focuses on leading activities of the teacher to raise his scientific preparation based on the demands of the context.

Self-training is proposed, then, as a management method by which the teacher is trained and prepared to achieve a style of search, analysis, reflection, communication and learning, which allows him to critically judge the content of his self-preparation (Molina, 2016).

Pedagogical management becomes an activity of human fulfillment that includes both the overall preparation of the subjects and the achievement of specific dimensions necessary to carry out a profession, while self-training, as its core, makes each teacher aware of identifying their self-preparation, self-learning and self-management needs, to promote professional development as a teacher. (Mendoza & Bolívar, 2016), propose a four-dimensional model of the pedagogical management variable, these are: organizational; operational; administrative and financial. In the relations of the model all the actors of the educational community are involved.

The dynamics of this process can be achieved from the deployment of various procedures that explain the actions inherent in the self-training method. These are procedures emanating from the nature of the method, but the teacher can use others in correspondence with the demands of the activity being carried out and the context in which it is inserted (Molina, 2016). In figure 3, the methodological route that a committed teacher must take into account for its management in the academic process is observed.

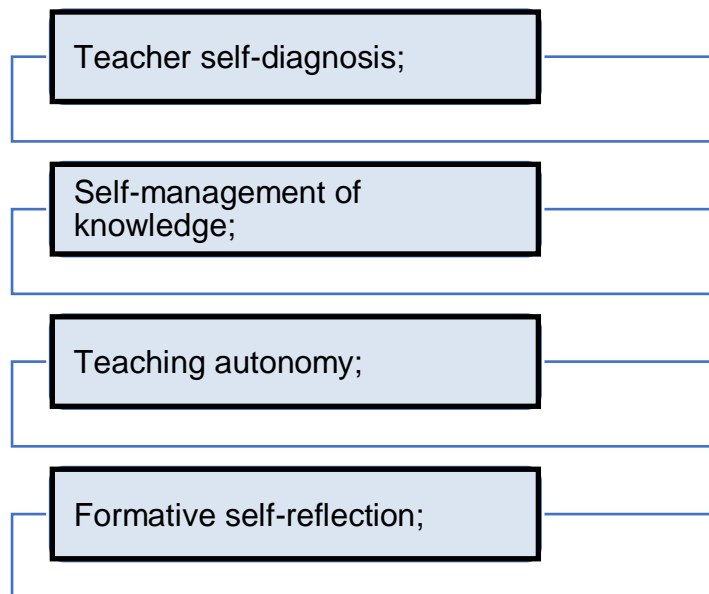


Figure 3. Methodological route for management in the academic process

Source: Own elaboration taking contained information from (Molina, 2016).

Self-diagnosis, as a procedure, requires the conscious activity of the teacher, allows a critical self-assessment of their needs and potentials in terms of mastering the content they teach and their didactics, learning ability, mode of action and motivation, as well as knowledge of other sciences that base the Pedagogical Sciences.

Self-management of knowledge, as a procedure, is an autonomous process where the teacher is the manager of his own development, chooses the relevant tools and moments to appropriate the content of the subject in professional practice. It is a conscious process, due to the leading role of teachers in their preparation and is conditioned by the motivation and reality of the educational context.

Autonomy, as a self-training procedure, involves the actions that teachers decide independently to face the tasks related to their self-preparation, and thus be able to solve their cognitive, procedural and attitudinal problems, which presupposes prior knowledge of their self-diagnosis, Knowing how to self-manage knowledge and implies a high responsibility, inasmuch as the teacher can self-determine and self-regulate in the dynamics during self-preparation.

The formative self-reflection, as a procedure, allows the systematic self-analysis of the teachers' learning, guides the actions of the subjects and involves the scientific, didactic and scientific knowledge as aspects that self-regulate and self-evaluate their individual and collective performance.

Self-reflection implies the assessment of the capacities that are being reached in the act of their formation and also of the cognitive and affective constructs, as a result of individual and group interaction; an act of thinking is promoted by the teacher about how he is achieving the desired preparation and if the effort he makes is necessary or should be increased.

The aforementioned procedures determine actions to be taken by teachers, which spells out how to develop the methodology; but it is necessary to point out that the self-training method, due to its general nature, reaches an internal dynamic from the deployment of the system of procedures previously conceptualized, which enables the self-regulation of pedagogical performance; In addition, understanding the methodological value of the procedures enables conscious decision-making, promotes the establishment of meaningful relationships between what you already know and what you need to learn, as new information, allowing you to decide which are the most appropriate procedures within of the pedagogical management method system to complete the demand demanded by the educational context.

For this reason, the need for retraining, updating or professional improvement of teachers is a necessary condition to be able to give an adequate response to the accumulation of new problems that arise within educational centers and classrooms. It is evident that in this context innovation and improvement of professional practice cannot be approached in isolation and alone. For this reason, group training, collaboration and exchange of knowledge and experiences among teachers, planning, development and evaluation of joint innovation projects, creation and exchange of curricular materials, ... are fundamental actions and strategies for training and updating the related professional teaching practice, as pointed out (Pérez, 1997).

This implies that teachers not only put into practice and develop individual strategies and tasks, but also share with their colleagues beliefs, values, and meanings about the profession and its practice: the social role of the school, nature, goals of teaching, the learning process and the role of the teacher. In short, this collaborative model within the pedagogical management process has been created out of the will of the teachers themselves who commit to working together, not only encompassing a desire for professional improvement, but also the desire to recognize themselves as a collective subject with the purpose of assuming and sharing experiences, feelings and visions about education as a project of social transformation.

In fact, the current historical social conditions are requiring a professional who, in addition to independently solving the problem that yesterday was solved with the help of others, must be able to orchestrate actions conducive to their own development and / or that of the group, focused on the cooperative ways in which teachers are the protagonists of their own pedagogical management as aspects that are considered in this article. From this idea, collaborative group work is assumed as a way of professional improvement and development of their potentialities through the interpersonal exchange of their practices, in the joint solution of professional problems, the use of group techniques aimed at promoting reflection, learning and knowledge within the group. Collaborative learning fosters connection with professional tasks, emotional cohesion with own learning, with the partner and enhances the ability to integrate content with real-life challenges.

The reflections carried out allow the author to express that in the pedagogical management process, the teaching-learning process is the object of critical reflection and innovation, since the teacher is characterized by the discovery of the practical sense of what is studied, the application to his own life, by personal involvement, the development of behaviors that accept alternative thinking, work and life behaviors, as well as by taking an active part in identifying needs, choosing methods, means, evaluation, autonomy and creativity.

En dicha gestión el docente reflexiona y regula su desempeño en el proceso de enseñanza-aprendizaje, para lo cual debe saber identificar sus posibilidades y limitaciones personales. Incluye la identificación de posibilidades y limitaciones personales para el desempeño didáctico, la autovaloración sistemática de su desempeño didáctico, y la planificación, ejecución y control. This allows us to affirm that the management of the development of actions and decisions that requires independent and collective tasks not adjusted to frequencies programmed by the governing body; This enables the teaching community of certain subjects to program their preparation depending on their individual and collective needs, which reveals the need to integrate other methods and procedures that allow them to integrate the results of the activities carried out and of the experiences accumulated when interacting in the framework of the teaching community, because they not only solve cognitive and educational problems, but also find them and pose them in the search activity.

This can be achieved through the use of the interactive-collaborative method, since it sets the guidelines for the exchange of knowledge, conditioning the group and personal possibilities of learning, and which necessarily constitutes a variable of analysis and development in one's own practices. management process. Its approach and treatment will be decisive, in instructive terms, but also educational, to enhance the cultural development of teachers (Rodríguez & Del Carmen, 2019).

This method is assumed, taking into account that it is integrated into the method system, since its procedures correspond to the aspects of the instructional order of the content of the subject to be taught and the organizational aspects of the pedagogical management of teachers to access the different forms to appropriate knowledge and the real conditions offered by the context in order to achieve democratic experiences, internal cohesion, common goals and committed participation, considering the cognitive dimension.

By its nature, the interactive-collaborative method intensifies cooperative work, interaction and confrontation of ideas, relates the actors of the process within the framework of the subject group, without limiting that each teacher

promotes their self-learning, self-regulation and self-evaluation , which will serve as didactic arguments in the design of workshops, seminars and the different types of classes that are conceived as part of the preparation of teachers.

The interactive-collaborative method is defined as a didactic way that promotes collective, cooperative and shared protagonism learning among teachers, which stimulates teachers' apprehension of the instructive and educational aspects of the content to be taught, to increase teacher preparation. in the direction of the teaching-learning process.

To achieve a quality management process requires not only good methods in its dynamics, but also forms of procedures of the teacher in the collective, where the exchange of knowledge will favor individual and collective preparation (Molina, 2016). Figure 4 shows the phases of the interactive-collaborative method.

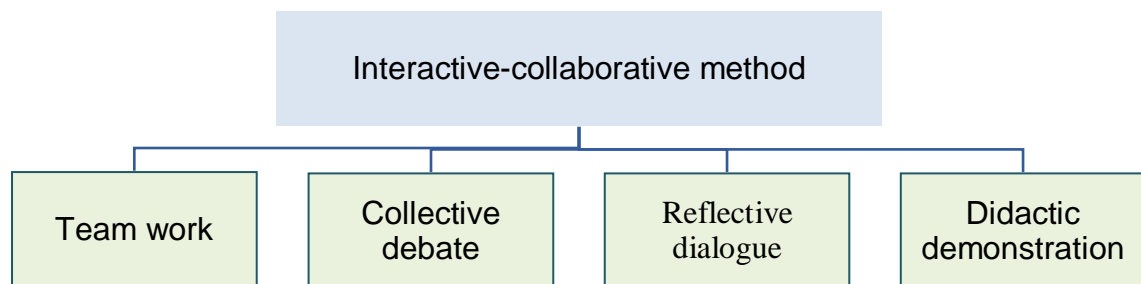


Figure 4. Phases of the interactive-collaborative method

Source: Own elaboration taking information contained in (Molina, 2016).

Group work is the procedure that ensures the sustained and systematic interaction of the subjects of management, which makes it possible to join efforts to increase the preparation of all teachers, while acknowledging the diversity that each of the teachers present in their professional development. This procedure ensures the leading and individualized activity of the group of teachers, aimed at providing solutions to professional problems regarding the content of a subject, determining strategies to assimilate the didactic content and promoting individual development from collective actions.

Collective debate, as a procedure, involves the systematic exchange that teachers carry out with the aim of encouraging the development of critical thinking and open-mindedness that allows knowing different topics and acquiring new information, promoting the achievement of qualitatively richer content objectives Because it brings together proposals and solutions from various people in the group, which from a personal point of view enriches the collective vision of how to address the theoretical gaps in their preparation. The debate as a procedure generates discussion, different points of view, exposition of the particular way that each teacher has to appreciate the place, role and dynamics of the contents in that education.

Reflective dialogue is conceived as the procedure that allows assertive communication, the exchange of knowledge, the valuation of acquired cultural experiences; regulates the performance of teachers through communication, analysis and argumentation of the difficulties they present in structuring certain teaching processes;

develop critical thinking and open-mindedness that allows knowing different topics and acquiring new information and learning to see didactic-methodological situations and problems from other perspectives.

The didactic demonstration is the procedure that makes it possible to illustrate, exemplify and argue the best practices that exist regarding didactic treatment and procedures, to better train the teacher on how to structure and develop a type of teaching activity; Through workshops and classes where diverse discussions and experiences are presented from other perspectives.

The deployment of the interactive-collaborative method is related to the self-training method, since they allow teachers to perform towards self-preparation, nuanced by individualized and personal self-learning, conditioned by group management and learning, through cooperative work and collaborative, where the teacher will be the manager of the transformation of the direction of the teaching-learning process and its cultural self-transformation.

The relationship between the self-training method and the interactive-collaborative one is complemented by the role they manage to fulfill in the integration with the other methods of pedagogical management; they allow the deployment of procedures within the performance of teachers, since these two methods are hierarchical in the direction of the instructional, but also of the educational for the context of the education that is carried out.

#### **IV. Conclusions**

Pedagogical management strengthens the significant growth internally and externally of an institution, by focusing its attention on the essence of the teaching process, where the teacher has a determining role in the quality of learning. The need to study pedagogical management allowed the development of teachers' performance in educational institutions by effectively contributing to the improvement of methods that allow them to raise the quality of their self-preparation. The self-training and interactive-collaborative methods and their procedures are constituted with their didactic actions to boost the performance of teachers in the pedagogical management process

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