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## REVISTA DE EDUCACIÓN

Original article

### School leadership workshop for high school students

Taller de liderazgo escolar en estudiantes de secundaria

Workshop de liderança escolar para alunos do ensino médio

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#### ABSTRACT

In the current context, the demand for leaders capable of guiding communities towards improvement and the achievement of shared objectives is increasingly evident. Therefore, the objective of the article is to present the results obtained in a school leadership workshop with high school students from a district of Lima, Peru. An applied quantitative approach was adopted, with an explanatory and quasi-experimental research design, with an experimental group and a control group. Likewise, the instrument was a questionnaire

validated by experts and subjected to Cronbach's alpha test. Data collection was carried out through a sample of high school students belonging to an educational institution located in a district of Lima. The results of the study showed that, after applying the educational workshop, there were positive changes in the development of school leadership in the experimental group, unlike the control group that did not show variations. Specifically, an improvement was observed in the dimensions of charisma, individualized consideration and contingent reward. Likewise, the percentage of low levels in these dimensions decreased and the percentage of medium and high levels increased. These results allowed us to conclude that the educational workshop "A challenge for you" had a significant impact on the development of school leadership in high school students in a district of Lima, Peru, since the holistic training approach used during the intervention allowed for changes that were reflected in a greater strengthening of school leadership in the participants.

**Keywords:** educational workshop; school leadership; charisma; individualized consideration; contingent reward.

#### RESUMEN

En el contexto actual, la demanda de líderes capaces de guiar a las comunidades hacia la mejora y la consecución de objetivos compartidos es cada vez más evidente. Por ello, el objetivo del artículo es dar a conocer los resultados obtenidos en un taller de liderazgo escolar en estudiantes de secundaria de un distrito limeño, Perú. Se adoptó un enfoque cuantitativo aplicado, con un diseño de investigación de tipo explicativo y cuasi-experimental, con un grupo experimental y otro de control. Asimismo, el instrumento fue un cuestionario validado por expertos y sometido a la prueba de alfa de Cronbach. La recolección de datos se llevó a cabo mediante una muestra de estudiantes de secundaria pertenecientes a una institución educativa ubicada en un distrito

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limeño. Los resultados del estudio mostraron que, luego de aplicar el taller educativo, hubo cambios positivos en el desarrollo del liderazgo escolar del grupo experimental, a diferencia del grupo control que no presentó variaciones. Específicamente, se observó una mejoría en las dimensiones de carisma, consideración individualizada y recompensa contingente. Asimismo, disminuyó el porcentaje de bajo nivel en estas dimensiones y aumentó el de niveles medio y alto. Estos resultados permitieron concluir que el taller educativo "Un reto para ti" tuvo un impacto significativo en el desarrollo del liderazgo escolar de las estudiantes de secundaria de un distrito limeño, en Perú, pues, el enfoque holístico de formación utilizado durante la intervención permitió generar cambios que se reflejaron en un mayor fortalecimiento del liderazgo escolar en los participantes.

**Palabras clave:** taller educativo; liderazgo escolar; carisma; consideración individualizada; recompensa contingente.

## RESUMO

No contexto atual, é cada vez mais evidente a procura de líderes capazes de orientar as comunidades no sentido da melhoria e concretização de objetivos partilhados. Portanto, o objetivo do artigo é apresentar os resultados obtidos em uma oficina de liderança escolar com estudantes do ensino médio em um distrito de Lima, Peru. Adotou-se uma abordagem quantitativa aplicada, com desenho de pesquisa explicativo e quase-experimental, com grupo experimental e grupo controle. Da mesma forma, o instrumento foi um questionário validado por especialistas e submetido ao teste alfa de Cronbach. A coleta de dados foi realizada através de uma amostra de estudantes do ensino médio pertencentes a uma instituição de ensino localizada no bairro de Lima. Os resultados do estudo mostraram que, após a aplicação da oficina educativa, ocorreram mudanças positivas no desenvolvimento da liderança escolar no grupo experimental, diferentemente do grupo

controle que não apresentou variações. Especificamente, foi observada uma melhoria nas dimensões de carisma, consideração individualizada e recompensa contingente. Da mesma forma, o percentual de níveis baixos nessas dimensões diminuiu e o de níveis médio e alto aumentou. Estes resultados permitiram-nos concluir que a oficina educativa "Um desafio para você" teve um impacto significativo no desenvolvimento da liderança escolar de estudantes do ensino médio em um distrito de Lima, no Peru, uma vez que a abordagem holística de formação utilizada durante a intervenção nos permitiu gerar mudanças que se refletissem em um maior fortalecimento da liderança escolar nos participantes.

**Palavras-chave:** oficina educativa; liderança escolar; carisma; consideração individualizada; recompensa contingente.

## INTRODUCTION

In recent times, human leadership in multiple areas, such as work, family, social and school, has gained great relevance. This can be attributed, according to McIntyre and Abdou (2018), to the need to have social leaders who defend human rights and promote peace and democracy, and who develop these skills from schools. However, there is a decrease in students' interest to be leaders, preferring to claim rights without assuming duties, and some even show indifference or get involved in vandalism activities, which has generated the urgent need, according to Pont *et al.* (2019), to reformulate student policies, prioritizing school leadership as a key challenge for educational quality.

Statistics from the United Nations Office on Drugs and Crime in 2019 revealed that the Latin American region has the highest rate of violence in the world, with 32% of annual homicides, 6.7% of which are caused by schoolchildren,

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who, lacking positive leadership models, are influenced by gang leaders or criminals.

In Peru, the lack of leadership in the educational field has contributed to a society with authorities lacking ethical principles and increasingly violent young people, involved in criminal activities and with high rates of school absenteeism. These behaviors are reflected in the data from the National Youth Secretariat, provided in 2021, which describes the admission of a large number of adolescents to juvenile diagnostic and rehabilitation institutions, as well as non-custodial social education programs.

The worrying reality in public educational centers in a district of Lima is manifested through the lack of values, the increase in cyberbullying and the presence of gang leaders; since, according to the SiseVe Report (2020) of the Local Educational Management Unit, during the quarantine due to COVID-19, an increase in attacks against teachers was reported, evidencing offensive behavior among students.

Faced with this problem, there are studies that analyzed the perception of directors and teachers of two private schools in Lima regarding the director's pedagogical leadership and its impact on student learning; this study concluded that the pedagogical leadership exercised by the directors had a positive influence on the students' educational process, highlighting its role in improving academic performance (Tafur *et al.* 2020).

Likewise, Guarnier and Chimenti studied how neuroscience can impact leadership and organizational management, pointing out crucial areas of study such as the biological, cerebral and psychological aspects of neuroleadership; in addition, the influence of culture, decision-making and ethical principles. Now, if this is taken to the school field, where children and adolescents are in a training process, it is easy to indicate that there is an indirect causal relationship between leadership and learning (Cifuentes *et al.*, 2020). This is why Burgos (2015) highlighted the importance of holding

leadership workshops aimed at managers and teachers to promote student leadership.

Regarding the concept of leader, the ability to motivate others to achieve objectives is highlighted (Barraza, 2015), while school leadership encompasses the ability of educational leaders and managers to impact the development and atmosphere of an academic institution, with the goal of promoting both academic performance and well-being, both of students and teaching staff (Navarro-Corona, 2016). There is no universal concept of leadership and its types; however, in this research, Fiedler's contingency model (1971) and the situational model of Hersey and Blanchard (1969) have been considered, who agree that among the dimensions of school leadership are: charisma, individualized consideration and contingent reward.

Hiatt (1996) proposes a holistic approach to leader development, which includes creating awareness, desire, knowledge, ability and reinforcement. Leadership development can also be based on Kelly's cognitive theory (1955), which involves changes in the way people know, interpret and change in relation to their environment, encouraging changes in others and in society in general.

From the above, it can be said that today's society increasingly needs leaders. That is why, the objective of this article is to present the results obtained in a school leadership workshop with high school students from a district of Lima, Peru.

## MATERIALS AND METHODS

The research adopted a quantitative approach of an applied nature, with a quasi-experimental design. The survey technique was used, using a questionnaire in the pre- and post-test, to evaluate the development of school leadership before and after the educational workshop. The instrument was subjected to a validation and

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reliability process, in addition to a pilot test with 20 students with similar characteristics to the sample, which yielded a Cronbach's Alpha of 0.854, indicative of a high level of consistency.

The population under study included 120 fifth-year junior high school students from a school in Lima, Peru. The sample, selected in a non-probabilistic manner, consisted of 80 students distributed in pre-established groups, A (control) and B (experimental), with 40 female students in each group, and ages between 15 and 17 years, all from districts near Lima.

## RESULTS

Table 1 shows that during the pretest, 47.5% of the participants in the control group showed a low level of school leadership, compared to 45.0% in the experimental group. Likewise, 40.0% of the control group showed a medium level, compared to 47.5% in the experimental group. Only 12.5% and 7.5% of the participants in the control and experimental groups, respectively, demonstrated a high level of school leadership. In the posttest, the control group did not experience significant changes, with 42.5% remaining at the low level, 50.0% at the medium level, and 7.5% at the high level. On the other hand, in the experimental group, the percentage of participants with a low level decreased to 5.0%; the medium level increased to 55.0%; and the high level increased to 40.0%. In summary, notable changes were observed in the school leadership of the experimental group.

**Table 1-** Levels of the school leadership variable in the control and experimental groups

Test	Group	Level	Scale	Frequency (f)	Valid percentage (%)
Pretest	Control	Alto	[35 - 45]	5	12.5
		Medio	[25 - 34]	16	40.0
		Bajo	[15 - 24]	19	47.5

Posttest	Experimental	Alto	[35 - 45]	3	7.5
		Medio	[25 - 34]	19	47.5
		Bajo	[15 - 24]	18	45.0
	Control	Alto	[35 - 45]	3	7.5
		Medio	[25 - 34]	20	50.0
		Bajo	[15 - 24]	17	42.5
Experimental	Alto	[35 - 45]	16	40.0	
	Medio	[25 - 34]	22	55.0	
	Bajo	[15 - 24]	2	5.0	

From table 2, it is evident that before the intervention, 55.0% of the students in the control group showed a low level of performance, while the experimental group showed 57.5%. After the intervention, 40.0% of the control group maintained a low level, in contrast to 7.5% of the experimental group. In addition, 47.5% and 72.5% of the control and experimental groups, respectively, were at the average level. Finally, 12.5% of the control group was at the high level, compared to 20.0% of the experimental group. In summary, significant improvements were observed in the experimental group compared to the control group.

**Table 2-** Levels of the charisma dimension in the control and experimental groups

		High [5 - 8]		Medium [9 - 12]		Low [13 - 15]		Total	
		f	%	f	%	f	%	f	%
Pretest	Control	1	2.5	17	42.5	22	55.0	40	100
	Experimental	3	7.5	14	35.0	23	57.5	40	100
Posttest	Control	5	12.5	19	47.5	16	40.0	40	100
	Experimental	8	20.0	29	72.5	3	7.5	40	100

Table 3 shows that before the intervention, 62.5% of the participants in the control group and 60.0% in the experimental group had a low level of performance. 32.5% of both groups were at the average level, while only 5.0% and 7.5% of the control and experimental groups,

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respectively, achieved a high level. After the intervention, in the control group, 60.0% remained at the low level, 30.0% at the average level, and 10.0% at the high level. In contrast, in the experimental group, the percentage at the low level decreased to 12.5%, the average level increased to 67.5%, and the high level increased to 20%. These results indicate that significant changes occurred in the experimental group compared to the control group.

**Table 3-** Levels of the individualized consideration dimension in the control and experimental group

		High [5 -8]		Medium [9 -12]		Low [13 -15]		Total	
		f	%	f	%	f	%	f	%
		Pretest	Control	2	5.0	13	32.5	25	62.5
	Experimental	3	7.5	13	32.5	24	60.0	40	100
Posttest	Control	4	10.0	12	30.0	24	60.0	40	100
	Experimental	8	20.0	27	67.5	5	12.5	40	100

In table 4, it can be seen that before the intervention, 70.0% of the control group and 65.0% of the experimental group showed a low level. Also, 22.5% and 27.5% of the control and experimental groups, respectively, were at the medium level, while 7.5% of both groups reached the high level. After the intervention, in the control group, 67.5% remained at the low level, 25.0% at the medium level, and 7.5% at the high level. In contrast, in the experimental group there was a reduction to 20.0% at the low level, with an increase to 57.5% at the medium level and 22.5% at the high level. In conclusion, the changes in the experimental group reflect an improvement in the students, by reducing their low level of contingent reward and increasing the medium and high levels.

**Table 4-** Levels of the contingent reward dimension in the control and experimental group

		High [5 -8]		Medium [9 -12]		Low [13 -15]		Total	
		f	%	f	%	f	%	f	%
		Pretest	Control	3	4.5	9	22.5	28	70
	Experimental	3	7.5	11	27.5	26	65	40	100
Posttest	Control	3	7.5	10	25.5	27	67.5	40	100
	Experimental	9	22.5	23	57.5	8	20	40	100

### Proof of general hypothesis

Table 5 presents the results of the evaluation of the general hypothesis on school leadership. A value of  $U=312.500$  and  $Z=-4.701$  was obtained. It was observed that, in the pretest, the p value was 681, while in the posttest it was  $p=.000$ , indicating that  $p<0.050$ . Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. This shows that the educational workshop had a significant impact on the subjects' school leadership.

**Table 5-** Values according to U of Mann Whitney for difference of groups independent about the leadership school

	Scholar leadership Pretest	Scholar leadership Posttest
U of Mann-Whitney	757,500	312,500
W of Wilcoxon	1577,500	1132,500
Z	-,411	-4,701
Next asymptotic (bilateral)	,681	,000

a. Variable of grouping: group

### Test of specific hypothesis 1

In table 6, it can be seen that during the post-test, values of  $U=503.500$  and  $Z=-2.904$  were reached in the Mann Whitney test. In the pre-test, the significance was  $p=0.872$ , while in the post-test it was  $p=0.004$ , which indicates that  $p<0.050$ . Therefore, the alternative hypothesis was validated, concluding that the educational workshop has a significant impact on the investigated students' charisma.

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**Table 6-** Values according to U of Mann Whitney for difference of independent groups about the charisma dimension

	Charisma Pretest	Charisma Posttest
U of Mann-Whitney	783,500	503,500
W of Wilcoxon	1603,500	1323,500
Z	-,161	-2,904
Next asymptotic (bilateral)	,872	,004

a. Variable of grouping: group

### Test of specific hypothesis 2

In table 7, it can be observed that during the posttest the values  $U=358.500$  and  $Z= -4.309$  were recorded in the Mann Whitney test. The significance in the pretest was  $p=0.136$ , while in the posttest it was  $p=0.000$ , with  $p<0.050$ . Therefore, the alternative hypothesis was corroborated, indicating that there is statistical evidence supporting that the educational workshop had a significant impact on the individualized consideration of the students.

**Table 7-** Values according to U of Mann Whitney for difference of independent groups on the individualized consideration dimension

	Individualized consideration Pretest	Individualized consideration Posttest
U of Mann-Whitney	649,500	358,500
W of Wilcoxon	1469,500	1178,500
Z	-1,490	-4,309
Next asymptotic (bilateral)	,136	,000

a. Variable of grouping: group

### Test of specific hypothesis 3

Table 8 presents the findings of the posttest in the Mann Whitney test, where  $U=486.500$  and  $Z= -3.053$  were recorded. The significance in the pretest was  $p=0.906$ , while in the posttest it was  $p=0.002$ , with  $p<0.050$ . These results indicate that there is sufficient evidence to affirm that the educational workshop has a significant effect on the contingent reward of the students.

**Table 8-** Values according to U of Mann Whitney for difference of independent groups about the contingent reward dimension

	Contingent reward Pretest	Contingent reward Posttest
U of Mann-Whitney	788,000	486,500
W of Wilcoxon	1608,000	1306,500
Z	-,118	-3,053
Next asymptotic (bilateral)	,906	,002

a. Variable of grouping: group

## DISCUSSION

The discussion addresses the results obtained in the study about the impact of the educational workshop "A challenge for you" on the development of school leadership in high school students in a district of Lima. The findings are consistent with the problem raised in the introduction about the lack of leaders who promote values in public schools in Lima (SiseVe, 2020).

The results presented in table 1 (Levels of the variable school leadership in the control and experimental groups) show that, before the intervention, 45-47.5% of the participants in both groups showed a low level of school leadership, which coincides with local statistics on problems related to the lack of leadership

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models (Secretaría Nacional de la Juventud, 2021). After the workshop, the percentage of low leadership was significantly reduced to 5% in the experimental group, in line with previous research that found a relationship between managerial leadership and school learning (Torres, 2020). These results lead to reflection on the importance of carrying out leader training from school.

Regarding the leadership dimensions, table 2 (Charisma dimension levels in the control and experimental groups) shows considerable improvements in the experimental group's charisma, with low levels decreasing from 57.5% to 7.5%. This reinforces the role of charisma in motivating others towards shared goals, as proposed by the concept of leader (Barraza, 2015). A leader must show enthusiasm and respect for others; in this sense, training students in mastering this dimension is necessary to be able to function in everyday life.

Regarding individualized consideration, table 3 (Levels of the individualized consideration dimension in the control and experimental groups) shows significant changes in the experimental group, with low levels falling from 60% to 12.5%. This is consistent with leadership models that emphasize the importance of considering individual needs (Hersey and Blanchard, 1969), since the leader must be able to recognize each person's needs: personal development, learning and training, work styles and preferences, individual strengths and weaknesses, intrinsic and extrinsic motivations (Navarro-Corona, 2016). Therefore, in the training of the leader, they must be taught to recognize the individual virtues and weaknesses of others.

Finally, table 4 (Contingent reward dimension levels in the control and experimental groups) shows improvements in contingent reward in the experimental group, with low levels decreasing from 65% to 20%. This is key to leadership according to theories such as Fiedler (1971) and Hersey and Blanchard (1969). Contingent reward consists of the leader being able to

reward others for their performance and effort. In this sense, the workshop presented led to a reflection with the students on the importance of recognizing the effort of others and the different forms of reward.

Regarding the general hypothesis, the results in table 5 show that the workshop had a significant effect on the school leadership of the experimental group ( $p=0.000$ ), which is consistent with previous research on the importance of leader training at school (Burgos, 2015; McIntyre Miller and Abdou, 2018). This finding is relevant given the lack of leadership models detected in the population under study, according to local information provided by the National Youth Secretariat, since in 2021 there was a high number of adolescents entering rehabilitation centers.

In relation to specific hypothesis 1, table 6 shows significant improvements in the experimental group's charisma after the workshop ( $p=0.004$ ), supporting its relevance according to leadership concepts; that is, as the ability to motivate others to achieve objectives (Barraza, 2015). This shows the effectiveness of the workshop to enhance motivation towards shared goals through enthusiasm and respect, crucial for the leader's performance and the common good.

Regarding specific hypothesis 2, the data in table 7 support significant changes in individualized consideration in the experimental group ( $p=0.000$ ), which is consistent with models that emphasize recognizing particular needs (Hersey and Blanchard, 1969; Navarro-Corona, 2016). This suggests that the workshop succeeded in fostering the ability to identify individual differences and needs among peers, in order to then provide the necessary help as any leader would do.

Finally, regarding specific hypothesis 3, the results in table 8 confirm significant improvements in the contingent reward of the experimental group ( $p=0.002$ ), a relevant dimension according to leadership theories (Fiedler, 1971). These data indicate that the

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educational workshop had significant effects, since it led to a reflection with the students on the importance of recognition and reward that every person should receive.

Overall, the results support that the holistic approach of the workshop generated significant changes in the school leadership of the participants, which, in turn, can positively impact academic performance and school social relations, as proposed by previous studies (Cifuentes *et al.*, 2020; Tafur *et al.*, 2020).

Based on the results obtained in the research, it can be concluded that the educational workshop "A challenge for you" had a significant impact on the development of school leadership of high school students in a district of Lima, Peru. The applied statistical analyses, such as the Mann-Whitney tests, showed that after the intervention there were statistically significant positive changes in the experimental group compared to the control group, in terms of improvements in the leadership dimensions analyzed such as: charisma ( $p = 0.004$ ), individualized consideration ( $p = 0.000$ ) and contingent reward ( $p = 0.002$ ). Specifically, a reduction in the low levels of these dimensions was observed, between 57.5% to 7.5% for charisma, 60% to 12.5% for individualized consideration and 65% to 20% for contingent reward. This leads to the inference that the holistic approach to leadership training used during the educational workshop, which included generating awareness, knowledge, skills and reinforcement, managed to generate statistically significant changes in the perception and leadership behavior of the participants. The results support the hypothesis raised about the positive influence that the development of school leadership skills from an early age has on strengthening values and fighting social problems, which were presented in the problematic reality and background.

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The authors declare not to have any interest conflicts.

#### Authors' contribution:

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.

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