

Original article

Leadership skills in public educational institutions in Lima Norte, Peru, 2024



Habilidades directivas en las instituciones educativas públicas de Lima Norte, Perú, 2024

Habilidades gerenciais em instituições educacionais públicas no norte de Lima, Peru, 2024

Karen del Pilar Zevallos Delgado¹  0000-0003-2374-980X  kzevallosd@ucvvirtual.edu.pe

¹ University César Vallejo. Peru.

Received: 22/12/2024

Accepted: 30/01/2025

ABSTRACT

Current changes and transformations require that managers of regular basic education institutions strengthen essential skills to effectively manage teams and organizations, especially in challenging environments. This article presents the results of a research that addressed the deficiencies in communication, leadership and teamwork skills in North Lima. The objective was to socialize the levels of management skills in public educational institutions in North Lima, Peru, in 2024, which will allow progress in future stages of the research. The study, with a quantitative approach and non-experimental design, included one hundred and twenty teachers from UGEL 02 and 04, selected through non-probabilistic convenience sampling. An online survey with 25 items on a Likert-type ordinal scale was applied. The results revealed a good level of management skills. Personal skills were the most highly valued, followed by group, interpersonal and specific communication skills. However, the latter showed the lowest performance, suggesting significant differences between the dimensions of management skills. In conclusion, it is essential to strengthen all dimensions of

management skills, as they directly impact the quality of the educational service. Institutions must focus on developing these competencies to ensure a more efficient and beneficial teaching-learning process for regular basic education students.

Keywords: ability; manager; teacher.

RESUMEN

Los cambios y transformaciones actuales requieren que los directivos de las instituciones educativas de educación básica regular fortalezcan competencias esenciales para administrar equipos y organizaciones de manera efectiva, especialmente en entornos desafiantes. Este artículo presenta los resultados de una investigación que abordó las insuficiencias en habilidades de comunicación, liderazgo y trabajo en equipo en Lima Norte. El objetivo fue socializar los niveles de habilidades directivas en las instituciones educativas públicas de Lima Norte, Perú, en 2024, lo que permitirá avanzar en futuras etapas de la investigación. El estudio, de enfoque cuantitativo y diseño no experimental, incluyó a ciento veinte docentes de las UGEL 02 y 04, seleccionados mediante un muestreo no probabilístico por conveniencia. Se aplicó una encuesta en línea con 25 ítems en una escala ordinal tipo Likert. Los resultados revelaron un nivel bueno de habilidades directivas. Las habilidades personales fueron las mejor valoradas, seguidas de las grupales, interpersonales y específicas de comunicación. Sin embargo, esta última mostró el menor desempeño, sugiriendo diferencias significativas entre las dimensiones de las habilidades directivas. En conclusión, es fundamental fortalecer todas las dimensiones de las habilidades directivas, ya que impactan directamente en la calidad del servicio educativo. Las instituciones deben enfocarse en desarrollar estas competencias para garantizar un proceso de enseñanza-aprendizaje más eficiente y beneficioso para los estudiantes de educación básica regular.

Palabras clave: habilidad; directivo; docente.

RESUMO

As mudanças e transformações atuais exigem que os gerentes das instituições de ensino básico regular fortaleçam as competências essenciais para gerenciar equipes e organizações de forma eficaz, especialmente em ambientes desafiadores. Este artigo apresenta os resultados de um estudo

de pesquisa que abordou as deficiências nas habilidades de comunicação, liderança e trabalho em equipe no norte de Lima. O objetivo foi socializar os níveis de habilidades gerenciais em instituições públicas de ensino em Lima Norte, Peru, em 2024, o que permitirá que as etapas futuras da pesquisa sejam levadas adiante. O estudo, com uma abordagem quantitativa e um projeto não experimental, incluiu cento e vinte professores da UGEL 02 e 04, selecionados por meio de amostragem não probabilística por conveniência. Foi aplicada uma pesquisa on-line com 25 itens em uma escala ordinal do tipo Likert. Os resultados revelaram um bom nível de habilidades gerenciais. As habilidades pessoais foram as mais bem avaliadas, seguidas pelas habilidades de comunicação em grupo, interpessoais e específicas. Entretanto, a última apresentou o desempenho mais baixo, sugerindo diferenças significativas entre as dimensões das habilidades gerenciais. Concluindo, é essencial fortalecer todas as dimensões das habilidades gerenciais, pois elas têm um impacto direto sobre a qualidade do serviço educacional. As instituições devem se concentrar no desenvolvimento dessas competências para garantir um processo de ensino-aprendizagem mais eficiente e benéfico para os alunos da educação básica regular.

Palavras-chave: habilidade; gerencial; professor.

INTRODUCTION

Leadership skills are essential competencies that enable educational leaders to effectively manage teams and organizations, particularly in changing and challenging environments. These competencies cover aspects such as effective communication, decision-making, conflict resolution, and the ability to motivate and direct collaborators toward the fulfillment of common goals (Mintzberg, 2009). In the educational field, these skills are crucial to foster a positive and collaborative learning environment, which directly impacts academic performance and the comprehensive development of students (Leithwood & Jantzi, 2000). In the face of technological advances and social transformations, training in leadership skills becomes indispensable for educational managers to adjust their strategies and effectively face current challenges (Fullan, 2011).

According to the International Labour Organization (ILO, 2014), it is essential to cultivate managerial skills and promote ongoing training to improve management in the workplace. Likewise, according to the Ministry of Education (MINEDU, 2014), the pedagogical leadership of the manager is a fundamental element for improving education. The Framework for Good Performance of the Manager

(MINEDU, 2014) seeks to recognize the complex role of the director, which involves adequately exercising leadership and management of the school under his or her charge. This role entails the assumption of new responsibilities focused on achieving student learning. This component serves as the basis on which the others interact, since it provides elements for the evaluation of access and performance, as well as for the implementation of training programs through capabilities and indicators.

To achieve the desired results in today's organizations, it is essential to develop management skills, which include personal, interpersonal and group skills. This development is a continuous process that strengthens senior management. Personal skills include self-awareness and time and stress management; interpersonal skills involve negotiating, motivating and exerting influence; and group skills are essential for delegating and fostering teamwork. These competencies are key to achieving successful executions and improving the profitability and sustainability of companies (Ramírez-Rojas, 2018).

In view of the above, this work has a methodological justification. To this end, quantitative methods were used in accordance with the type and design of the study, so that the findings obtained were authentic and could guarantee future investigations into this issue.

Based on the above, the general problem is: what are the levels of management skills in public educational institutions in Lima Norte, Peru, 2024?; and the specific problem is: what are the levels of personal, interpersonal, group and specific communication skills in public educational institutions in Lima Norte, Peru, 2024? Therefore, taking into account the problems, the general objective is: to know the levels of management skills in public educational institutions in Lima Norte, Peru, 2024; and the specific objective is: to know the levels of personal, interpersonal, group and specific communication skills in public educational institutions in Lima Norte, Peru, 2024.

Therefore, since management skills are achieved by observing their corresponding dimension, the following hypothesis is raised: H_0 . Between the dimensions of management skills there is no statistically significant difference in the public educational institutions of Lima Norte, Peru, 2024, and H_1 . Between the dimensions of management skills there is a statistically significant difference in the public educational institutions of Lima Norte, Peru, 2024.

According to the study by Vega-Armas and Romero-Carazas (2024), it was concluded that effective management skills are essential for the success of any educational institution. Therefore, the

guidelines and actions of managers should focus on effectiveness and dedication to promoting strategic thinking, learning management, teamwork, and interpersonal relationships.

Moscol *et al.* (2024) indicated that effective organizational management is crucial to adapt to constant changes, and having managers with the right skills is vital for institutional success. It was concluded that these skills are important to improve competitiveness and enrich the pedagogical experience, resulting in a more efficient teaching-learning process that directly benefits students.

Rustamadji *et al.* (2024) sought to describe teachers' perceptions of principal competence in a secondary school of SMA UNIMUDA in Sorong, Papua, Indonesia, from a nature-oriented leadership perspective. They used variables such as personal, managerial, supervisory, and social awareness competence. The research was a descriptive study with a quantitative approach, conducted at SMA UNIMUDA, where a random sample of 40 teachers was selected. Data were collected through questionnaires, and descriptive analysis was applied. Teachers perceived different levels of leadership, with managerial competence being the highest, with an average of 4.6, followed by personal competence (4.1), and supervisory and social awareness competences, with averages of 3.6 and 3.4, respectively.

Ramos (2023) had as its main objective to determine the differences in the managerial skills of the managers of emblematic educational institutions in the Ayacucho district in 2020. This descriptive study with a correlational design used a questionnaire on managerial skills, applied to 30 teachers from the Mariscal Cáceres Educational Institution and 30 from the San Ramón Educational Institution. The statistical test used was the Mann Whitney U, the results of which revealed significant differences in the managerial skills of managers in Ayacucho in 2020, with a significance level of 0.000, less than 0.05, which led to the rejection of the null hypothesis.

Solis (2022) sought to identify the level of managerial skills from the teacher's perception in two public educational institutions in Lima in 2022. Using a quantitative approach, 138 teachers (69 from each institution) were evaluated using a valid and reliable measurement scale. The results indicated that teachers showed average levels of managerial skills, with 66.67% in educational institution A and 86.96% in educational institution B. In addition, the hypothesis test revealed that there were no significant differences between the groups, thus accepting the null hypothesis.

Ascencio *et al.* (2022) sought to characterize the perspectives of educational institution managers on digital skills, using a sample of 46 directors. The study, with a quantitative and descriptive

approach, used a 26-question survey. The results showed a positive perception towards digital skills, highlighting that managers, both in rural and urban schools, demonstrated efficient management. In this context, the perception about the development of digital skills during the pandemic was considered a strength that ensures the quality of the educational service.

Díaz *et al.* (2021) focused on determining the differences in management skills during the COVID-19 health emergency, according to the perception of teachers in educational institutions of UGEL 01, Network 14 of South Lima-Peru. The research, with a quantitative approach and non-experimental design, included 127 teachers and used a Google form with 20 Likert scale items. The results showed significant differences in management skills, except in the pair of personal and group skills, whose prevalences were similar.

In her research, Montero & Vázquez (2021) explored the relationship between self-assessment of management competencies and the perception of teachers in national and private schools. Twenty managers and 60 teachers participated, answering self-diagnostic questionnaires on management, leadership, quality, motivation, and institutional climate competencies. The objective was to determine the level of mastery of certain competencies by managers and how these were perceived by teachers, without finding significant differences between the opinions of teachers in state and private schools.

Naidoo (2019) argued that one of the reasons behind the continued decline in student achievement and poor educational outcomes in public schools is the poor leadership of many principals. Despite the lack of strict criteria for the selection of principals, these leaders can effectively lead and manage schools if they receive adequate training and participate in professional development programs. The findings indicate that leadership development in principals is critical for school improvement, promoting active teaching and learning, and that high leadership capacity enables effective interactions with stakeholders, resulting in successful leadership practices.

On the other hand, the theoretical framework of the managerial skills variable has been explored by several authors. Madrigal (2009) and Whetten and Cameron (2016) are some of the specialists who have investigated this phenomenon. In this context, Bandura and Walters (1974) social learning theory has proven to be the most effective approach to help people develop managerial skills. This perspective combines solid conceptual knowledge with opportunities to practice and apply observable behaviors, based on both cognitive and behavioral aspects (Whetten & Cameron, 2016).

Management skills, according to Whetten and Cameron (2016), are defined as identifiable sets of actions that individuals carry out to achieve specific goals. Unlike purely mental or inherent characteristics of the person, these skills are observable by others. Whetten and Cameron (2016) identified four dimensions of management skills: personal skills, which include developing self-awareness, managing stress, and analytical and creative problem solving; interpersonal skills, which include establishing relationships through effective communication, acquiring power and influence, motivating others, and managing conflict; group skills, which involve training and delegating responsibilities, forming effective work teams, and leading positive change; and specific communication skills, which encompass the ability to prepare oral and written explanations, conduct interviews, and facilitate meetings.

This study adopted a quantitative, basic approach, with a non-experimental and cross-sectional design (Hernández-Sampieri & Mendoza, 2018), which delves into theoretical knowledge and understands principles in a specific work context (Yin, 2017).

This article presents the results of a research that addressed the deficiencies in communication, leadership and teamwork skills in North Lima. The aim was to obtain new knowledge and evaluate the variable of interest (Serrano, 2020), facilitating the collection and analysis of quantifiable data (Creswell & Creswell, 2017). The cross-section allowed the phenomenon to be analyzed at a single point in time. Convenience sampling was used, where the researcher selects individuals based on subjective judgment (Hernández-Sampieri & Mendoza, 2018).

Likewise, to evaluate the variable of managerial skills, a questionnaire developed by Aldave (2018) was used, based on the approach of Whetten and Cameron (2016). The objective was to socialize the levels of managerial skills in public educational institutions in North Lima, Peru, in 2024.

MATERIALS AND METHODS

The sample consisted of 120 teachers of early childhood, primary and secondary education in Metropolitan Lima, from UGEL 02 and UGEL 04. The questionnaire contained four dimensions, 13 indicators and 25 items, with a Likert-type scale. The validity of the questionnaire was determined through the evaluation carried out by three experts. In addition, the reliability of the form was established using Cronbach's alpha coefficient, which allowed the internal consistency of the questionnaire to be analyzed through the average correlation of each item with the rest.

To calculate the reliability coefficient, a pilot test of the questionnaire was first carried out. Then, Cronbach's alpha was analyzed using SPSS 23 software, obtaining a coefficient of 0.960, which was revalidated by the researcher in 2024, applying it to 15 teachers as a pilot sample, reaching a result of 0.991, which indicates a high reliability of the form used.

Once the research was approved by the César Vallejo University in 2024, the field study was carried out. Coordination was carried out with the school principals to obtain their authorization and apply the instruments; the objective of the study was explained to them and informed consent was requested online from the participants. Subsequently, an anonymous online questionnaire was applied to the teachers, and the data was organized in Excel and statistically analyzed with SPSS v.23.

A descriptive analysis of frequency distribution and an inferential analysis using Kendall's W test statistic for four samples were performed. Finally, the study followed the ethical principles of respect for the autonomy and freedom of the participants, as well as beneficence and justice (Table 1).

Table 1. Operationalization matrix of the management skills variable

Variable	Dimensions	Indicators	Items	Scale and values	Levels
Management skills	Personal skills	Development of self-knowledge. Personal stress management. Analytical and creative problem solving.	1-6	(1) Never (2) Almost never (3) Sometimes (4) Almost always (5) Always	Bad Regular Well
	Interpersonal skills	Building relationships through supportive communication. Gain power and influence. Motivation of others. Conflict management.	7-14		
	Group skills	Empowerment and delegation. Effective team building and	15-20		

		teamwork. Leading positive change.		
	Specific communication skills	Preparation of oral and written presentations. Conducting interviews. Conducting work meetings.	21-25	

Note: Taken from Aldave (2018)

RESULTS

The results of this research are presented in a descriptive manner, using frequency distribution analysis, both in general and in their corresponding dimensions. Regarding the inference between these dimensions, according to the results shown in table 2, 65% of respondents consider that management skills are good, 25.8% rate them as average and 9.2% consider them bad, thus highlighting a good skill level.

Management skills

Table 2. Frequency distribution of management skills in Lima's IEs, 2024

	Levels	Scale	Frequency (fi)	Valid percentage (%)
Valid	Bad	25-58	11	9.2
	Regular	59-92	31	25.8
	Good	93-126	78	65.0
	Total		120	100.0

Note: The table shows the distribution of management skills obtained from the questionnaire.

Dimensions of management skills

In the dimensions of management skills, according to the results in Table 3, it is observed that, in personal skills, 73.3% of respondents consider them good, 20.8% rate them as average and 5.8% as bad.

In the group skills dimension, 67.5% reached the level of good skill, 23.3% considered it average and 9.2% classified it as poor. As for interpersonal skills, sorted by level, the third place shows that 64.2% rated them as good, 24.3% as average and 11.7% as poor.

Finally, in specific communication skills, 60% consider them good, 29.2% rate them as average and 10.8% as poor. These results allow us to generalize that, in the dimensions of the skills of the directors of educational institutions in Lima, according to the perception of teachers in 2024, they are good, especially highlighting personal management skills, followed by group skills, then interpersonal skills and, finally, specific communication skills.

Table 3. Frequency distribution of management skills dimensions in Lima EIs, 2024

Dimensions	Levels	Scale	Frequency (fi)	Valid percentage (%)
Personal skills	Bad	6-13	7	5.8
	Regular	14-21	25	20.8
	Good	22-30	88	73.3
Interpersonal skills	Bad	8-18	14	11.7
	Regular	19-29	29	24.2
	Good	30-40	77	64.2
Group skills	Bad	6-13	11	9.2
	Regular	14-21	28	23.3
	Good	22-30	81	67.5
Specific communication skills	Bad	5-11	13	10.8
	Regular	12-18	35	29.2
	Good	19-25	72	60.0

Note: The table shows the distribution of the dimensions of management skills obtained from the questionnaire

Inferential test of specific managerial skills ranges

Considering that the variable management skills consists of four dimensions, and considering the objectives of testing the hypothesis on the difference in ranges and the level of significance, the Kendall W test statistic was applied for four related samples.

The results in Table 4 show that, according to the test, personal managerial skills, with an average rank of 2.71, outperform the group skills dimensions, which outperform interpersonal skills and, to a lesser extent, specific communication skills. A chi square of 24.85 and a p value of 0.000 were obtained, which is less than $\alpha=0.01$, allowing us to reject the null hypothesis and accept the research hypothesis. This suggests that in educational institutions in Lima there are significant differences between the dimensions of managerial skills. Therefore, it is important to consider the results presented for the improvement of managerial skills.

Table 4. Kendall Rank Test of the dimensions of management skills in the EI of Lima, 2024

Dimensions	Average range	Test statistics	
Personal skills	2.71	N	120
Interpersonal skills	2.40	W from Kendall to	,069
Group skills	2.54	Chi-square	24,846
Specific communication skills	2.35	GI Asymptotic Sig.	3 .000

a. Kendall coefficient of concordance

DISCUSSION

The results of the study, aligned with the general objective, revealed that 65% of respondents considered that management skills were good, 25.8% rated them as average and 9.2% considered them poor; which highlighted a positive overall level.

In the dimensions of management skills, it was observed that 73.3% of respondents considered personal skills to be good, 20.8% rated them as average and 5.8% as bad.

In the group skills dimension, 67.5% reached the good skill level, 23.3% considered it average and 9.2% classified it as bad. Regarding interpersonal skills, 64.2% rated them as good, 24.3% as average and 11.7% as bad. Finally, in specific communication skills, 60% considered them good, 29.2% rated them as average and 10.8% as bad. These results allow us to generalize that, according to the perception of teachers in 2024, the dimensions of the skills of managers in Lima's educational institutions are good, especially highlighting personal management skills, followed by group, interpersonal and, finally, specific communication skills. The latter may be due to the heavy work and administrative workload of managers and the lack of spaces for fluid communication with teachers.

However, the results do not match the findings of Solis (2022), who found that teachers reported average levels of managerial skills, with 66.67% in educational institution A and 86.96% in educational institution B. The hypothesis test revealed that there were no significant differences between the groups, leading to the acceptance of the null hypothesis. This highlights the need to further investigate the reasons behind these differences in perceptions across different institutions.

Regarding the verification of the hypothesis, a chi square of 24.85 and a p value of 0.000 were obtained, which is less than $\alpha=0.01$. This allows us to reject the null hypothesis and accept the research hypothesis, suggesting that in educational institutions in Lima there are significant differences between the dimensions of management skills. Therefore, it is crucial to consider these results for the improvement of management skills. These findings are consistent with the study by Ramos (2023), which concluded that there are significant differences in the management skills of institutional managers in Ayacucho in 2020.

This conclusion was validated by the Mann-Whitney U test, which showed a significance level of 0.000, less than 0.05, leading to the rejection of the null hypothesis and the acceptance of the alternative hypothesis. This reinforces the idea that the perception of managerial skills may vary between different educational contexts.

On the other hand, Ascencio *et al.* (2022) characterized the perspectives of educational institution managers on digital skills, using a sample of 46 principals. Their study, with a quantitative and descriptive approach, revealed a positive perception towards digital skills, highlighting efficient management, both in rural and urban schools. This suggests that the perception of the development

of digital skills, especially during the pandemic, represents a strength that guarantees the quality of the educational service.

Whetten and Cameron's (2016) theory of managerial skills, which defines them as identifiable sets of actions that individuals perform to achieve specific objectives, it can be observed that these skills are evident and evaluable by others, unlike purely mental or innate characteristics.

Moscol *et al.* (2024) emphasized that effective organizational management is crucial to deal with constant changes, and that having managers who possess the right skills is vital for institutional success. It was concluded that these skills not only improve competitive capacity, but also enrich the pedagogical experience, resulting in a more efficient teaching-learning process and direct benefits for students.

Furthermore, Montero & Vázquez (2021) investigated the relationship between self-assessment of management competencies and the perception of teachers in state and private schools. In her study, 20 managers and 60 teachers participated, who answered questionnaires that assessed competencies in areas such as: management, leadership, quality, motivation, and institutional climate. The results indicated that there were no significant differences between the perceptions of teachers in state and private schools.

The relevance of training and professional development for principals is highlighted as indicated by Naidoo (2019). Proper training can lead to more effective leadership practices, which in turn translates into improved educational performance and more active teaching. He argued that one of the reasons behind the continued decline in student performance and poor educational outcomes in public schools is the poor leadership of many principals.

Although there are no strict criteria for the selection of principals or prerequisite qualifications, these leaders have the potential to lead and manage schools efficiently and successfully. Furthermore, it argues that principals can develop effective leadership practices if they receive adequate training and participate in professional development programs. The findings indicate that leadership development in principals is essential for school improvement as it promotes active teaching and learning.

Leadership capacity involves principals interacting effectively with relevant stakeholders, and when this capacity is high, instructional leadership translates into effective leadership practices.

In relation to the specific objectives of this study, it was found that, in the dimensions of management skills, 73.3% of respondents consider personal skills to be good, 67.5% consider group skills to be good, 64.2% consider interpersonal skills to be good, and 60% consider specific communication skills to be good.

These results allow us to conclude that, according to the perception of teachers in 2024, the dimensions of the skills of managers in educational institutions in Lima are good, especially highlighting personal management skills.

Therefore, Rustamadji *et al.* (2024) delved deeper into the importance of principal leadership in institutions by describing teachers' perceptions of principal competence in an Indonesian secondary school. Their findings showed that the level of leadership perceived by teachers at SMA UNIMUDA Secondary School in Sorong, Papua, was diverse. Managerial competence was the most prominent, with an average of 4.6, followed by personal competence (4.1), and supervisory and social awareness competencies, with averages of 3.6 and 3.4, respectively.

Finally, Vega-Armas and Romero-Carazas (2024) concluded that effective management skills are essential for the success of any educational institution, suggesting that the guidelines and actions of managers should focus on promoting strategic thinking, learning management, teamwork and interpersonal relationships.

Likewise, Díaz *et al.* (2021) investigated the differences in management skills in the context of the COVID-19 health emergency, finding significant contrasts in these skills according to the perception of teachers in institutions of UGEL 01, Network 14 of Lima Sur, which highlights the relevance of these competencies in critical contexts.

Finally, we can conclude that, according to the results of the study, 65% of respondents in public educational institutions in North Lima consider that management skills are good. This suggests a positive general perception of leadership capacity within these institutions.

Likewise, in terms of specific dimensions, it is observed that personal skills are the most highly valued, with a positive evaluation of 73.3%. Group skills (67.5%), interpersonal skills (64.2%) and specific communication skills (60%) also show satisfactory levels, although to a lesser extent. This highlights the importance of strengthening all dimensions of management skills to achieve more comprehensive management. In addition, the application of the chi square (24.85) and the p value

(0.000) support the hypothesis that there are significant differences between the dimensions of management skills in educational institutions in Lima. This reinforces the need to consider these results to implement improvement strategies.

Therefore, the findings indicate that management skills have a direct impact on the quality of the educational service. It is essential that educational institutions focus on the development of these competencies to ensure a more efficient and beneficial teaching-learning process for students.

Recommendations

First: MINEDU is recommended to implement ongoing training programs for the directors of educational institutions. These programs should focus on the development of management skills, especially in areas such as leadership, learning management and effective communication.

Second: MINEDU should periodically assess the leadership skills of educational leaders, involving teachers in the process. This will help identify areas for improvement and establish specific action plans.

Third: MINEDU should include a focus on digital skills in its professional development programs for managers, ensuring that they are prepared to lead in an educational environment that is increasingly dependent on technology.

Fourth: To the UGELs, facilitate the creation of collaboration networks between directors of different educational institutions to share experiences and good practices. This will enrich educational leadership and management in the local context.

REFERENCES

- Ascencio, J., Velásquez, F., Bocanegra, B., Tello, R., & Palacios, J. (2022). Competencias digitales: Percepciones de los directivos de instituciones educativas en tiempos de pandemia. *Horizontes Revista de Investigación en Ciencias de la Educación*, 6(25), 1395-1408. <https://doi.org/10.33996/revistahorizontes.v6i25.421>
- Bandura, A., & Walters, R. (1974). *Aprendizaje social y desarrollo de la personalidad*. Alianza Editorial.

http://www.soyanalistaconductual.org/aprendizaje_social_desarrollo_de_la_personalidad_albert_bandura_richard_h_walters.pdf

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Estados Unidos: Sage Publications.

Díaz, J. R., Ledesma, M. J., Tito, J. V., & Díaz, L. P. (2021). Habilidades directivas en un contexto de emergencia sanitaria, COVID-19 en el Perú. *Revista Venezolana de Gerencia*, 26(5), 505-519. <https://doi.org/10.52080/rvgluz.26.e5.33>

Fullan, M. (2011). *Choosing the wrong drivers for whole system reform*. Victoria: Centre for Strategic Education. <https://michaelfullan.ca/wp-content/uploads/2016/06/13396088160.pdf>

Hernández-Sampieri, R., & Mendoza, C. (2018). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta*. McGraw-Hill / Interamericana editores, S.A. De C.V

Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129. <https://doi.org/10.1108/09578230010320064>

Madrigal, B. E. (2009). *Habilidades directivas* (2da ed.,). McGRAW-HILL/INTERAMERICANA EDITORES, S.A. de C.V. <http://sedboyaca.gov.co/wp-content/uploads/2020/05/habilidades-directivas.pdf>

Mintzberg, H. (2009). *Managing*. San Francisco: Berrett-Koehler Publishers.

Montero, R. I., & Vázquez, A. (2021). La autovaloración de las competencias de gestión directiva y la percepción de los docentes. *Ciencia Latina Revista Científica Multidisciplinar*, 5(1), 338-364. https://doi.org/10.37811/cl_rcm.v5i1.229

Moscol, J., Mondragón, G., & Gonzales, V. (2024). Desarrollo de las habilidades directiva en las instituciones educativas. Horizontes. *Revista de Investigación en Ciencias de la Educación*, 8(32), 438-448. <https://revistahorizontes.org/index.php/revistahorizontes/article/view/1349>

Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, 39 (2), 1-14.

<https://files.eric.ed.gov/fulltext/EJ1219991.pdf>

OIT. 2014. *Perfiles Profesionales para Equipos Directivos de Liceos TP. Diccionario de competencias*. Organización Internacional del Trabajo.

<https://www.oitcinterfor.org/node/6776>

Ramírez-Rojas, J. (2018). Las habilidades directivas una condición para una ejecución eficaz. *Revista Investigación y Negocios*, 11(17), 23-29.

http://www.scielo.org.bo/scielo.php?script=sci_arttext&pid=S2521-27372018000100004&lng=es&lng=es

Rustamadji, Anang, T., Pahmi, Jusmin, & Abdul, K. (2024). Teachers' Perception Toward the Principal Competence in School-Based Management. *Migration Letters*, 21 (5), 319-328.

<https://migrationletters.com/index.php/ml/article/view/8886>

Serrano, J. (2020). *Metodología de la investigación edición Gamma 2020: 1er semestre Bachillerato General*. Bernardo Reyes.

<https://books.google.com.pe/books?id=XnnkDwAAQBAJ&printsec=frontcover#v=onepage&q&f=false>

Vega-Armas, E., & Romero-Carazas, R. (2024). Competencias directivas en Instituciones Educativas. *Revista Docentes 2.0*, 17(1), 87-97.

<https://doi.org/10.37843/rted.v17i1.438>

Whetten, D., & Cameron, K. (2016). *Desarrollo de habilidades directivas* (9 ed.). Pearson Educación.

Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods*. Estados Unidos: SAGE Publications.

Conflict of interest

Authors declare no conflict of interests.

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.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License