

Students' Perception of Leadership Styles and Teaching Performance in a Public University

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Abstract

With the purpose of studying whether leadership styles are factors related to teaching performance, the objective was to determine if there is a relationship between leadership styles and teaching performance in the branches of the National University of Central Peru (UNCP). The methodology was the deductive hypothetical, cross-sectional correlational design. The sample was 251 students. To measure leadership styles, the questionnaire proposed by (CIELID) was adapted, and to measure student appreciation of teaching performance, the questionnaire proposed by the UNCP was used.386. Reaching the conclusion that leadership styles are factors related to teaching performance.

Keywords: *Motivation, performance, transformational, transactional, liberal.*

Introduction

Leadership must be understood as a quality of the teacher that must be taught in different ways following different types and strategies. According to researchers, leadership styles can influence every action of people and every area of an organization, from taking breaks for recreation to the effectiveness of a collective decision (Sastre, 2016).

Currently, it manifests itself in the daily actions and work carried out by university teachers and their traditional rote and deterministic learning paradigms and, as a consequence, the low academic performance of students. Faced with this pandemic situation that we have been going through due to Covid-19, new social realities have emerged, which has made visible the university educational crisis in the country, particularly in the public university, which requires adapting changes in education in order to strengthen the process of teaching and learning, educational policies and programs must be reformulated so that the teacher is the leader of teaching and motivates the student to acquire conscious and critical behavior and develop their abilities (Nieva et. al., 2020).

Authors who addressed the variables under study investigated leadership styles and teaching performance. Arana (2017) in his research determined that there is a direct and significant relationship between managerial leadership and teaching performance. Chávez

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(2017) found that there is no significant difference in performance between teachers in a Satipo EI.

García et al. (1996) indicated that there is a direct correlation between teaching performance and student learning. Mérida (2018) Mentions that the evaluation of teaching performance is not effective, because they do not apply specific instruments standards that allow teaching performance to be evaluated systematically. Martínez (2016) determined that there is no relationship between teaching performance and educational quality. Another study by Venturo (2019) differentiates the perception of leadership style among the collaborators of the I.EE Héroes del Cenepa – Huancayo.

Regarding transformational leadership, which is appropriate leadership for universities, Cerrón (2016) determined transformational leadership and its relationship with the academic performance of children, from single-teacher Educational Institutions in the Junín region. Just as Benítez (2017) determined that there is a relationship between teaching performance and the perception of students of the clinical laboratory and pathological anatomy career at Norbert Wiener University.

Given this panorama, it is important to mention that the success of educational organizations depends on the teachers, administrators and authorities or leaders who have the difficult task of leading towards the achievement of the stated goals. Faced with this situation, the following objective is proposed to determine if there is a relationship between leadership styles and teaching performance in the branches of the National University of Central Peru.

Method

To meet the objectives of this work, the methodology was used, determining that it is a type of research basic, level relational, of hypothetical deductive method. The design used was the correlational one according to Supo (2017).

The population was made up of 720 students from the branches of the National University of Central Peru. The sample was made up of 251 undergraduate students, from the Tarma, Satipo and Junín branches of the National University of Central Peru, enrolled in the 2020-II academic period.

The edumetric and psychometric technique was used to collect information and measure the variable leadership styles and performance of university teachers from the branches of the National University of Central Peru.

For the leadership styles variable The psychometric technique was used with the instrument (CIELID), adapted from the MLQ 5X, for the follower form, cited by Vásquez (2012). The edumetric technique was used to measure the teaching performance variable, the survey questionnaire instrument was used, proposed in the student appreciation regulations on teacher performance of the National University of Central Peru, which were conceptually validated through judges. In the same way, reliability was determined through a pilot group, all of this was done before applying the instruments to the study population.

The data were processed using descriptive statisticians, followed by use of the inferential statistician such as the Test of Linear Correlation of Kendall's Tau B in order to establish the relationship between the variables under study of leadership styles and teaching performance. For this, SPSS Software version 25 was used.

Results

The descriptive results are presented, first of the associated variable of leadership styles, followed by the teaching performance variable, as a line of research; second, the descriptive correlational results of both variables.

Descriptive analyzes of the context variables (Subsidiaries).

The context variables were considered as subsidiaries of the respondents

Table 1. Students surveyed from UNCP branches

UNCP Subsidiaries	Frequency	Percentage
Tarma Subsidiary	126	50.2
Satipo Subsidiary	115	45.8
Junín Subsidiary	10	4.0
Total	251	100

Descriptive results of the leadership styles variable and its dimensions

Descriptive analysis of the leadership styles of teachers according to the perception of students in the branches of the National University of Central Peru.

Table 2. Absolute and relative frequencies of leadership styles

Leadership styles	Frequency	Percentage (%)
Laissez faire (Liberal)	122	48.6
transactional	104	41.4
Transformational	25	10.0
Total	251	100

Table 2 shows that Laissez faire (liberal) predominates. with 48.6% of teachers (122).

Descriptive analysis of the Laissez faire (Liberal) leadership style of teachers according to the perception of students in the branches of the National University of Central Peru.

Table 3. Frequencies and data statistics of the Laissez faire (Liberal) leadership style

Laissez faire (Liberal)	Frequency	Percentage (%)
Low	77	30.7
Half	113	45.00
High	61	24.3
Total	251	100

Table 3 shows the frequency for the Laissez faire (liberal) leadership style, which predominates at the middle level with 45% of teachers (113).

Descriptive analysis of the Transactional leadership style of teachers according to the perception of students in the branches of the National University of Central Peru.

Table 4. Frequencies and data statistics of the Transactional leadership style

Transactional Leadership	Frequency	Percentage (%)
Low	76	30.3
Half	89	35.5
High	86	34.3
Total	251	100

Table 4 shows the frequency of data distribution according to the transactional leadership style, where medium levels predominate with 35.5% (89) and high level with 34.3% (86) of 251 teachers.

Descriptive analysis of the Transformational leadership style of teachers according to the perception of students in the branches of the National University of Central Peru.

Table 5. Frequencies of student perception regarding Transformational leadership

Transformational Leadership	Frequency	Percentage (%)
Low	66	26.3
Half	118	47.0
High	67	26.7
Total	251	100

Table 5 shows the frequency of data distribution according to the transformational leadership style, where 47% of the teachers (118) present a medium level and 26.7% (67) teachers present a high level.

Descriptive results of the teaching performance context variable

Descriptive analysis of the teaching performance variable according to the perception of students in the branches of the National University of Central Peru.

Table 6. Frequencies and data statistics of the teaching performance variable

Teaching Performance	Frequency	Percentage (%)
Low	94	37.5
Half	102	40.6
High	55	21.9
Total	251	100

According to Table 6, the frequency of data distribution according to teaching performance is shown; 40.6% of teachers (102) present a predominant medium level.

Contingency tables of teachers' leadership styles according to the perception of students in the branches of the National University of Central Peru.

Table 7. Contingency tables of the students' perception of the leadership styles presented by the teachers of the UNCP branches

Leadership styles	Subsidiaries			Total
	Laissez faire (Liberal)	Transactional	Transformational	
Tarma Subsidiary	49	60	17	126
Satipo Subsidiary	71	36	8	115
Junín Subsidiary	2	8	0	10
Total	122	104	25	251

Table 7 shows that 28% of teachers (71) present a level of Laissez faire (liberal) in the Satipo subsidiary, 24% of teachers (60) present transactional leadership and 7% of teachers (17) present Transformational leadership in the Tarma subsidiary.

Results of leadership styles according to the perception of students from the branches of the National University of Central Peru, according to gender.

Table 8. Contingency table of leadership style according to students' perception, according to gender

Leadership styles		Leadership styles			Total
		Laissez faire (Liberal)	Transactional	Transformational	
Sex of respondent	Male	35	32	fifteen	82
	Female	86	72	10	168
	Lost data	1	0	0	1
Total		122	104	25	251

Table 8 shows that female teachers, 86 of (168) present Laissez faire (liberal), 72 of (168) teachers present transactional leadership, while male respondents perceive that 15 of (82) teachers present transformational leadership.

Results of teaching performance according to the perception of students from the branches of the National University of Central Peru, according to gender.

Table 9. Frequencies and statistics of teacher performance data according to students' perception.

Teaching performance	Teaching Performance			Total
	Low	Half	High	
Tarma Subsidiary	54	47	25	126
	57.4%	46.1%	45.5%	50.2%
Satipo Subsidiary	33	54	28	115
	35.1%	52.9%	50.9%	4.8%
Junín Subsidiary	7	1	2	10
	7.4%	1.0%	3.6%	4.0%
Total	94	102	55	251
	100.0%	100.0%	100.0%	100.0%

Table 9 shows the performance of the teachers: in the Satipo subsidiary, 50.90% have high teaching performance and 52.92% have average teaching performance, in the Tarma subsidiary, 57.40% have low teaching performance, and in the subsidiary of Junín 7.4% poor teaching performance..

Descriptive correlational results of leadership styles and teaching performance according to the perception of students from the branches of the National University of Central Peru.

Level of correlation between the variables of leadership styles and teaching performance, according to student perception.

Table 10. Correlation of the variables of leadership styles and teaching performance

Tau B of Kendal		Leadership styles	Teaching performance
Correlation coefficient		1	.386**
Leadership styles	p-value	.	<.001
N		251	251

Table 10 summarizes the results of the statistical processing of the teachers' data in the total sample (n = 251), through the Kendal Tau B statistic (T). Thus, in the total study

group, it was possible to establish that there is a significant low-level direct correlation ($T = .386$) between leadership styles and teaching performance.

Level of correlation between the dimensions of leadership styles and teaching performance, according to student perception.

Table 11. Correlations of the dimensions of leadership styles and teaching performance

Tau be of Kendal		Laissez faire (Liberal)	Transactional Leadership	Transformational leadership
Correlation coefficient		-0.079	.422**	.301**
Teaching performance				
	p-value	.165	<.001	<.001

Table 11 summarizes that Laissez faire (liberal) leadership known as non-leadership was not found to have a relationship with teaching performance, according to the perception of the students. A direct and significant correlation of moderate level ($T = .422$) was achieved between the transactional leadership style and teaching performance. A significant direct correlation of low level ($T = .301$) was also found between the transformational leadership style and teaching performance.

Discussion of results:

For the teacher leadership styles variable according to its dimensions, it allowed us to establish that 48.6% of teachers present the Laissez faire (liberal), 41.4% of teachers present the transactional leadership style, and 10% of teachers present transformational leadership style, these data show us that the majority of teachers are not leaders, they are liberal due to having an inadequate work environment, this is corroborated by Bernasconi and Rodríguez (2017) who in their research determined the relationship that exists between the styles of leadership, organizational climate and quality of careers in Chile, concluding that the style that most predominated was laissez faire (liberal) or non-leadership. According to the transactional leadership style, 35.5% of teachers have a medium level, 34.3% of teachers have a medium level and 30.3% of teachers have a low level, indicating that the majority of teachers prefer to remain passive. According to the transformational leadership style, 47.7% of teachers present a low level, 26.3% present a medium level and 26.7% present a high level. Therefore, it is determined that it is necessary to strengthen the guidelines of transformational leadership that would contribute to the improvement and progress of educational quality, this is corroborated by Araneda et al. (2016) who determined the leadership possessed by the managers of the academic units of the universities of Chile, concluding that at a multivariate level the leadership that presented a significant correlation was transformational leadership. The results of the correlation of the leadership styles variables and teaching performance determined that there is a direct and significant low-level correlation between leadership styles and teaching performance. In Laissez faire (liberal), no association was found with teaching performance, according to the students' perception, which infers that it is not a factor related to teaching performance. A direct and significant association of moderate level ($T = .422$) was found between the transactional leadership style and teaching performance, a significant direct association of low level ($T = .301$) was also found between the transformational leadership style and performance. teacher. Corroborating these results by Vásquez (2018), who in his research found that there is a moderate significant correlation between leadership styles and job performance. Cárdenas (2016) also determined that there is a significant relationship between leadership styles and the degree or level of teaching performance. Therefore, it is established that there is a

significant relationship between leadership styles and teaching performance. This corroborates Pedraja et al. (2012) who in their research determined the influence that exists between leadership styles and job performance in workers of companies with typological characteristics of transformational, transactional and laissez faire leadership, concluding that the transformational leadership style presented a low degree, high-grade transactional and laissez faire is rare; Transformational leadership presented a positive impact on effectiveness, transactional and laissez faire leadership presented a negative impact. Benítez (2017) also determined that the degree of relationship that exists between teaching performance and the perception of students of the clinical laboratory and pathological anatomy career at Norbert Wiener University, and concluded that there is a high level of relationship between both variables studied. Cárdenas (2016) also determined the leadership styles and performance of teachers in the Educational Institutions of the province of Yauli la Oroya, and concluded that he found a strong moderate relationship between both variables, identifying authoritarian, coercive and benevolent leadership, with a relationship existing significant, on the director's conduct. Based on the above considerations, we conclude that leadership styles are factors probabilistically related to teaching performance. Bass (1985) mentions that: "The leader has idealized authority (charisma), motivation, inspiration, individualized intellectual stimulation, which activates the transformational process, realizing the subjective probabilities of success in the follower and driving additional effort or higher performance." beyond the agreed expectations."

Conclusions

The research determined that there is a relationship between leadership styles and teaching performance according to the appreciation of the students of the branches of the National University of central Peru, so it could be demonstrated that the better the leadership style, the better the teaching performance.

According to the students' assessment, it cannot be proven that there is a relationship between the Laissez faire (liberal) or non-leadership style and teaching performance, concluding that this style is not a factor related to teaching performance. However, according to the students' assessment, there is an association between the transactional leadership style and the transformational leadership style with teaching performance.

Concluding that transformational and transactional leadership styles are factors related to teaching performance, that is, the better the leadership style, the better the teaching performance. Recommending training university teachers in the transformational leadership style because it seeks to promote research and innovation in students.

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