

Pedagogical Management and Teacher Satisfaction in Public School at Covid 19 Times

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Abstract

Pedagogical management is one of the functions that the principal must fulfil in the school, consists of accompanying and monitoring his teachers to strengthen his professional practice, also involves that in his institution students get adequate learning experience, and thus contribute to the teaching satisfaction. This study was carried out in public educational institutions in Peru, which encounter a number of difficulties such as: low budget to the education sector and low wages, problems that have become exacerbated in 2020 with the establishment of the health emergency. So, the objective of this study was to determine the impact of pedagogical management and teacher satisfaction on public school in Covid 19 times. A quantitative approach study, of explanatory descriptive design, was applied, which took as a study population 120 teachers from state schools. The results of descriptive and explanatory statistics, using logistic regression, made it possible to check the incidence in the study variables. Which made it possible to conclude in establishing that there is an impact of pedagogical management on teaching satisfaction; however, the perception of teachers was at a low level.

Key-words: Teacher, Public Education, Management and Satisfaction.

1. Introduction

The public school in Peru has faced different difficulties throughout Republican history, one of which is the little economic game that is allocated. For this reason, Pacheco and Miranda(2019)place public spending on education (GEP) as the overall budget to be implemented by agencies dedicated to providing care in the education and culture sector in Peru generating that, gross domestic product (GDP) demonstrates a slight increase; however, the resources allocated cannot understand all the needs in this sector. According to figures from the Ministry of Economy and Finanz as (MEF, 2020) in the Citizen Guidance Guide has been earmarked for 2021, S/ 32,715 million to this Ministry, this budget also provides for the care of distance education in the context of the health emergency.

In the economic line a difficulty is the salaries that teachers in the public sector receive. In response, Mizala and Opo(2016) produced a comparative study with other countries in America Latina where they stated that there is a pay gap between Peruvian teachers and their peers of the government. In order to perform in a public school the teacher must apply. Desde in 2012 it was established that they could be incorporated into the Magisterial Public Career (CPM) and depending on meritocracy they would manage to ascend, obtain better salaries and benefits for their children, such as Scholarship 18; how claims arose to the way the teacher was evaluated for the level-up (Díaz and Apo, 2016).

Also related to the allocation of resources a problem is according to Bernales (2018) spending per student, since in Peru, it is one of the lowest in the region. Countries such as: Brazil, Chile and Colombia, out per get over us in investment per student. Likewise, the health emergency has triggered public school teachers to have to invest more, with the intention of being able to reach their students. This investment has been in technological equipment, online training, acquisition of internet plans, etc., spending that should be fully addressed by the State. The Economic Commission for Latin America and the Caribbean (ECLAC,2020) took stock of 18 Latin American countries and the actions taken by governments to address this situation, in which Peru has been favorable aspect: having, years ago, indicated the distribution of basic laptops to students with an active campaign for the distribution of these; make available educational platforms and online for teachers such as Peru Educa and solve mobile data expenses in some teachers. However, compared to other countries in the region, contingency in this situation still shows difficulties in developing distance education.

Another aspect facing public school for Oscco et al. (2019) is the low academic preparation that is being provided to future teachers in universities, in addition to these difficulties the investment that is carried out per student. In Bernales' another problem is limited access to resources to impart their learning experiences, because they must agencies them in some way. Also, for Cueto et al.(2016) the teaching career is seen as an attractive to young people, for its low mobility and low salaries.

In Peru, the Ombudsman's Office (2020) in the document addressing the educational situation in the context of the health emergency, provided information on the following information "until 2019 existed, 107,000 142 regular basic education (EBR) institutions, of which 76.6% (82 130) were public management and 23.4% (25,012) privately run" (p. 12). In addition, it is important to recognize that educational service in public schools is well seen by parents, which is why in recent years private schools have increased, because in the imaginary of parents the non-state school may be better off (Cuenca, 2013).

According to this context it is necessary to worry about one of the actores of the educational community, in this case, the teacher. In view of which, the following questions arise: What is pedagogical management? All these questions determined the problem of study: How does Pedagogical Management affect teacher satisfaction in public school in the time of The Covid- 19?

In an educational institution in Peru, managers perform functions that contribute to the educational community, as meza and Tobón (2017) "Management from the training partner, pursues integral training and institutional development from, with and for society" (p. 119). These functions are fulfilled in accordance with the School Management Commitments (CGE), which are: institutional, pedagogical, and administrative and community. Therefore, the role of the principal is fundamental in pedagogical management (Freire and Miranda, 2014) to enforce the requeridos processes of the educational institution.

In turn, López (2017) states that in pedagogical management there are a combination of actions by the director to improve the learning experiences of students and the professional performance of teachers. Therefore, it is necessary to accompany, monitor and feedback teachers to improve their professional practice and in this way it is complied with as stipulated by the Ministry of Education (Minedu). In addition, Sovero (2017) indicates that GSC No.4 provided dimensions to this study variable: Planning, organization, direction and control; which will be detailed below.

According to Quispe(2020), planning is a process of educational practice, Similarly, García and Garrido (2006) noted that, in this dimension, time must be set which will be included in the management documents.

Two second dimension: organization, depend on how activities are articulated, designate roles and managers, under the set of rules that will respect the educative a community (Padilha and Gomes, 2016). Also, Fuentes (2015) considered excellence in the organization to meet the objectives making the organization excellent for developing its goals. This will also involve, the proper use of the resources with which the school has.

With regard to execution, this is understood as the way to carry out the planned, fulfilling the objectives of the organization applied in the execution of an apprenticeship, considering the values, promotion of culture and ethics in the organization and gestion. On the other hand, Cristiano et al. (2016) state that management leadership is important to meet the goals; in addition to the execution weaknesses and errors will arise, which will contribute to performing decutions or implementing improvement plans.

Similarly, if you are to determine the impact of management, it is necessary to contextualize it. For this reason, Muñoz y Sánchez (2017) regarded it as a joy in which the teacher freely develops his professionalism. For their part, Mayo and Martínez (2017) considered that teaching performance depends on how they are satisfied or dissatisfied in their professional work and wage conditions.

Teaching skills are important (Martínez, 2016) because they will allow them to guide, guide and evaluate the learnings of their students and also important continuous and permanent training (Lomba and Pino,2017).

The health emergency of the Covid pandemic- 19, allowed to reveal multiple difficulties in teachers, being the most important, the development in virtual environments. He demanded that from minedu mechanisms will be put in place to assist them, such as the Platform Aprendo en Casa and Peru Educa. In addition, a number of regulations were added for public school teachers, due to remote work, indicating that they should share evidence. For this reason, Moreno (2016) noted that apart from the political and social problems faced by teachers, regulations are added, as has happened in this context of the health emergency. However, Casimiro et al. (2020) affirmed the stress that this new form of work generated in teachers.

This work aims, for the academic community to interpret the difficulties caused by compulsory confinement, because of Covid- 19, in the development of remote or distance education as a new topic of discussion from pedagogical management and teaching satisfaction; because when

it was implemented, it took the educational community untapped. For this, we have gone through an adaptation process that would to some extent be interesting to address how do the twelfths feel now? perhaps the comfort of your home, the small savings of no longer leaving home, the proximity to families may have been positive aspects; while, the negative was the little access to technology, the dropout, not to wait for personal schedules. Everything detailed lines above, are multiple is topics that will allow researchers to give light in the future.

Therefore, this research was formulated as a research objective: To determine the impact of pedagogical management on teacher satisfaction in public school at the time of Covid- 19.

2. Methodology

This study used the quantitative, non-experimental causal relationship approach between two variables, with descriptive design. Likely, this work is causal correlal, because it helped establish a relationship between variables or more and sought the cause-and-effect relationship.

The research was applied to a sample of 120 teachers from Public Schools of Regular Basic Education (EBR) corresponding to the secondary level; belonging to The Network of Educational Institutions (RIE) 08, of the institutions: I.E.0051 "Clorinda Matto de Turner", San Martin de Porres and I.E 3022 José Sabogal. The selection criteria that were specified, was to take teachers named and with more than 5 years of stay in the educational institution located within the Magisterial Public Career.

Adapted and standardized instruments were used for the collection of information in other previous studies, which responded to the objectives of this research, as well as its structure, i.e. onordinal scales, whose responses range from nunca to siempre. In addition, a Likert-scale questionnaire was used to measure pedagogical management

Because this research was conducted in the context of the health emergency, the respective permissions were requested from the managers of the institutions where it was applied, distributed via a Google form.

3. Result

According to the statistical processing of the information collected, the data obtained from the pedagogical satisfaction variable, which was sized in: planning, organization, execution and control, were as follows:

Table 1 - Frequencies of the variable pedagogical management and its dimensions

	Pedagogical Management	Planning	Organization	Execution	Control
Levels	Percentage	Percentage	Percentage	Percentage	Percentage
Acceptable	17.0	28.4	14.8	29.5	18.2
Interest	83.0	71.6	85.2	70.5	81.8
Total	100.0	100.0	100.0	100.0	100.0

Note. Own elaboration.

In Table 1 the levels have been expressed; low, acceptable and outstanding; the percentage result being the variable of 83 %, being at the highest level, being a positive data for this study; also, of the dimensions the best positioned was that of organization with 85.2 %, which allowed to infer that according to this result the perception of teachers is highlighted in this dimension.

Table 2 - Index of parameters of the variable pedagogical management with teacher satisfaction

		Estim.	Desv. Error	Forest	Gl	That's it, that's	95% interval Lower limit	confidence Upper limit
Threshold	[form_inic low]	-1.731	0.332	27.181	1	0.000	-2.382	-1.080
Location	[nv1=2]	-1.579	0.750	4.435	1	0.035	-3.049	-0.110
	[nv2=2]	-0.031	0.816	0.001	1	0.970	-1.630	1.568
Cox and Snell: 0.072			Nagelkerke: 0.113			McFadden; 0.073		
Threshold	[niv_estr low]	1.849	0.348	28.166	1	0.000	1.166	2.532
Location	[gest_pedag-acceptable]	-0.094	0.996	0.009	1	0.925	-2.046	1.858
Cox and Snell: 0.00			Nagelkerke: 0.00			McFadden; 0.000		
Threshold	[recon_soci-low]	39.786	1.061	1407.031	1	0.000	37.707	41.865
Location	[gest_pedag-acceptable]	18.747	0.000		1		18.747	18.747
Cox and Snell: 0.052			Nagelkerke: 0.441			McFadden; 0.426		
Threshold	[remune-bass]	0.358	0.243	2.173	1	0.140	-0.118	0.834
Location	[gest_pedag-acceptable]	-0.318	0.709	0.201	1	0.654	-1.707	1.071
Cox and Snell: 0.004			Nagelkerke: 0.005			McFadden; 0.003		
Threshold	[sus_edu-low]	-1.369	0.295	21.527	1	0.000	-1.947	-0.790
Location	[gest_pedag-acceptable]	-0.827	0.705	1.375	1	0.241	-2.209	0.555
Cox and Snell: 0.088			Nagelkerke: 0.127			McFadden; 0.078		
Link function: Logit.								
To. This parameter is set to zero because it is redundant.								

Note. Own elaboration.

According to logistic regression, the pedagogical management dimension on the incidence of teaching satisfaction in its dimensions provided the following data: Initial training the perception of those evaluated that under the Wald coefficient of 27.81 %, being significant because se obtained the

value of 0.00 in which $p_valor < 0.05$ and a lower limit of -2,382; Similarly, a Wald coefficient of 28,166 with a significant value was obtained at the stress level at 0.00; in the social recognition dimension a level of significance could not be obtained; on the other hand, the economic remuneration dimension did gain significance with a Wald coefficient of 21,527% and, finally, with the dimension in the education system located at the low level, with a significant value of 0.00 and Wald's coefficient at 21,527.

4. Discussion

Based on the findings found and from acuer do to the stated objective, the information could be confronted with other investigations.

The perception of teachers, from the point of view of Casimiro et al. (2020), they tried to give some explanations on the subject, when they investigated stress in university teachers, which is one of the conditions generated by the crisis of the health emergency and itself to show the degrees in which anxiety is found among teachers.

For its part, Quispe (2020) demonstrated the relationship between management with respect to teaching work, where it stated that it is necessary to prioritize the performance of the teacher; otherwise it will be limited and with deficiencies, it coincides with our findings where the perception of teachers is low depending on the organization, data that coincided with this study where the perception of teachers with respect to satisfaction resulted in low. In addition, Torres (2015) reaffirmed the importance of the leader in management and his relationship with teaching practice in educational institutions for which motivation is important.

Brites (2020) contributed to the importance of collaborative work between teachers and students, unlike this research in which the teachers surveyed express in the statistical results a low perception with respect to the organization, this allows us to infer the existence of difficulties in joining efforts.

Moreno (2017) was pleased that teachers resist change but unconsciously, corroborating the data obtained in logistic regression in the initial training dimension, the perception of which was low. Ambrosio (2018) underscored how professional valuation relates positively to the satisfaction of the teacher, reaffirming our obtained data; where it indicates that, in addition to motivation, social recognition is important, given the situation of the pandemic the emotional issue should have affected the teachers, who will have felt the low appreciation of their work. Also, in the face of negative

comments expressed in the media, where parents pointed out that distance education was not of quality and teachers worked less.

To this end, Castro (2020) proposed education challenges recommended by the United Nations Educational, Science and Cultural Organization (UNESCO) as considering the emotional stability of teachers, allowing them to adapt to change, in a way that allows them to adapt the work with the personal. Also feel the accompaniment, orientations and welcome by the managers.

Instead, Alvarado (2017) found an association between the influence of educational management actions and human resources management, as well as having materials suitable for its work. This was complicated during the health emergency by limited access to resources, for this reason pedagogical management, with regard to teacher satisfaction, in the perception of teachers was also low.

5. Conclusions

By way of conclusion, this research allowed for unrelenting data. If, in descriptive statistics, an adequate perception of the variable pedagogical management was evident at the highlighted level, it is necessary to deepen in the future because when the incidence of this variable with the teaching satisfaction is low. This survey was distributed in July 2020, in the process of adapting the educational community, being able to infer that teachers had a hard time adapting to change; so it would be important to establish in the future comparisons of what is now called "new normal" because this pandemic has not only affected education.

It was determined that the pedagogical management does not affect the satisfaction of teachers in public school at covid time - 19, due to social crises, policies that concern the magisterium, without considering its formative, economic conditions, as well as, of the normative provisions issued from the Ministry of Education.

The level of incidence of pedagogical management was established in the initial development of teachers. For this, the teacher must have a continuous improvement to feel satisfied in his professional development and must be consenting to give a quality education, through a formative, innovative and quality education.

The incidence of pedagogical management in the stress levels of teachers was identified, considering difficulties already mentioned above. Therefore, it is important to give the times and conditions, so that it does not increase because with a population without health, learning achievements cannot be achieved.

Finally, it was concluded in the impact of pedagogical management on the economic remuneration of teachers, where the teacher does not feel rewarded compared to other professions. Many times working more than their working hours, currently due to the situation of social isolation.

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