MANAGER'S MOTIVATION IN THE TEACHER'S EDUCATIONAL PRAXIS IN TIMES OF COVID-19 PANDEMIC (SANTIAGO AMENGUAL SPORTS SCHOOL, ANTOFAGASTA CHILE)

MOTIVAÇÃO DO GESTOR NA PRAXIS EDUCACIONAL DO PROFESSOR EM TEMPOS DE PANDEMIA COVID-19 (ESCOLA DE ESPORTES SANTIAGO AMENGUAL, ANTOFAGASTA-CHILE)

MOTIVACIÓN DEL GERENTE EN LA PRAXIS EDUCATIVA DEL DOCENTE EN TIEMPOS DE PANDEMIA COVID-19 (ESCUELA DEPORTIVA SANTIAGO AMENGUAL, ANTOFAGASTA-CHILE)

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ABSTRACT: The objective of the study was to analyze the manager's motivation in the educational praxis of the teacher during the Covid-19 pandemic. The research was supported by a non-experimental field design. The sample made up of twenty (20) teachers from the Santiago Amengual Sports School, Chile, to whom a questionnaire was applied, structured by twenty (20) items with a Likert type scale, the instrument was validated through the technique of expert judgment. The reliability of the instrument was determined by a pilot test using Cronbach's Alpha statistic. Managers (directors) promote the construction of teaching, at the collective level, allowing all members of the educational community to be part of it by promoting the school, which will transcend the classrooms where new citizens who will be part of the society are being formed.

KEYWORDS: Motivation. Manager. Educational praxis.

RESUMO: *O objetivo do estudo foi analisar a motivação do gestor na práxis educativa do professor durante a pandemia da Covid-19. A pesquisa foi apoiada por um projeto de campo não experimental. A amostra composta por vinte (20) professores da Escola Desportiva Santiago Amengual, Chile, aos quais foi aplicado um questionário, estruturado por vinte (20) itens com escala do tipo Likert, o instrumento foi validado por meio da técnica de julgamento de especialistas. A confiabilidade do instrumento foi determinada por um teste piloto usando a estatística Alfa de Cronbach. Os gestores (diretores) propiciam a construção do ensino, a nível*

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RESUMEN: El objetivo del estudio fue analizar la motivación del gerente en la praxis educativa del docente durante la pandemia Covid-19. La investigación se apoyó en un diseño de campo no experimental. La muestra conformada por veinte (20) docentes de la Escuela Deportiva Santiago Amengual, Chile, a quienes se les aplicó un cuestionario, estructurado por veinte (20) ítems con una escala tipo de Likert, el instrumento fue validado a través de la técnica de juicio de expertos. La confiabilidad del instrumento se determinó mediante una prueba piloto a través del estadístico Alpha de Cronbach. Los gerentes (directivos) propician la construcción de la enseñanza, a nivel colectivos, permitiendo que todos los miembros de la comunidad educativa puedan formar parte de ella con el fomento de la escuela, lo cual trascenderá a las aulas de clases donde se están formando nuevos ciudadanos que integraran parte de la sociedad que se requiere.

PALABRAS CLAVE: Motivación. Gerente. Praxis educativa.

Initial considerations

The spread of COVID 19 has caused important changes in multidimensional development worldwide, hence the governments spoke out in order to implement health emergency measures and social isolation in order to prevent the spread of the virus. As the COVID-19 pandemic urges the world to address the educational needs of children and young people, it is necessary to direct student learning towards the classroom curriculum and the assessments for which they were preparing, it is also vital to maintain interest of students in learning by giving them varied assignments.

Likewise, it is recommended to guarantee the continuity of learning and the application of technologies for the development of virtual activities during the closure of schools in the midst of the pandemic, guaranteeing access for students, the creation of orientation sessions for teachers, students and parents for monitoring and accompaniment, self-regulation and metacognitive aptitude of students. These guidelines could be adopted by school institutions in order to adapt and develop the distance learning process contextualized to the particular needs of students (MURILLO; DUK, 2020)

The reality described above leads to highlighting the responsibility of the directors to define and guarantee the application of an institutional strategic vision in relation to other components of the educational system, part of a good managerial action that implies the

presence of a director with the capacity to guide, directing, making decisions, in order to obtain results and achieve the objectives of the institution, for this goals must be set, greater responsibilities assumed, work must be based on success, participate in events of significance, update, improvement, have good relations with one's environment, as well as putting into practice an integral action and acting as a functional manager thinking from the perspective of integral educational management.

From the reflective perspective of the administrative management of education, academic work must be approached in a way that allows the approach from educational institutions, which must prepare to address the new realities according to pandemics, among other aspects. Authors such as Beck (2002) and Morin (2011) envisioned as Delgado (2020, p. 176, our translation) cites it:

> […] First, on the place of risk and the global risk to which the course adopted for economic and social development based on science and technology led; while the second introduced two generalizing concepts to understand the nature of the poly crisis, and the changes necessary to rectify the course: crisis of humanity and politics of humanity poses a demanding future creating contributions to changes to prepare the future of education.

Based on the above, it can be seen how the politics of humanity attends to the needs of individuals, creating antagonistic and complementary norms, making society consider its future from globalization. The reality that the whole world lives so complex is not directly with the virus, but the lack of collaboration between individuals, where it is assumed that the social form leads to promoting science, technology and knowledge that seek to solve the problems in the which the present man is imbued with.

The aforementioned reality in the educational process seeks that the teacher's task is directed to the students learning by themselves, and to achieve this purpose, they must make new techniques, strategies, methodologies that promote a high-level preparation in each student; and not continue with the behaviorist posture focused on the transmission of knowledge, a teacher who acts as a facilitator, tutor, capable of providing learning opportunities for their students. It is a huge challenge, but also an opportunity where the difference between remaining immobile and moving towards the future is represented. One might wonder, what is the manager doing to motivate the teacher in their educational practice in times of the Covid-19 pandemic?

Manager's motivation in educational praxis: a conceptual theoretical approach

Currently the educational reality worldwide is uncertain, due to various factors such as political, social, health, among others, affecting the development of administrative and educational activities, thus responding to the holistic formation of the human being, establishing how is the managerial management of education. Hence, managerial practice leads to a series of intersecting processes such as planning, organization and direction. Regarding planning, the information develops future action, prevention of economic, human, and technological resources, establishing objectives, policies and scope, producing a participatory management based on communication and motivation (MENDEZ, 2012).

Hence, motivation, cited by Ospina (2006, p. 158, our translation) as: "the engine of learning; it is that spark that allows it to be ignited and encourages the development of the process". In this sense, motivation is considered as a multi-determined process that gives rise to behavior, therefore, it is seen as a set of processes involved in the activation, direction and persistence of behavior. Motivation is a way of making students feel capable of participating in various activities within their group, allowing themselves to perform better, thus being capable of achieving significant achievements and learning.

In the success and functioning of an organization, motivation is an aspect of significant importance. For this, it is the manager's task to discover the motivational needs of the staff under his charge, in order to create favorable conditions so that they feel willing to work and achieve goals, both individually and in groups, this task has a lot to do with leadership, the tensions that in our times afflict the groups and the confusion and restlessness that for various and varied reasons affect them in their work, are factors that increase the need for effective leadership that achieves the necessary cohesion and due enthusiasm to the members of the group.

Motivation is a factor that explains what people do, how they do it, and why they do it. In this regard, human behavior acts motivated, in order to satisfy needs, whether economic, social, among others, each of these actions lead to the achievement of their goals. It is of interest to highlight the attitude of the teacher, such as creativity when carrying out activities with the staff in order to create the conditions to obtain a motivational climate and trust for the staff to achieve their objectives and needs (ARAYA; PEDREDROS, 2013).

In this order of idea, Chiavenato (2015, p. 326), argues that motivation "contemplates an inner state of the mind and body, made up of desires, aspirations, needs and impulses that stimulate the individual and induce them to act. "This approach is transcendental in educational

institutions, the efficiency and the levels required to achieve the institutional goals and objectives must be executed in a harmonious environment, guided by a manager who knows the motivational factors of his personnel assigned to his operating unit, as well such as their needs, aspirations, expectations and desires, in order to obtain the desired job performance.

Hence, the manager to satisfy the motivational needs of his staff must have a broad knowledge about the motivational factors, their nature, characteristics, and consequently, the methods or means to guide them properly, to avoid in this way manipulating or being manipulated by their lack of competence and skills in the motivational area.

Educational manager

The educational manager exercises the direction and guidance of the different actors of the educational community, as well as the administration of resources in order to ensure the quality of the service offered, by improving the application of the broad and restricted curriculum, the teaching and administrative processes, as well as the relations of the school with its community and environment. These functions determine the profile of competencies that the director must possess, associated with interpersonal relationships, being the leader within the educational community, motivating and stimulating participation and commitment to the educational work of teachers and administrators, in addition to strengthening communications effective with the community in general in order to make timely decisions to undertake new plans, organizing work and allocating resources and human capital to achieve the proposed goals (FUENTEALBA; IMBARACK, 2014).

From the previous analysis, the ability to provide direction to the management of the school with an overall vision and develop an environment and culture of teamwork that favors creative participation and innovation, ability to obtain and process relevant information for planning and solving problems, the ability to negotiate and generate commitment, leadership focused on modeling, willingness to learn, ability to train and advise on teaching-administrative processes and the ability to establish collaborative links with the community and its environment, among others. The director of an organization and its team must work in a complementary way within a framework of respect, mutual trust and appreciation of what each of them contributes to the achievement of objectives.

It is important to note that the people who assume the managerial performance of an organization are called managers, and they are responsible for directing the activities that help organizations to achieve their goals. The fundamental basis of a good manager is the measure

of efficiency and effectiveness that he has. However, it is also the ability you have to minimize the resources used to achieve the organization's objectives (doing things right) and the ability to determine the appropriate objectives (doing what needs to be done).

Being a manager is not only directing activities, being a manager implies, according to Senlle (2009, p. 34) "being a good leader, is understanding the process of how to penetrate those activities carried out by the members of the group with which you work". In order to achieve his objectives, the manager must know how to use the different forms of power to influence the behavior of his followers, in different ways, without forgetting what he wants to achieve and where he is going. Consequently, management is a position occupied by the director of an institution where he must coordinate all resources through the process of planning, organization, direction and control in order to achieve established objectives. Likewise, management is synonymous with exercising authority over their work lives. Management is a subject of main interest in the management of companies and educational institutions. Management is unavoidable for everyone responsible for the task of conducting in the public or private educational system at all levels: basic, middle and higher.

Methodology

The research was of a quantitative type with a descriptive design that allows through a survey whose instrument was a questionnaire in order to know what the manager is doing to motivate the teacher in their educational practice in times of the Covid-19 pandemic. As a sample, the 20 teachers from the Santiago Amengual Sports School, Antofagasta Chile, were considered. Given that the population is finite, we worked with an intentional non-probabilistic sampling where the population is considered equal to the sample.

For data collection, a questionnaire with closed questions was used, which had a total of 20 questions related to the research variable motivation and which encompasses various indicators such as competence, formation, and managerial profile. It should be noted that the data obtained were organized, coded and tabulated according to the responses issued with the options given by the study subjects, whose response alternatives are represented by Always (S), Almost always (CS), Neutral (N), Almost never (CN) and Never (N).

Results

Once the instruments had been applied and the information collected, in this case the questionnaire designed to obtain the data inherent to the study, the data was tabulated and analyzed.

Table 1 – Distribution of frequencies and percentages according to the opinion of the respondents in relation to the Variable: Motivation. Dimension: Management Indicators: competence, Formation, Managerial Profile

Nº	ITEMS	S FX	%	CS FX	%	NE FX	%	CN FX	%	N FX	%
1	An important managerial function is to assist the institution in achieving its goals.			12	60			8	40		
2	Being a good educational leader is having the skills to understand the process of each activity carried out by the members of the group with which they work.			15	75			5	25		
3	The planning of the activities in the institution is carried out jointly with the teachers.							5	25	15	75
4	The management carries out an effective organization of the personnel and resources to be administered.			12	60	8	20				
5	Through the directive function the group is motivated to achieve the objectives.							15	75	5	25
6	In the institution the activities carried out to take corrections are controlled.			10	50	6	30	4	20		
7	It is the responsibility of the director to promote the participation of the staff	10	50	10	50						
8	It is vital for the manager to assume interrelation with the educational community and its environment as competence.	18	90			2	10				

Source: Devised by the authors

Based on the results shown in table 1 reflected in item 1, twelve (12) respondents represented by sixty percent (60%) considered that "almost always". An important managerial function is to help the institution in achieving of the goals while the remaining eight (8) selected "Almost Never" equivalent to forty percent (40%).

Regarding item 2, fifteen (15) respondents represented by seventy-five percent (75%) considered that "Almost Always", the planning of the activities in the institution is carried out jointly with the teachers, and five (5) informants affirmed "Almost never" equivalent to twenty-

five percent (25%). Continuing with item 3, fifteen (15) respondents represented by seventy-five percent (75%) considered that "Never", being a good educational leader is having skills to understand the process of each activity carried out by group members with which they work, while five (5) selected "Almost Never" equivalent to twenty-five percent (25%).

Based on item 4, twelve (12) respondents represented by sixty percent (60%) considered that "Almost Always" management carries out an effective organization of personnel and resources to be managed. while eight (8) subjects remain "Neutral" equivalent to twenty percent (20%).

In turn, as can be seen in item 5, it reflects the percentage trend of the responses issued by the respondents, fifteen (15) respondents represented by seventy-five percent (75%) considered that "Almost Never", through the directive function motivates the group to achieve the objectives, while five (5) stated "Never" equivalent to twenty-five (25%).

By reason of item 6, ten (10) respondents represented by fifty percent (50%) considered that "Almost Always", in the institution the activities carried out to take corrections are controlled. While six (6) selected "Neutral" equivalent to thirty percent (30%), in turn four (4) teachers chose the option "Almost Never" which represents twenty percent (20%).

Continuing with item 7, ten (10) respondents represented by fifty percent (50%) considered that "Always" is the responsibility of the director to promote the participation of the staff, however, ten (10) subjects selected "Almost Always" equivalent to the other fifty percent (50%). In turn, for item 8, eighteen (18) respondents represented by ninety percent (90%) considered that "Always" is vital for the manager to assume interrelation with the educational community and its environment as a competence; while two (2) selected "Neutral" equivalent to ten percent (10%).

Starting from the aforementioned results, through the opinions of the respondents, the absence of dimensions that allow the establishment of motivational strategies framed in managerial competencies and formation, satisfaction of needs can be evidenced; which are not being perceived by teachers in an effective and meaningful way. Manager's success and satisfaction urge motivation. This means that the content of the position (the structure of the work performed), or the context of the position (environment in which the task is performed: supervision received, personal relationships with peers and technical aspects of the work) provide the means for motivation originates (AÑEZ, 2009).

Now, motivation as a factor capable of provoking and directing behaviors towards the objectives, considering it as an impulse that leads a person to choose and carry out an action among those alternatives that are presented in a certain situation. Therefore, it is necessary to

know how leaders operate in terms of their ability to influence, persuade and motivate their followers. For its part, at the organizational level, it is known as the organizational or work climate.

In this way, the commitment of the motivating manager can be strengthened to be able to distribute and manage human talent efficiently, thus contributing to achieve the results that the company desires, as part of the competitiveness expressed by the collaborators within the organization to which they belong. Thus, as motivation is the primary factor for the organization, because individuals feel committed to work, seen in this way, value their efforts and efforts to achieve the goals proposed by the company.

Likewise, motivational management must promote new approaches, due to globalization in the highly competitive management environment, therefore, corporations demand that business managers change their vision of the world and rethink new decision-making schemes. Formation has become a key factor for the success of educational organizations, in the same way, having a continuous process of formation for the human talent that works in the school, in order that they respond adequately to possible changes and, in turn, develop excellent job performance. So, organizations require that employees have sufficient knowledge, have the necessary skills and handle the procedures they consider necessary to achieve the objectives more effectively. In this sense, formation leads to the development of people's capacities, knowledge and attitudes and skills (BENAVIDES, 2009).

Within this same idea, it can be said that organizations must implement the formation of the teaching staff who work in the institution, with the purpose that human talent acquires efficient work performance, in the same way they apply their knowledge, skills and abilities with motivation. In order to achieve the objectives established by the organization. Likewise, the importance of learning for both the school and the staff is recognized in order to achieve innovative development, as well as formation and job performance.

Qualification is a process by which staff acquire skills that help achieve the objectives of the organization. Because this process is linked to various organizational purposes, training can be given in a limited or broad manner. In a limited sense, training provides employees with specific and identifiable knowledge and skills to apply in their jobs.

In this order of ideas, it can be said that the competencies consist of developing and strengthening the skills of the people who lead the organization. This training will help the manager to distribute and manage human talent efficiently. In addition, obtaining a better overview of the current situation to be able to make correct decisions during the period, since

these members carry out all the planning to carry out the activities of the company, this ability will help managers to improve the fulfillment of the objectives of the organization.

Table 2 – Distribution of frequencies and percentages according to the opinion of the respondents in relation to the Variable: motivation. Dimension: Management Indicators: competence, Formation, Managerial Profile

Nº	ITEMS	S		CS		NE		CN		N	
		FX	%	FX	%	FX	%	FX	%	FX	%
9	Effective communication is maintained in the work environment.			15	**75**	5	**25**				
10	The director plans teamwork in the institution.			14	**70**			6	**30**		
11	A high degree of harmony prevails in the institution on the part of the management team.					12	**80**	8	**40**		
12	The emotional climate constitutes a fundamental element to achieve the professional success of teachers.	18	**90**					2	**10**		

Source: Devised by the authors

Observing the results reflected in table 2, it is observed that for item 9, fifteen (15) respondents represented by seventy-five percent (75%) stated that "Almost Always", effective communication is maintained in the work environment. While five (5) teachers selected the option "Neutral" equivalent to twenty-five percent (25%).

Now, for item 10, fourteen (14) respondents represented by seventy percent (70%) considered that "Almost always", the director plans the teamwork in the institution. Against six (6) subjects who selected "Almost Never" equivalent to thirty percent (30%).

Regarding item 11, twelve (12) respondents represented by sixty percent (60%) considered the response level "Neutral", in the institution a high degree of harmony prevails on the part of the management team and eight (8) teachers affirmed "Almost Never", equivalent to forty percent (40%), harmony prevails.

Consequently, in item 12, eighteen (18) respondents represented by ninety percent (90%) considered that "Always", the emotional climate constitutes a fundamental element to achieve the professional success of teachers, on the other hand, two (2) subjects affirmed "Almost Never" equivalent to ten percent (10%).

In this part where motivational management factors intervene, the results are not one hundred percent (100%) satisfactory regarding the participation and responsibility exercised by the collaborators in the case study organization, so certain measures must be taken to cover

those weaknesses exercised by the manager as the leader of the company, in which he must consider that the participation of his collaborators is of vital importance in the effective progress of the organization based on teamwork, where the responsibility of the actors involved is a virtue for the performance of their functions within the organization. Therefore, the motivational factors of participation and responsibility are defined as those coming from their environment such as colleagues, managers, the organization, among others, in addition to continuously influencing both directly and indirectly, consciously and unconsciously (VEYTIA; CONTRERAS, 2019).

It is appropriate to note that teamwork is a group of highly organized people, oriented towards the achievement of an established goal, where individuals exchange skills to manipulate their relationships with other people in a climate of mutual respect and trust, with the aim to improve individual ideologies in a collective one in accordance with the norms pre-established by the company on procedures or practices that encourage team members to reach their maximum work potential.

It is important to note that the challenges of the globalized world lead organizations to form new arguments to achieve the labor development of human capital, in this sense, Chiavenato (2015, p. 105, our translation) indicates: "Old departments and dimensions are giving way to work teams. This apparent disorganization means orientation towards flexibility, agility, change and innovation". It should be noted that managers use this work modality as a motivational element to influence talent, in order to implement greater effectiveness in the fulfillment of work.

Consequently, the manager, as a leader and as an organizer, must be able to stimulate and motivate staff to effectively assume responsibilities, and to achieve the development of people combining individual interests with organizational interests. In many professions that are practiced within society, it is essential to know how to communicate with other people and one of them is the teaching profession.

Table 3 – Distribution of frequencies and percentages according to the opinion of the respondents in relation to the Variable: Motivation. Dimension: Management Indicators: competence, Formation, Managerial Profile

Nº	Í=ITEMS	S		CS		NE		CN		N	
		FX	%	FX	%	FX	%	FX	%	FX	%
13	As a teacher, you consider planning an activity to achieve efficient work			10	50	5	25	5	25		

N	Statement	f	%	f	%	f	%	f	%
14	Planning allows an organized progression of everything concerning the teaching-learning process.			18	90			2	10
15	Teaching strategies are those used by the teacher during their classes as a methodological process	10	50	6	30			4	20
16	Certain conceptual, procedural and attitudinal aspects must be taken into consideration in the teaching strategy for learning to be meaningful	8	40	10	50			2	10
17	Learning strategies facilitate the transfer of information.	10	50	10	50				
18	The learning strategies used are the basis for achieving meaningful knowledge.	6	30	10	50			4	20
19	It is an essential condition for the teacher to enhance skills for a proactive development.	12	60	8	40				
20	Work performance allows teachers to promote collaborative and meaningful learning in their work.			16	80	2	10	2	10

Source: Devised by the authors

The data provided in the responses issued by the respondents according to table 3, according to item 13, ten (10) respondents represented by fifty percent (50%) considered that "Almost Always", as a teacher you consider planning a activity to achieve efficient work, while five (5) teachers selected "Neutral" equivalent to twenty-five percent (25%), in turn five (5) respondents chose the option "Almost Never" which represents twenty-five percent (25%).

Regarding item 14, eighteen (18) respondents represented by ninety percent (90%) considered that "Almost Always", planning allows an organized progression of everything concerning the teaching-learning process. The remaining two (2) teachers selected "Almost Never" equivalent to ten percent (10%), allowing an organized progression.

Now, for item 15, ten (10) teachers represented by fifty percent (50%) stated that "Always", the teaching strategies are those used by the teacher during their classes as a methodological process while six (6) opted for the option "Almost Always", which represents thirty percent (30%) and four (4) more teachers, for "Almost Never", being the equivalent of twenty percent (20%).

Continuing with item 16, ten (10) respondents represented by fifty percent (50%) considered that "Almost Always", certain conceptual, procedural and attitudinal aspects must be taken into consideration in the teaching strategy so that learning is significant, also eight (8)

teachers forty percent (40%) affirmed "Always" and two (2) subjects plus "Almost Never" equivalent to ten percent (19%).

The following was obtained for item 17, ten (10) respondents represented by fifty percent (50%) stated that "Always", the learning strategies facilitate the transfer of information, also ten (10) teachers chose the option "Almost always".

While for item 18, ten (10) respondents represented by fifty percent (50%) considered that "Almost Always" are the basis for achieving significant knowledge, the learning strategies used. Also, six (6) selected "Always" equivalent to thirty percent (30%), in turn four (4) teachers chose the option "Almost Never" which represents twenty percent (20%).

Continuing with item 19, twelve (12) teachers represented by sixty percent (60%) considered that "Always", it is an indispensable condition for the teacher to enhance skills for a proactive development, while eight (8) respondents affirmed "Almost Always" equivalent to forty percent (40%), is an indispensable condition.

Finally, for item 20, sixteen (16) respondents represented by eighty percent (80%) stated that "Almost Always", job performance allows teachers to promote collaborative and meaningful learning in their work. The equivalent of both ten percent (10%) selected "Neutral" and "Almost Never" represented by two teachers at each response level. What is expressed here by both the management and the teaching team, reflects the dissatisfaction of both sectors in relation to the role that is exercised in directive management, which must be developed by the manager, as a way to involve their staff in an environment of work in accordance with the existing reality in the institution and compelling to achieve satisfactory performance standards for the group that lives in the educational institution.

Conclusions

Once the respective analysis of the results has been carried out, it is important to outline some conclusions and recommendations that will be useful in the institutional development, for the achievement of goals and objectives that they wish to propose; which are described below:

When diagnosing the motivational influence of the director, it can be said that there is an important need, on the part of the director, to consolidate his management exercise towards new lines that circumscribe motivational strategies in order to reliably dynamize his directive function in the institution he directs; minimizing the lack of attention to achieve performance standards and high performance in the functions of those who accompany him in his managerial

work; as criteria must be improved so that the work team performs according to the established goals.

On the other hand, to determine the motivational factors that intervene in the educational praxis of the teacher in the institution under study. The manager's weaknesses were observed specifically in terms of the mediator and guidance role that he must practice to improve the teacher's job performance in the institution he directs; For this reason, teachers do not significantly perceive these actions that, according to the manager, they develop.

Disagreement of both sectors was also appreciated in relation to the role that is exercised in directive management, which must be developed by the manager, as a way of involving his staff in a work environment in accordance with the reality existing in the institution and prompts them to achieve satisfactory performance standards for the group that makes life in the educational institution. Hence, in his relationships with the teaching staff he directs, he allows them to consider situations and approaches that can help to make decisions, present criteria, promote exchange of ideas, resolve conflict situations between team members, in different organizational units; finally, to promote consensus and commitment in decision-making.

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