
IMPACT OF THE MANAGERIAL FUNCTION ON PRE-PRIMARY EDUCATION

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Franco Amaro Lucía
University of North America
<https://orcid.org/0000-0002-4780-532X>
francolux81@gmail.com

Quiroz Bojorges Gerardo*
National Technological Institute of Mexico/I. T. De Milpa
Alta <https://orcid.org/0000-0003-0990-1908>
gqb@hotmail.com

Villar Laguna Víctor
ESIA Tecamachalco IPN
<https://orcid.org/0000-0001-5449-5238>
vick_villar@hotmail.com

Macías Sagarminaga María Eugenia Astrid
Trilingual University Center
<https://orcid.org/0000-0003-3029-6415>
decolores96@hotmail.com

Hernández Ramírez Luis Fernando
Technological University of Mexico
<https://orcid.org/0000-0002-2318-7395>
lferherr07@gmail.com

Corresponding author*

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Abstract: This research article seeks to highlight the urgent and complex work currently being carried out by leaders within educational institutions. The government has now taken on the task of restoring values in society, and it is through a variety of supporting documents and in collaboration with the school community that the school principal must be able to meet the established objectives in order to envision new perspectives that will break with obsolete paradigms and give way to the long-awaited New Mexican School, where there is equal opportunity to achieve progress and, at the same time, an education of excellence. Based on the above, the role of leadership takes on greater relevance in various areas, which is why it is not easy to carry out. However, what is done or not done to transform education is important and decisive. Likewise, based on the validation of the literature review, the factor of "leadership" is an important element for the management function to be able to manage successfully and meet institutional objectives. It should be noted that a survey instrument was applied, which obtained 86% reliability. This means that in order to form intelligent teams, it is important to understand institutional needs and leverage the potential of the teaching staff and support personnel in order to improve processes and direct objectives toward institutional success.

Keywords: Leadership, education, management role.

Abstract: This research article seeks to highlight the imperative and complex work that management figures develop today within educational institutions. Currently, the government has taken on the responsibility of implementing actions that allow for the recovery of value in society. It is through a variety of support documents and in collegiality with the school community that the school director must be able to meet the established objectives in order to glimpse new views that give rise to a break with obsolete paradigms and give way to the long-awaited New Mexican School, where there are equal opportunities to achieve progress and, at the same time, an education of excellence. For what was mentioned above, the managerial function becomes more relevant in various areas, so it is not easy to carry it out.-awaited New Mexican School where there are equal opportunities to achieve progress and, at the same time, an education of excellence. For the reasons mentioned above, the managerial function becomes more relevant in various areas, so it is not easy to carry it out. However, what is done or not done for the transformation of education is important and decisive. Likewise, based on the validation of the literature review, the "leadership" factor is an important element for the management function to be able to manage satisfactorily and to be able to meet the institutional objectives. It should be noted that a survey instrument was applied which obtained an 86% reliability, which means that to form institutional success.

Keywords: Leadership, education, management function.

INTRODUCTION

Today's society is making new demands and setting new expectations that it hopes to meet in order to satisfy its needs. However, it is widely acknowledged that there are countless economic, political, social, and cultural factors that hinder progress toward achieving goals that would improve living conditions.

Until now, it must be said, schools have been conceived as the engine of transformation, which is why they have been assigned a variety of tasks to be carried out through the design and implementation of strategies. Institutional authority is often essential to achieving the objectives that have been set, which is why it is essential that those in authority are aware of the minimum competencies required to perform their duties effectively and efficiently.

Therefore, according to Lorente (2012), being a "principal" is not currently considered a "profession" in the Spanish education system, but rather a job that is different from that of a teacher, as has been clarified, and therefore needs to be professionalized. Mexico is no exception, as the role of principal requires constant updating in order to meet the daily challenges posed by the institution they lead. This research has the following objectives:

General objective

To understand the profile of a preschool-level manager.

Specific objectives

- To investigate the type of leader that a preschool educational institution currently requires.
- To analyze the qualities of a preschool administrator.
- To determine the ideal competencies of a preschool administrator.

In addition to the above, it is important to mention the impact that this research will have, which was carried out with great enthusiasm:

Justification

For a long time, teaching has been discussed as one of the easiest jobs, chosen for its benefits and job opportunities. However, today it has taken on great relevance, and above all, the role of the school principal is unquestionably the central aspect and figure in determining the success or failure of the institution they represent. Therefore, their team must be fully convinced and committed to achieving the objectives that have been set for the benefit of the students.

Therefore, 20 articles will be cited that refer to important aspects related to the topic being addressed, from which relevant data will be obtained, which will then be refined to determine key elements that provide evidence of what is to be visualized from the proposed objective. This research has the following impact:

Social impact

Thanks to this research, it is important to highlight that the management function is one of the pillars of any organization in order to achieve objectives that promote improvement. Therefore, commitment and tenacity will be factors that will be present throughout the environment.

The managerial function is currently very important, given that schools have been assigned the task of promoting various activities to generate social change in the broadest sense. Today, schools are seen as places where the skills, abilities, aptitudes, attitudes, and talents that shape the personality of each individual are strengthened. According to Krichsky and Murillo (2018), the role of managers is key to ensuring conditions that promote collaborative work environments. We can therefore consider that the work of managers as academic leaders has undoubtedly evolved rapidly, given that this element is vital for the optimal functioning of any educational institution.

Social expectations today focus on changing the conception of the institution, considering it as an engine of change that leads to combating barriers of inequality and inclusion that prevent the integration of some people. In the same way, the rescue of values is pursued, which are essential tools for the construction of a more just, egalitarian, and equitable society.

However, in order to accomplish this task, collaboration must be taken into account. According to García et al. (2015), collaboration is a social construction process in which each individual learns more than they would on their own, due to interactivity with other members of their group. From this perspective, the result of collective work has greater value than the sum of individual efforts.

As mentioned above, the role of the principal as the head of an educational institution is a complex task, given that it involves collegial work necessary for decision-making for educational improvement. Therefore, it requires exercising managerial autonomy as a priority task in order to address the needs, interests, and expectations of the community in which they are immersed.

Cultural impact

On the other hand, it is important to note that it will have a cultural impact, as Mexico has a broad cultural tendency. However, getting used to it is often somewhat complex due to various factors such as economic, technological, and environmental factors, which are subject to change as a result of globalization. Consequently, in these times, the proposal for plans and programs from basic education aims to link the community with the school, which is why the institution, from the classroom, must identify social situations that affect the academic development of the student. Likewise, teaching and administrative staff must have in-depth knowledge of the family and community context, with the intention of identifying how they can support each other, as is the case today with the New Mexican School (NEM).

Similarly, horizontal communication between teachers and students is encouraged, establishing a conversation between equals, as cited by Manrique et al. (2020), which highlights the importance of reflective dialogue, as it allows for the sharing of doubts, problems, experiences, perceptions, beliefs, emotions, acquired knowledge, concerns, and needs.

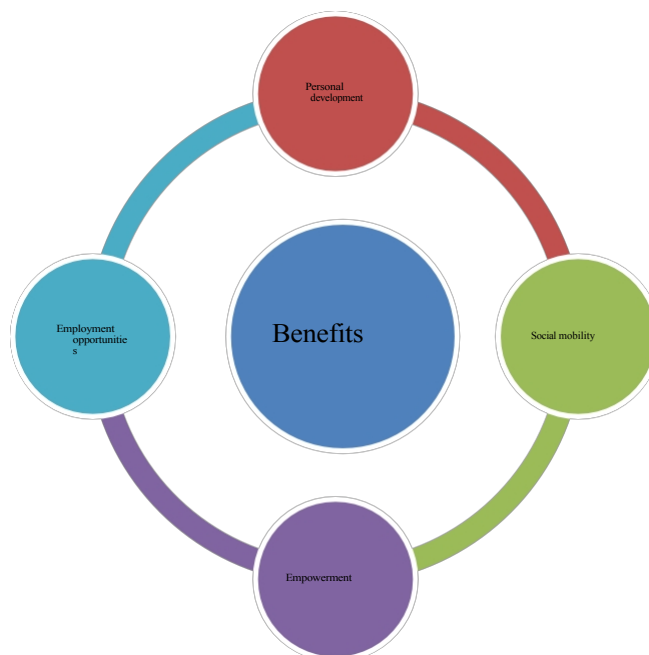
The aim is for the institution to address and overcome the barriers that prevent optimal teaching and learning processes for all and, above all, to focus on progress from and for the community. It is important to emphasize that the management function must seek to exercise leadership in order to find the most suitable strategy for addressing the identified family, economic, political, and cultural characteristics of the diversity of the educational community under its responsibility, which must be inclusive, seeking at all times conditions of equity, equality, and inclusiveness that allow all students to enjoy the same rights, regardless of race, gender, social position, and many other factors that often marginalize more than one individual.

DEVELOPMENT

At this point in the research, it is important to mention that some ideas have been developed regarding the urgent and important work carried out by leaders, specifically at the preschool level, as a key task in promoting skills from the earliest years of children's lives. To this end, they must ensure that exchanges within the community remain focused on student learning. Therefore, leadership work is a complex task and must be carried out in collaboration with educational authorities, teachers, parents, students, and the community at large.

Below are some aspects that influence education for the guidelines for fulfilling the leader profile, highlighting that everyone who is part of an institution is a leader and must possess elements that promote the growth and development of a leader.

Figure 1. Importance of education in society.



Source: Own elaboration (2024).

Therefore, it is necessary to consider that managers must have a series of characteristics that enable them to lead a group of people in training. Consequently, we can say that the decisions they make to improve the social and educational context in which they are involved will be decisive in achieving a goal or failing in the attempt.

Continuing with the above idea, we consider that there are no logical reasons to assert that a person with adequate knowledge cannot be both a manager and a leader; leadership is a prerequisite for any efficient management. Furthermore, research by (Vázquez et al, 2014) demonstrates the importance of leadership in improving education.

On the other hand, it is important to highlight, according to (Villaroel, 2014), that the professional competencies to be considered in a school principal are the following:

- Entrepreneurial leadership.
- Strategic administration.
- Quality curriculum management.

- Organizational culture management.
- Educational policy management

It should be noted that running a school at any level is no easy task, given the current situation of declining values, an increase in antisocial behavior, contempt for the law, destruction of peace, and disintegration at all levels of society.

Educational institutions face an increasingly demanding environment worldwide, as the development of human capital, from the earliest levels, has become an unavoidable task, both for the benefit of individuals and for the productivity and development of each society (Pedraja and Riquelme, 2017).

It is therefore imperative to join forces to carry out the function of school leadership, given that there are many actions to be addressed. It is therefore a priority to consider collaborative work, which, according to Valliant (2016), is a professional development strategy that works to share experiences, study, analyze, and research jointly about one's own practice in a specific institutional and social context.

The interesting thing about this is that the profile of a primary school principal encompasses competencies, knowledge, and skills that go beyond simple administrative management. They are key figures in the educational process, as they lead and guide all school staff toward quality education. There are various competencies that a leader must possess in order to direct the fulfillment of an institution's objectives, as shown below:

- Pedagogical leadership.
- School management.
- Interpersonal relationships.
- Achievement orientation.
- Decision-making.

Based on the above, the following knowledge is required:

Figure 2. Knowledge of a management profile.



Source: Own elaboration (2024).

On the other hand, it is important to mention the challenges faced by leaders of educational institutions, which are derived from changes brought about by globalization, such as:

- Use of ICT.
- Diversity management
- Strengthening school autonomy
- Educational inclusion

PARTICIPANTS

The sample chosen to carry out this study consisted of 16 participants who currently hold management positions at the preschool level. Of these, 90% are female and 10% are male. They hold bachelor's degrees in preschool education, master's degrees in teaching, and a small number hold doctorates in education. Their ages range from 30 to 50, and they currently work in School Zone J119 for Preschool Education in the State of Mexico.

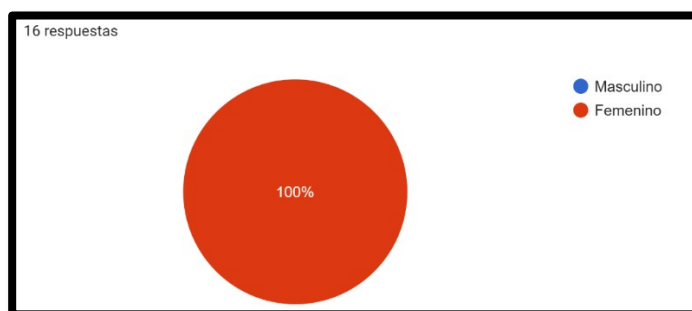


Figure 3. Teachers.

Source: Own elaboration (2024)

The following gender graph shows that 100% of preschool teachers are women. This predominance of women as preschool teachers is a phenomenon observed in many cultures and has been the subject of study. It may be due to various historical, cultural, and social factors. It is important to note that this situation is gradually changing, and more and more men are choosing preschool teaching as a profession. However, the factors mentioned above continue to influence the gender composition of this educational sector:

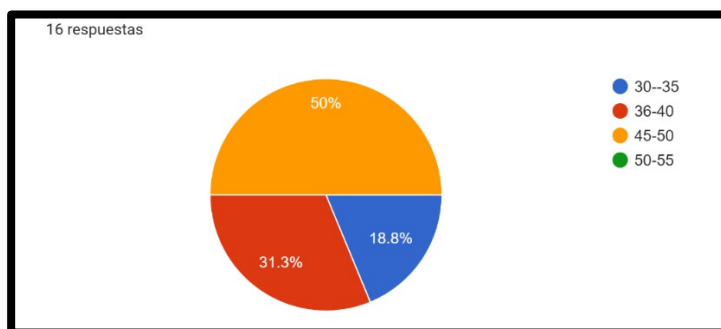
Graph 1. Gender.



Source: Own elaboration (2024).

Similarly, in Figure 2, which refers to age, it can be seen that 50% of the research subjects are between 45 and 50 years old, while 18.8% are between 30 and 35 years old. On the other hand, 31.3% are between 36 and 40 years old, as shown below:

Graph 2. Age.



Source: Own elaboration (2024)

DESIGN

This research project has a mixed approach, which involved a review of the literature on management functions such as: leadership, management, school, education, principal, function, competence, institution, teacher, autonomy, direction, action, organization, profile, leader, practical,

improvement, training, community, develop, educator, child, childhood, role, quality, center, context, perform, evaluate, students, strategy, researcher, style, collaborator, dimension, skill, personal, manner, effectiveness, focus. model, project, process, collaboration, dialogue. After that, they have been validated using Minitab and SPSS software. On the other hand, research is a process inherent to life itself; however, research in education involves, in addition to interest and necessity, a search for deeper understanding of educational phenomena, beyond what is merely evident. It involves a constant quest to increase knowledge and positively transform the surrounding reality, always seeking the comprehensive understanding and development of the human being (Pereira, 2011).

Table 1. Key factors in the literature review.

KEY FACTORS OF THE LITERATURE REVIEW	No. OF REPETITIONS	REFERENCES
1. Leadership (Rodríguez: 2018)	12	Rodríguez Revelo Elsy The exercise of managerial functions in complex contexts: their professionalization University of Guayaquil, Ecuador Pontifical Catholic University of Valparaíso educational perspective teacher training October 2018, 57(3), 131-152.
2.- Management (Grafee: 2002)	8	Grafee Gilberto Jose Educational management for school transformation. Central University of Venezuela, Rev. Ped, 23(68) Caracas 2002.
3.-Education (Jiménez: 2019)	7	Jiménez Cruz Jenny Transforming education through educational management: towards a change of mindset. DOI https://dx.doi.org/10.21676/23897856.2646 December 2019 Bogotá, Colombia.
4.-Director (Carrasco: 2017)	6	Carrasco Lozano et al. (2017) The managerial function and the strengthening of management autonomy. A study in primary schools in the state of Tlaxcala, Mexico Indivisa. Bulletin of studies and research, (17), 69-92. La Salle University Center Madrid, Spain.
5.-School (Stephen: 2010)	6	Stephen Anderson (2010) Executive leadership: Keys to a better school.

Psychological Perspectives. Individual and Society,
9(2), 34-52.

Source. Own work (2024).

INSTRUMENT

To carry out this research article, Muñoz's (2019) survey was adapted, selecting only 10 items, which were validated with a Cronbach's alpha reliability coefficient of 0.9. These questions were integrated and adapted to ascertain the opinion of teaching staff regarding the tasks that their school administrators should perform, The aim was to determine the impact of their role on the institutional situation, considering the following aspects:

- 1.-experience in the processes.
- 2.-communication to fulfill commitments. 3.-defined tasks.
- 4.-definition of the critical path.
- 5.-Significant changes to measure progress. 6.- Experience with regard to the management role. 7.- Balance of leadership skills.
- 8.-Defined roles and responsibilities. 9.- Commitment to performing tasks.
- 10.-Communication of results and feedback from subordinates for improvement.

The survey is as follows and was rated on a Likert scale from 1 to 5, where:

1. Good
2. Fair
3. Acceptable
4. Terrible
5. Poor.

PROCEDURE

Step 1. Investigate the type of leader that a preschool educational institution currently requires: considering the situation facing society today, the school has been taken as the ideal space to develop actions that meet the expectations of the individual and thus contribute to a new way of viewing reality. It is then that the principal, as the representative of the school, must possess great leadership to design activities and delegate to the educational community the role that each must play in order to achieve the desired objectives.

school representative must possess great leadership skills to design activities and delegate to the educational community the role that each person must play in order to achieve the desired objectives. Therefore, they must be aware of and prepared for the various political, economic, social, and cultural dimensions, among others, that will allow them to understand the reality that each of their students lives in and thus be able to support them in improving their living conditions.

Step 2. Analyze the qualities of a preschool administrator: now, it is important to consider the characteristics and skills that a school principal must possess in order to make their work stand out. They must understand the philosophical approach that will enable them to serve with a spirit of contributing to transforming the reality of their students. They must keep in mind at all times that, according to Rivera (2018), leadership in education is characterized by behaviors developed in cooperation with the institution, which also help to achieve the leadership and mobilization of the members of the school community that the administrator must possess.

Step 3. Determine the ideal competencies for a preschool administrator: Regarding the qualities that an administrator should possess, it is interesting to note that, as cited by (Jauregui et. al. 2022) management processes are evolving in a new educational model, in which the actions of educational leaders are becoming increasingly important as a means of systematizing front-line actions through appropriate management strategies that enable students and teachers to provide an optimal educational service. Therefore, we cannot continue with obsolete systems that are not in line with the challenges we face in our daily lives today.

To carry out this process, a review of the literature by several authors was conducted, which is presented below:

Table 2. Influencing factors.

No.	INFLUENCING FACTORS	APA REFERENCE
1	<ul style="list-style-type: none"> ❖ Practical ❖ School ❖ Leadership ❖ Improvement ❖ Teaching 	Stephen Anderson (2010) Executive Leadership: Keys to a Better School. Psicoperspectivas. Individual and Society, Vol. 9, No. 2 (2010) pp. 34-52.
2	<ul style="list-style-type: none"> ❖ School ❖ Management ❖ Autonomy ❖ Education ❖ Function 	Carrasco Lozano et al. (2017) The Role and the strengthening of autonomy management. A study in primary schools in the State of Tlaxcala, Mexico Indivisa. Bulletin of studies and research, no. 17,

		pp. 69-92 La Salle University Center Madrid Spain.
3	<ul style="list-style-type: none"> ❖ Training ❖ Director ❖ Management ❖ Function ❖ Competency 	Vázquez Toledo et al. The path toward professionalization of management: the competency profile and training of the director of Educational Centers in Spain. Competency Profiles Educativos, Vol. XXXVIII no. 151, (2016), pp. 158-174. of Research on the University and Education, Federal District Mexico City.
4	<ul style="list-style-type: none"> ❖ Leadership ❖ Director ❖ Education ❖ Research 	Manríquez Gutiérrez Katherine and Reyes Moha Malva (2000) Educational Leadership: a perspective from the role of the director and principal in three levels of system Chilean educational magazine. Education Journal, Vol. 46, No. 1, pp. 1-28, University of Costa Rica.
5	<ul style="list-style-type: none"> ❖ Center ❖ Director ❖ Community ❖ Action ❖ Develop 	González, Nurys del Carmen Profile del director: Competencies of the Position of Director of an Educational Center Science and Society, vol. XXXI, no. 2, April-June, 2006, pp. 240-256 Technological Santo Domingo Santo Domingo, Dominican Republic.
6	<ul style="list-style-type: none"> ❖ Educator ❖ Child ❖ Childhood ❖ Education ❖ Role 	Zapata Beatriz Elena and Ceballos Leonardo Opinion on the role and profile of the educator for the early childhood, 2nd ed. Rev.latinoam.cienc.soc.niñezjuv vol.8 no.2 Manizales July/Dec 2010.
7	<ul style="list-style-type: none"> ❖ Education ❖ Management ❖ Leadership ❖ Organization ❖ Quality 	Garbanzo Vargas et. al Leadership for modern management of educational processes. Education, vol. 34, no. 1, 2010, pp. 15-29 University of Costa Rica, Montes de Oca, Costa Rica.
8	<ul style="list-style-type: none"> ❖ Management ❖ Function ❖ Center ❖ Leadership ❖ Leadership 	Rodríguez Revelo Elsy The exercise of the management function in complex contexts: its professionalization University of Guayaquil, Ecuador Pontifical Catholic University del Valparaíso perspective Educational Teacher training October 2018, vol. 57 (3), pp. 131-152.
9	<ul style="list-style-type: none"> ❖ Education 	Ordoñez Espinoza Cristina Guadalupe et.al. Managerial leadership and teaching performance:

	<ul style="list-style-type: none"> ❖ Leadership ❖ Institution ❖ Perform ❖ Director 	<p>approach from the Ecuadorian legal perspective. Journal of business and entrepreneurial studies, vol. 4 no. 1, 2020. Editorial colloquium.</p>
10	<ul style="list-style-type: none"> ❖ Leadership ❖ Evaluation ❖ School ❖ Student 	<p>Sarasola Bonetti Marcos and Da Costa Carolina Evaluating educational leadership focused on student learning. University of Deusto Spain, vol. 25 no. 49 Lima Sept. 2016.</p>
11	<ul style="list-style-type: none"> ❖ Management ❖ Strategy ❖ Education ❖ Action ❖ Institution 	<p>Jiménez Cruz Jenny Transforming education through educational management: towards a change of mindset. DOI https://dx.doi.org/710.21676/23897856.2646 December 2019 Bogotá Colombia</p>
12	<ul style="list-style-type: none"> ❖ Leadership ❖ Organization ❖ Leader ❖ Style ❖ Collaborator 	<p>Montañez Huancaya de Salinas et al. (2022) Leadership styles in educational organizations: theoretical approaches Venezuelan Journal of Management 27 (97) 170-183.</p>
13	<ul style="list-style-type: none"> ❖ Profile ❖ Leadership ❖ Management ❖ Function ❖ Executive 	<p>Martínez Chaidez Erika Yuliana (2022) Characteristics of the school executive profile to enhance the role Everest de Sinaloa, Sinaloa, Mexico 2103027@educacioneverest.com Orcid:0000-0001-5548-096X Accepted Strategic Training Journal ISSN 2805-9832</p>
14	<ul style="list-style-type: none"> ❖ Leadership ❖ Leader ❖ Education ❖ Review ❖ Dimension 	<p>Amazo-Velásco, F. M., and Suárez-Molina, V. J. (2023). Leadership in education: a new vision of reality from humanism. INNOVA Research Journal, 8(1), 49-67. https://doi.org/10.33890/innova.v8.n1.2023.2214.</p>
15	<ul style="list-style-type: none"> ❖ Skill ❖ Personal ❖ Director ❖ Manner ❖ Teaching 	<p>Bermúdez, Bravo Evelin; Management skills and job performance of teaching staff in primary schools Omnia, vol. 22, no. 3, September-December, 2016, pp. 60-70 University of Zulia Maracaibo, Venezuela Omnia, vol. 22, no. 3, September-December, 2016, pp. 60-70 University of Zulia Maracaibo, Venezuela.</p>

16	<ul style="list-style-type: none"> ❖ Leadership ❖ Competence ❖ School ❖ Management ❖ Effectiveness 	<p>Uribe Briceño, Mario Leadership and managerial competencies for school effectiveness: experience of the school management model of Fundación Chile REICE. Ibero-American Journal on Quality, Effectiveness, and Change in Education, vol. 5, no. 5, December, 2007, pp. 149-156 Ibero-American Network</p> <p>Ibero-American Network for Research on School Change and Effectiveness Madrid, Spain.</p>
17	<ul style="list-style-type: none"> ❖ Competence ❖ Management ❖ Autonomy ❖ Modeling ❖ Leadership. 	<p>Velázquez, Luisl et. al Research Article. Killkana Sociales Journal. Vol. 1, No. 3, pp. 23-28, September-December, 2017. p-ISSN 2528-8008 / e-ISSN 2588-087X. Catholic University of Cuenca Management competency model for management autonomy and leadership in basic education supervisors within the framework of educational reforms in Mexico. Autonomous University of Tlaxcala.</p>
18	<ul style="list-style-type: none"> ❖ School ❖ Links ❖ Management ❖ Project ❖ Process 	<p>Grafee Gilberto Jose Educational management for school transformation. Central University of Venezuela, Rev. Ped, vol. 23, no. 68 Caracas 2002.</p>
19	<ul style="list-style-type: none"> ❖ Leadership ❖ Principal ❖ School ❖ Collaboration ❖ Dialogue 	<p>National Commission for the Continuous Improvement of Education (2022). The principal as a promoter of collaborative work. Management skills for collaboration and community engagement.</p>
20	<ul style="list-style-type: none"> ❖ Competence ❖ Management ❖ Institution ❖ Manager ❖ Profile 	<p>Núñez Rojas, Nemecio; Díaz Castillo, Doris Profile based on managerial competencies in educational institution executives Pedagogical Studies, vol. XLIII, no. 2, 2017, pp. 237-252 Austral University of Chile Valdivia, Chile</p>

Source: Own work (2024)

DISCUSSION AND ANALYSIS OF RESULTS

Reaching one of the most important steps, namely the results, a series of data processing was carried out, which were validated in Minitab, a statistical software designed to perform data analysis widely used in various fields, such as industry, research, and

education and quality, while SPSS was used to determine the reliability of a manager's profile. Next, as part of the work of processing the results obtained from the surveys, Cronbach's Alpha was obtained as a reliability test of .86%, which means that all 10 people answered completely and consistently. As mentioned by Quero (2010), reliability refers to the consistency or stability of a measurement.

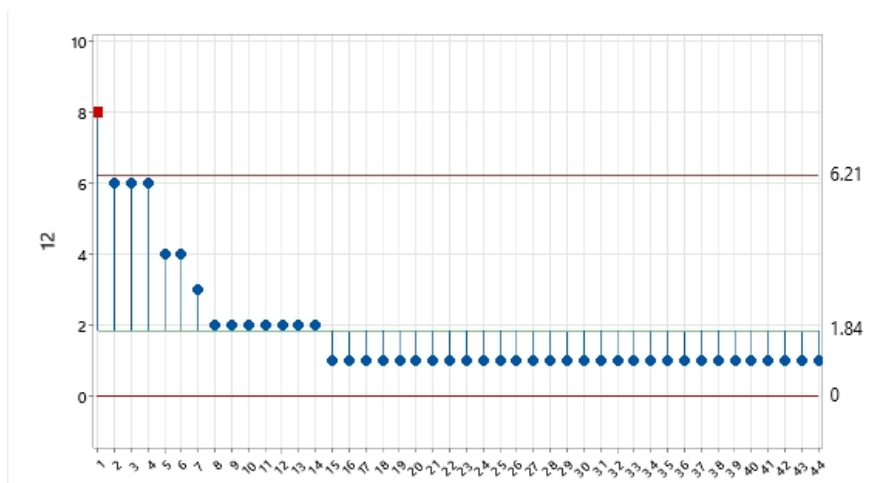
Table 3. Summary of data processing.

Alfa de Cronbach	N de elementos
,863	10

Source: Own elaboration (2024).

On the other hand, to measure the inclusive factors, a normality test was applied, where one of the most outstanding factors is the key factor of "leadership," which prevails as a fundamental element for a person to meet the managerial profile, where they are a visionary leader, an inspiring mentor, and an effective manager who guides the entire educational community toward excellence. The ANOM graph is shown below.

Graph 3. ANOM test.

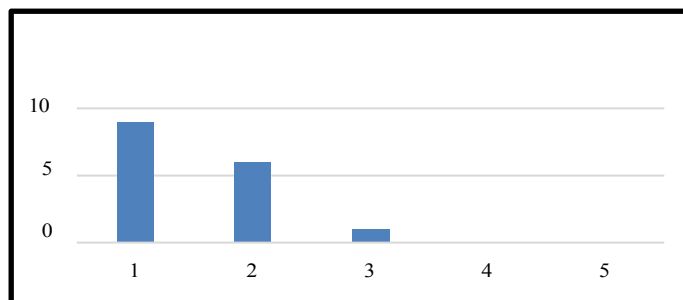


Source: Own elaboration (2024).

As a result of the data obtained through the application of surveys, these were validated to arrive at a summary of case processing to give way to the assessment.

On the other hand, once the survey has been implemented, the survey is interpreted as shown below:

Graph 4. Leaders' opinion on the communication plan.

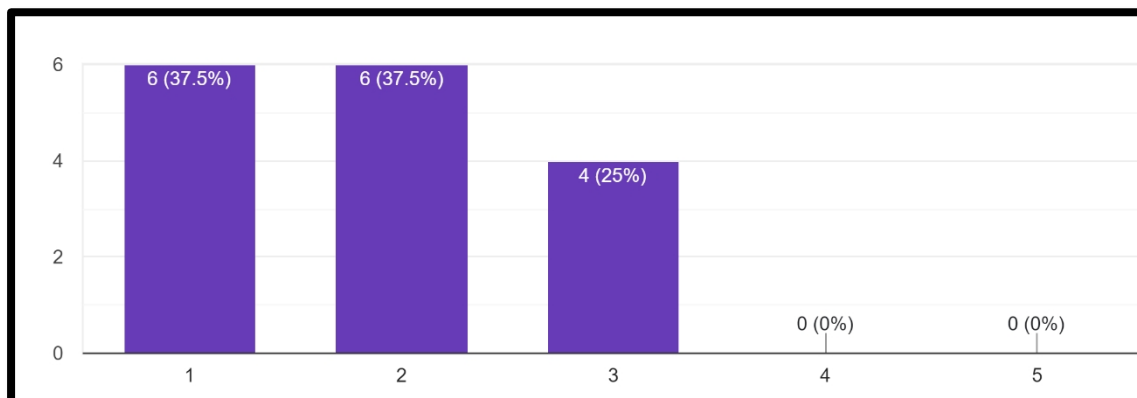


Source: Own elaboration (2024).

In this graph regarding communication established by academic leaders on campus, 60% commented that if there is an active plan in place for this aspect, it is good, while 30% consider it to be average, and the rest agree that it is acceptable.

Meanwhile, in graph 4, we can see that 37.5% mentioned that managers provide their staff with a list of well-defined tasks and functions, while another 37.5% regularly tell them what needs to be done on campus, and 25% argued that information about what needs to be done at school is acceptable. Without a doubt, having a thorough understanding of what happens in the daily activities of leaders is crucial for focusing on projects, managing them strategically, and achieving objectives.

Graph 4. Functions of collaborative activities to intelligent systems.

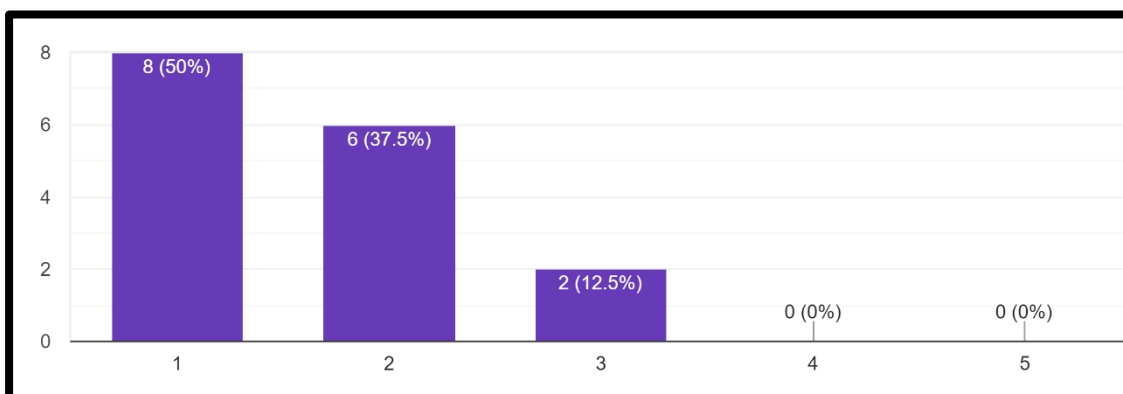


Source: Own elaboration (2024).

Similarly, in Figure 5, leaders' opinions on whether the critical path was calculated and the earliest completion date of the services project is known. In Figure 5, 50% of the sample

surveyed stated that at the school where they work, the management presents the route to be followed during a school year, while 37.5% say that they regularly identify the path to follow, and 12.5% deduce that the information they receive from their immediate authority is acceptable. Without a doubt, knowing the work instructions is essential for the proper performance of any task, regardless of the work environment in which a person finds themselves.

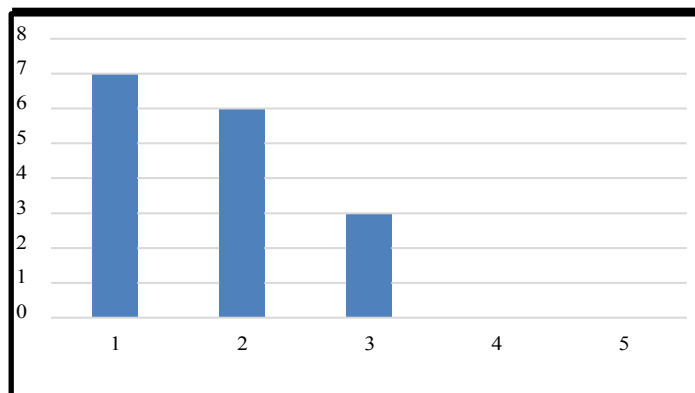
Figure 5. Leaders' opinions regarding the completion of the services project.



Source: Own elaboration (2024).

Meanwhile, Figure 6 shows leaders' opinions on whether the appropriate project management tools were established to measure the progress of management work. The following graph presents the information obtained regarding whether managers use relevant elements to carry out measurement monitoring to achieve the proposed objectives. It shows that 50% say it is good, 30% say it is fair, and the rest say it is acceptable.

Graph 6. Leaders' opinion on appropriate project management tools.

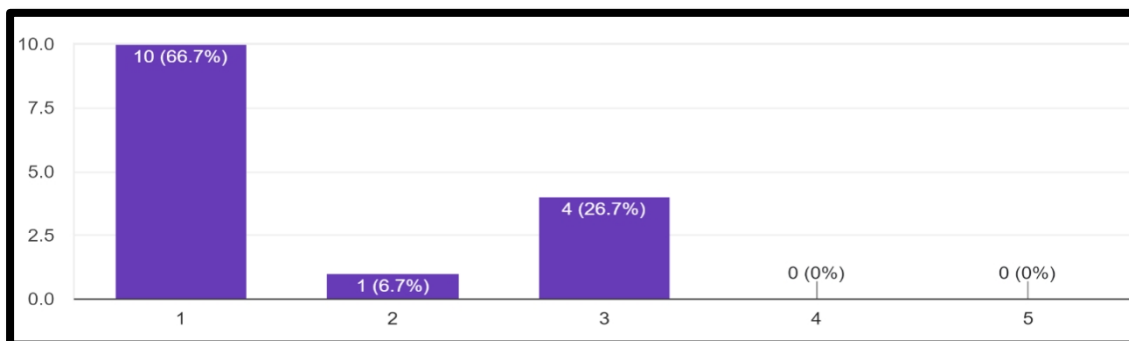


Source: Own elaboration (2024).

Similarly, in Figure 7, leaders' opinions on whether a leader has ideas and experience in the

processes applicable to the service project to be undertaken. In graph number 5, 66.7% of those surveyed said that the school leader has experience in their role, while 6.7% said that it is average and only 26.7% said that it is acceptable.

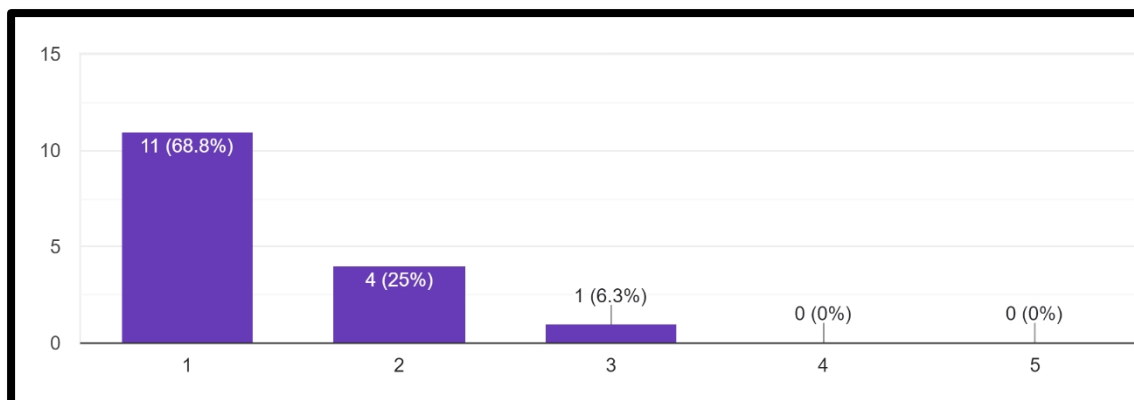
Graph 7. Leaders' opinions on whether a leader has ideas and experience in the processes applicable to the service project to be undertaken.



Source: Own elaboration (2024).

On the other hand, in graph 8, leaders' opinions on whether the work team shows a balance of skills that complement those of the service project leader. Has a common goal been agreed upon? In this graph, 68.8% commented that the manager's performance is good considering their skills, 25% stated that their performance in carrying out their role is average, and 6.3% consider it acceptable.

Graph 8. Work team with a balance of skills.

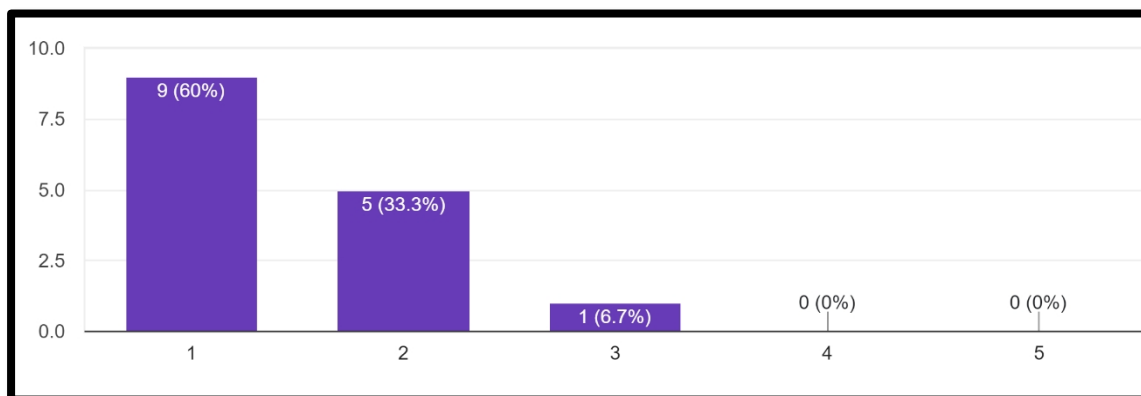


Source: Own elaboration (2024).

As a result of the above, in graph 9, Leaders' opinions on whether the functions and obligations of the work team are well defined and known to all, it was found that 60% consider that it is good

the way in which the manager assigns tasks to teachers at their school, while 33.3% define it as fair, and finally 6.7% ruled that the way in which the assignment of duties is carried out at their school is acceptable.

Figure 9. Work team with balanced skills.

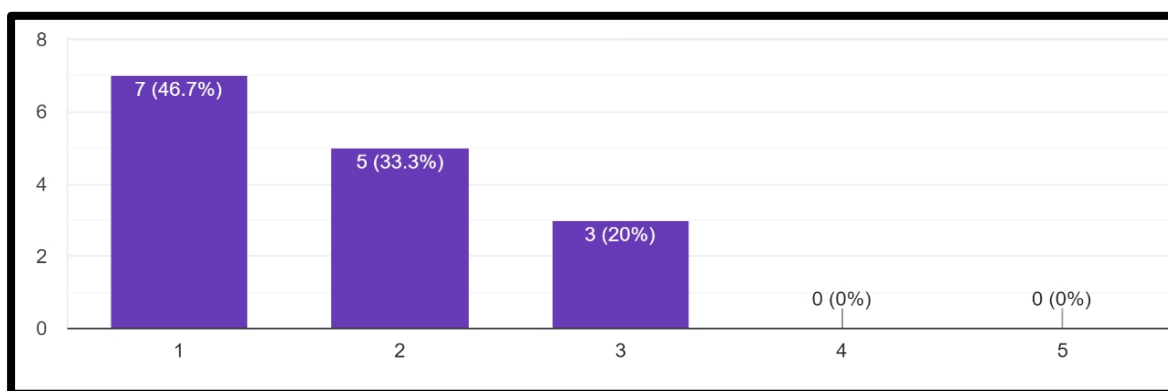


Source: Own elaboration (2024).

Similarly, in Figure 10, regardless of their personal convictions, both the director and the service project manager feel that they are successfully understood, achieving the required results.

It is important to highlight the following in Figure 11, where the director of the facility where the service is provided expresses the commitment of the staff: 46.7% consider it to be good, 33.3% say it is average, and only 20% argue that it is acceptable.

Graph 11. Commitment as a factor in performing the service.

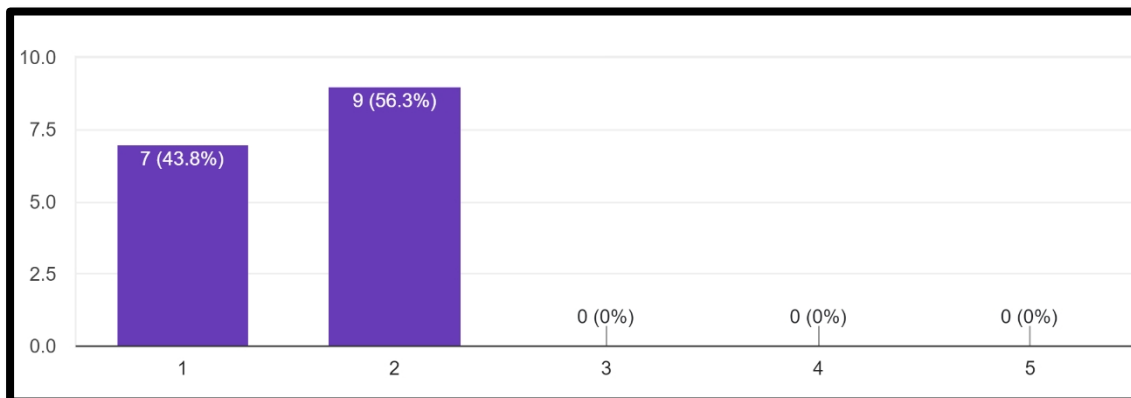


Source: Own elaboration (2024)

In graph 12, leaders' opinions on whether all stakeholders are informed of the most important changes to the project (scope or plan); they are asked for their opinion to avoid conflicts, as can be seen

56.3% agree that information is provided about any sudden event or change, with the aim of keeping the distinguished teaching staff informed.

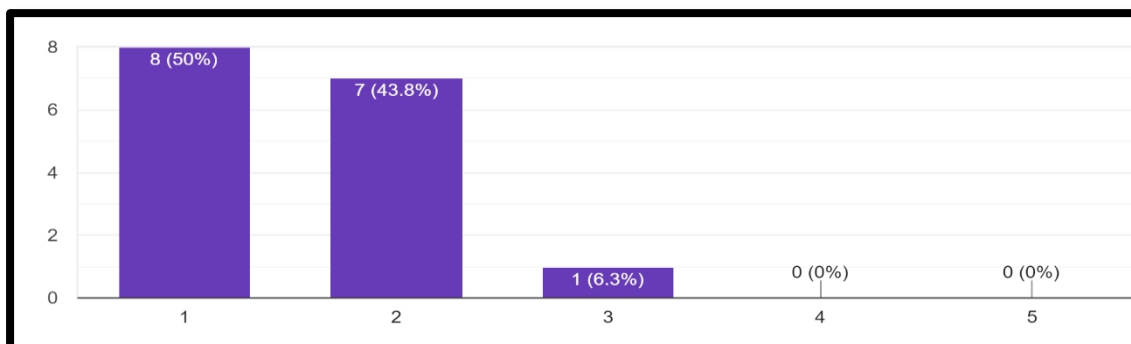
Graph 12. Communication in work teams.



Source: Own elaboration (2024).

Finally, in the last graph on leaders' opinions on whether the service project leader has ideas from experience in processes applicable to the service project to be undertaken, 50% defined this as good, 43.8% assumed it to be average, and finally 6.3% considered the performance of the manager to be acceptable in terms of undertaking the work assigned to them.

Graph 12. Leaders' opinion.



Source: Own elaboration (2024).

Finally, leadership in higher education institutions is undoubtedly a challenge that educational institutions face as a fundamental premise in contemporary society. This includes guiding, inspiring, and encouraging followers to act ethically with values and social responsibility. Therefore, leadership in the field of higher education must have these characteristics in order to improve society, according to Macias (2018).

CONCLUSIONS

Reaching the final part of this project, it is concluded that, through the development of this research article, the role of the manager, specifically at the preschool level, is a great task that, with the new expectations of social transformation, turns out to be an extremely complex action where the educational community must be called upon to delegate activities. The school principal must exercise leadership over their team, directing and coordinating activities at all times to achieve the assigned mission, maintaining open channels of communication with parents, students, teachers, and the community in general, and taking into account a diversity of projects that involve changing paradigms, ideas, and stereotypes that are not very functional today.

On the other hand, transformational leadership is a bond that originates in a context of crisis or institutional or social need shared by all members of a group. When there is a member of the group with the ability and potential to take action that empowers the rest, with the aim of enabling the achievement of shared goals, that member becomes the leader (Navarro, 2015).

It is well known that schools are currently conceived as spaces where various social, economic, political, cultural, and family aspects converge. Therefore, their competencies will favor having a broad knowledge of the community and its general environment in order to be able to act on it and, above all, to know the students with whom they work, as the transformation of society itself will depend on these children. They must identify the expectations that these children have based on their immediate reality in order to seek change and achieve quality education that allows for the readjustment of ways of life, giving way to equity, equality, and social inclusiveness.

Without a doubt, a leader in a preschool institution plays a fundamental role in the comprehensive development of children. Their influence extends beyond administrative and pedagogical management, permeating the educational environment and shaping the experiences of young children.

Therefore, a school administrator must be committed and demonstrate commitment at all times to the task entrusted to them, and therefore, they must receive support from their immediate superiors to back their decisions in favor of meeting the expectations and needs, concerns, and interests of the educational community and the general public.

Finally, the leader is the driving force behind the development of children and the professional growth of their team. Their influence is felt in every corner of the school, creating an environment where children

can learn, grow, and develop their full potential.

FUTURE WORK

Thanks to this research, we can appreciate the importance of the managerial profile in institutions. Without a doubt, this is a relevant issue that should be considered a fundamental pillar for guiding institutions. It is important to continue studying this topic, given the changes that institutions have undergone in recent years and how educational institutions in Mexico have been transformed.

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COLLABORATIVE WORK TABLE

Conceptualization	Franco Amaro Lucía
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Methodology	Quiroz Bojorges Gerardo, Macías Sagarminaga María Eugenia Astrid
Software	Villar Laguna Victor, Hernandez Ramirez Luis Fernando
Validation	Franco Amaro Lucía
Formal Analysis	Quiroz Bojorges Gerardo, Macías Sagarminaga María Eugenia Astrid
Research	Villar Laguna Victor, Hernandez Ramirez Luis Fernando
Resources	Franco Amaro Lucía
Data curation	Quiroz Bojorges Gerardo, Macías Sagarminaga María Eugenia Astrid
Writing - Preparation of the original draft	Villar Laguna Victor, Hernandez Ramirez Luis Fernando
Writing - Review and editing	Franco Amaro Lucía
Visualization	Quiroz Bojorges Gerardo, Macías Sagarminaga María Eugenia Astrid
Supervision	Villar Laguna Victor, Hernandez Ramirez Luis Fernando
Project Management	Franco Amaro Lucía
Fund Acquisition	Quiroz Bojorges Gerardo, Macías Sagarminaga María Eugenia Astrid