



ORGANIZATIONAL CULTURE AND PEDAGOGICAL MANAGEMENT IN PERU

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ABSTRACT

The purpose of the article was to determine the relationship between the organizational culture and the institutional management of the "Enrique López Albújar" Educational Institution, Piura. Work is worked under a quantitative approach, descriptive and correlational scope, 40 teachers participated as a sample. Among the results, it was found that there is no significant relationship between organizational culture and institutional management, which did not allow validating the research hypothesis; However, a significant relationship between norms and customs with institutional management was found; which concludes in compliance with the norms and good customs based on values.

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1. Introduction

Culture is a fundamental concept that encompasses a wide range of aspects of human life. It is an inherent element of all societies and plays a crucial role in the way people relate to each other, perceive the world and develop throughout history. It therefore encompasses everything from customs, traditions, languages and art to the beliefs, values and forms of social organization of a group of individuals. The UN, as an international organization, has adopted a number of resolutions and declarations that underscore the importance of cultural diversity as a means to achieve peace, sustainable development and mutual understanding among nations. The ILO, for its part, has advocated respect for the cultural rights of workers and the protection of their cultural identity in the workplace. Likewise, the WTO has recognized how tourism can be a powerful tool for cultural exchange, provided that it is promoted in a respectful and sustainable manner, preserving the cultural heritage of the destinations. These global entities, along with others, have worked together to promote policies that protect cultural diversity, prevent cultural discrimination and foster inclusion and intercultural dialogue around the world. It should be noted that education is one of the fundamental pillars for the development of a society (Rincón et al., 2022). In Peru, pedagogical management has become an essential issue, since it determines the quality of teaching and learning in the country's educational institutions. The progress made in recent years demonstrates a commitment on the part of the State and educational stakeholders to strengthen teacher training and promote innovative pedagogical practices. Substantially, the problems related to organizational culture are detrimental to the management of educational institutions; consequently, it is sought to undertake the solutions they demand (Pelekais & Rivadeneira, 2009). To this end, the research will make it possible to determine whether the dimensions inherent to organizational culture influence the pedagogical management of educational institutions. Thus, the study's sample consisted of 40 teachers and its general objective was to determine the relationship between organizational culture and pedagogical management of the I.E. The specific objectives were: a) to identify the level of practice that predominates in each of the dimensions of organizational culture (values, beliefs, climate, norms, symbols and philosophy), b) to identify the level of effectiveness of curriculum design and development activities involved in pedagogical management, and c) to analyze the relationship between the level of practice of the dimensions of organizational culture and the level of effectiveness of pedagogical management.

The organization is a social construction, a reality of a cultural nature, symbolically constituted and maintained through the interaction of its members. This perspective assumes that organizations are cultural artifacts, based on systems of shared meanings and, therefore, on shared interpretative schemes that create and recreate that meaning (González, 1989). Thus, it is a network of meanings and images shared by its personnel (Garmendía, 1988; Meliá & Peiró, 1989).

Culture is the set of assumptions shared by the members of the organization that are expressed in theories in use or coherent, compatible, congruent and implicit schemes, marked by social ideologies and the interests of the groups and coalitions that form and configure the organizational dynamics (Bravo et al., 2021; Soria and Gámez, 2008). In such sense, it is manifested in behaviors and cultural artifacts specific to the organization such as; symbols, rites, myths, legends, languages, etc. (Padrón et al., 2019), which actually guide the behavior of its members and allow them to perceive, conceive, feel and judge situations and relationships in a stable and coherent way within their organization (Bravo et al., 2020).

The concept of organizational culture dates back, as Louis (1985), Garmendia (1988) and Gonzalez (1989) argue, to the 1920s, when, in contrast to Taylor's scientific management, these authors emphasize the norms, feelings and values of the groups that make up an organization and how they affect the organization's functioning. But it really expanded in the early 1970s, in the field of industrial sociology, specifically in 'business management' (Garmendia, 1988; Vázquez, 1990). However, it was in the 1980s when this approach to the analysis of organizations acquired great academic vigor.

For Cordero et al. (2022), organizational culture refers to the set of shared values, beliefs, norms and practices that prevail within a company or institution (Barrientos et al., 2021; Naranjo et al., 2012; Calles and Luna, 2020; Cancino & Vial, 2022). Thus, it becomes the invisible fabric that shapes the way employees interact, make decisions and address daily challenges in the work environment (Urdaneta et al., 2010). As such, it influences team identity and cohesion, determines how collaboration, innovation and leadership are fostered, and affects how the organization adapts to external changes and challenges. A strong and positive culture can foster productivity, engagement and talent retention, while a

dysfunctional culture can hinder progress and generate internal conflicts, becoming a critical factor for the success and longevity of any company or entity.

Educational organizational culture is a fundamental aspect that shapes the environment, values and practices of an educational institution. As in any other organization, it represents the set of shared beliefs, norms, traditions and behaviors that characterize a school, university or any other educational entity. In addition, it not only influences the way in which teachers and administrative staff interact with each other, but also how they relate to students, families and the community in general, becoming an essential pillar for the proper functioning of the institution. Culture has various functions, such as the following:

- a) Epistemological function; it maintains that it is a mechanism to structure the study of the organization as a social phenomenon, and becomes a way to understand organizational life (Blanco et al., 2020).
- b) Operational function, consisting of numerous notions that until now remained unconnected.
- c) Adaptive function; it is related to achieving consensus on its mission, strategy, goals and performance criteria.
- d) Legitimizing function; where culture justifies the meaning and value of the organization, reinforces the organization's orientation and purpose, conferring intelligibility and meaning to the behavior and work of the organization's members, providing them with a solid basis for visualizing their own behavior as something intelligible and meaningful.
- e) Instrumental function; various authors refer that good culture management serves to achieve organizational effectiveness, and that it allows the organization's objectives to be achieved effectively, by achieving identification of the members with the strategic objectives, thus achieving a strong commitment, which will be reflected in the long-term success of the organizations. It is, therefore, the ideal instrument to achieve effective management through a more subtle manipulation than the hierarchical techniques of the theories of efficient rationality.

In recent years, Peru has made important efforts to improve pedagogical management in its schools. One of the most significant advances has been the implementation of policies and programs that seek to strengthen the capacities of teachers and principals for better curricular planning and the design of innovative pedagogical strategies. In addition, continuous learning assessment has been promoted, which has made it possible to identify areas for improvement and provide personalized support to students. Another relevant advance has been the focus on teacher training, with the implementation of training and updating programs so that teachers can acquire new pedagogical tools and face the challenges of today's world. Likewise, spaces for reflection and collaboration among teachers have been promoted, which has favored the exchange of experiences and best practices.

Pedagogical management is the set of actions, strategies and processes carried out in an educational institution to plan, organize, direct and evaluate the teaching-learning process, with the intention of improving educational quality and students' academic performance (Quispe, 2020; Briceño et al., 2020; Fuenmayor et al., 2009). And, it focuses on aspects related to pedagogical practice, teacher training, curriculum design, use of didactic resources, learning assessment and implementation of innovative educational methodologies (López, 2017). In essence, it seeks to optimize all the elements involved in the educational process to achieve the objectives established by the institution and favor the comprehensive development of students (Sánchez et al., 2019).

Among the main functions of pedagogical management are planning, which involves the development of educational plans and programs that respond to the needs and characteristics of students. This includes the selection of curricular content, the definition of learning objectives and the organization of time and resources, as well as organization, which refers to the structuring of educational activities, the distribution of roles and responsibilities among teaching and administrative staff, and the creation of an environment conducive to learning. In the case of management, it consists of leading and guiding the work of the teaching staff, providing support and training so that they can develop effective teaching adapted to the needs of the students. And, last but not least, evaluation includes the continuous assessment of educational processes and results, both at the level of students, teachers and the educational system itself, in order to identify areas for improvement and make informed decisions for the growth of the institution.

2. Methodology

The research has a quantitative approach, with cross-sectional data collection, descriptive-correlational in scope. The study follows a non-experimental research design, since no variable was deliberately manipulated. The information that was subjected to statistical treatment (analysis) was collected respecting the perception of the interviewees. The sample consisted of 40 teachers working in the institution: 28 men and 12 women. The sampling was simple random probability sampling, taking into account the following:

- Population (N): 78 teachers
- Confidence Level (Z): 90.0%.
- Estimated error (e): 5%.
- Probability of Success (P): 0.5

$$n = \frac{N * Z^2 * P * (1 - P)}{(N - 1) * e^2 + Z^2 * P * Q}$$

$$n = \frac{78 * 1.645^2 * 0.5 * 0.5}{(78 - 1) * 0.05^2 + 1.645^2 * 0.5 * 0.5} = 37.9 = 38$$

3. Results

Table 1 shows that a medium level of culture predominates, explained by values, philosophy, work environment, norms and symbols. The only dimension of culture that reaches a high level is customs.

Table 1. Level reached in the dimensions of the Organizational Culture of the IE "Enrique López Albújar": Relative values.

Dimensions	Very low		Download		Media		High		Very high	
	N	%	N	%	N	%	N	%	N	%
	0.		0		0.		0.		0.	
Values	0	.0%	8	20.0%	24	60.0%	6	15.0%	2	5.0%
Philosophy	1	2.5%	13	32.5%	17	42.5%	7	17.5%	2	5.0%
Work environment	0	.0%	12	30.0%	16	40.0%	1	25.0%	2	5.0%
Standards	2	5.0%	6	15.0%	25	62.5%	5	12.5%	2	5.0%
Customs	3	7.5%	3	7.5%	10	25.0%	1	40.0%	8	20.0%
Symbols	0	.0%	9	22.5%	21	52.5%	9	22.5%	1	2.5%
Culture	0	.0%	9	22.5%	25	62.5%	5	12.5%	1	2.5%

Source: Questionnaire applied to teachers

In Table 2, the effectiveness of curricular design or planning activities is at a regular level, according to the averages that are close to 3 points: only sometimes the activities of curricular diversification, the elaboration of the Institutional Curricular Project, the Annual Curricular Programming, the Didactic Units and the elaboration of class sessions are carried out.

Table 2. Effectiveness of curriculum design or planning activities

Aspects	Average	Level	DS
Curricular diversification activities.	3.13	Regular	.70
Activities for the development of the Institutional Curriculum Project	3.13	Regular	.65
Activities for the elaboration of the Annual Curricular Programming.	3.23	Regular	.66
Activities for the elaboration of the Didactic Units.	3.38	Regular	.66
Activities for the elaboration of the class sessions.	3.30	Regular	.71

Source: Questionnaire applied to teachers

In Table 3, in relation to effectiveness, the learning contents and their transfer are considered as regular, according to the averages of about 3 points; that is, the selected contents are not the most adequate, nor is the way in which they are transferred.

Table 3. Effectiveness of the contents

Aspects	Average	Level	DS
Selection of learning contents.	3.48	Regular	.55
Transfer of learning content.	3.23	Regular	.48

Source: Questionnaire applied to teachers

In Table 4 the selection and application of teaching strategies are not always the most appropriate, according to the averages of 3.08 and 3.15 respectively.

Table 4. Effectiveness of the strategies

Aspects	Average	Level	DS
Selection of didactic strategies.	3.08	Regular	.66
Application of didactic strategies.	3.15	Regular	.66

Source: Questionnaire applied to teachers

In Table 5, the results show a regular pedagogical management (3.15). Within this regularity, the selection and transfer of learning contents stand out with 3.35 points, and the selection and application of tutoring activities with the lowest score (2.83).

Table 5. Strengths and weaknesses of Pedagogical Management at IE Enrique López Albújar"

Dimensions	Average	Level	Standard deviation
Effectiveness of curriculum design or planning activities.	3.23	Regular	.32
Effectiveness of development or implementation activities	3.22	Regular	.45
Effectiveness of the contents	3.35	Regular	.46
Effectiveness of strategies	3.11	Regular	.61
Resource efficiency	3.20	Regular	.60
Effectiveness of the evaluation	3.13	Regular	.53
Effectiveness of mentoring	2.83	Regular	.83
Pedagogical Management Effectiveness	3.15	Regular	.39

Source: Questionnaire applied to teachers

In Table 6, the study shows that effectiveness is at a regular level in all the dimensions investigated; in relation to the effectiveness of curricular planning and development, as well as in the effectiveness of evaluation and tutoring; however, it is important to highlight that the effectiveness of the contents is considered by the majority to be at a good level. Of all the dimensions evaluated, deficient evaluations appear above all in that of tutoring and, within the effectiveness of curricular development or execution, in that of strategies.

When evaluating pedagogical management from another perspective, the same tendency is observed, that is, that at IE "Enrique López Albújar" a medium level of management predominates (regular). However, there are opportunities for improvement in content, strategies, evaluation, and even more, in tutoring activities.

Table 6. Level reached in the dimensions of Pedagogical Management at IE Enrique López Albújar": relative values

Dimensions	Very poor		Deficient		Regular		Good	
	NO.	%	NO.	%	NO.	%	NO.	%
Effectiveness of curriculum design or planning activities.	0	.0%	0	.0%	34	85.0%	6	15.0%
Effectiveness of curriculum development or implementation	0	.0%	0	.0%	27	67.5%	13	32.5%
Effectiveness of the contents	0	.0%	1	2.5%	18	45.0%	21	52.5%
Effectiveness of strategies	0	.0%	6	15.0%	19	47.5%	15	37.5%
Resource efficiency	0	.0%	4	10.0%	21	52.5%	15	37.5%
Effectiveness of the evaluation	0	.0%	2	5.0%	25	62.5%	13	32.5%
Effectiveness of mentoring	3	7.5%	9	22.5%	18	45.0%	10	25.0%
Pedagogical Management Effectiveness	0	.0%	0	.0%	30	75.0%	10	25.0%

Source: Questionnaire applied to teachers at IE "Enrique López Albújar".

With regard to the first specific objective, the study clearly shows a medium-level organizational culture explained by a deficit of values and a lack of capacity to innovate, improve and change. A strong organization requires clearly defined, widely disseminated and shared values. Only with respect, truth, honesty, love, trust, loyalty, responsibility, innovation, improvement, etc., can men and women be able to maintain effectiveness over time, bearing in mind that these concepts are expressions that represent the individual and collective mental and willpower of any successful organization.

The study also reveals that there is no effective promotion of teamwork in the organization, which does not allow taking advantage of the potential of each of its members. It is well known that "unity is strength". And this is a phrase that refers to the power that people achieve when they work together to reach a common goal. Then it must be admitted that values are the connectives that bind man to work as a team and maintain efficiency over time.

In relation to the work environment, people work in an unhealthy environment, since the average rating obtained shows that the EI does not have the necessary spaces, resources and tools to adequately fulfill their functions; that there are limitations to achieve personal and professional development; that there is not a good atmosphere of cordiality and good coexistence; and there is little autonomy to make decisions related to work. The symbols or celebrations of the EI, i.e. special dates, such as Mother's Day, Teacher's Day, Christmas or birthdays, are celebrated; however, little is known about the history, name, anthem, meaning of the insignia, motto and other symbols. As for the philosophy of the EI, little is known about the mission and vision, it does not always work to achieve the institutional objectives in order to maintain a good image, likewise, it does not promote development through training. The stubborn reality teaches that these types of activities are socially essential, because they unite the behaviors of people within the organization, providing cohesion and collective solidarity and reinforcing the identity and feelings of belonging of the members to the organization. Thus, the findings of the present study, disagree with those of Agudelo and Velásquez (2011) who find an organizational culture with ingrained

feelings of belonging of the staff towards the institution; they feel valued, are responsible and perceive that there is solidarity among its members. For pedagogical management, which corresponds to the second specific objective, it was found that the level reached in most of the dimensions evaluated is medium. The regular evaluation for the activities of curricular design or planning means that the activities of curricular diversification, elaboration of the institutional curricular project, elaboration of the annual curricular program, elaboration of didactic units and elaboration of class sessions are not the most adequate, according to the teachers surveyed.

On the other hand, when relating organizational culture to pedagogical management, in general, no significant relationship was found between the two variables; however, a significant relationship was found between norms and customs (elements of culture) and pedagogical management. A significant relationship was also found between philosophy, work climate, norms and customs with tutoring effectiveness. Although these results do not allow us to accept the general hypothesis that organizational culture is significantly related to pedagogical management, there is evidence to say that management can be substantially improved to the extent that the institutional philosophy, work environment, compliance with norms, and the bad habits of achieving something in exchange for favors or through influence are eliminated.

Therefore, the results of the present study do not seem to agree with Cayetano (2014), who points out that culture is the value that gives meaning to effectiveness and unity; in reference to organizational culture, since it is not related to educational management, in general, it apparently does not give meaning to the effectiveness of the aforementioned management. In spite of everything, not only Cayetano's approach is vindicated, but also that the organization in general starts from the background of the people, from their spirit and life style and are the fruit of the way of being and spirit of those who create or direct them.

The results of the study are also inconsistent with those obtained by Martínez (2010), who found that the educational management of principals is significantly related to organizational culture, showing that good educational management is matched by a high organizational culture. These results coincide in part with those found by Molocho (2010), who found that organizational climate is significantly related to institutional management.

4. Conclusions

The construction of a solid educational organizational culture implies the establishment of a shared vision and mission, which are translated into values and ethical principles that guide all decisions and actions of the educational community. In addition, educational culture is manifested in the physical and social environment of the institution, in pedagogical strategies, in the use of educational technology, and in the way challenges and conflicts are faced. It can also foster collaboration, teamwork, innovation and creativity among the teaching and administrative staff. It can also promote a close and trusting relationship between students and educators, which fosters a climate conducive to meaningful learning.

Educational management also shows opportunities for improvement in terms of curricular design or planning activities, such as curricular diversification, the development of the institutional curricular project, the annual curricular programming, the development of didactic units and activities for the development of class sessions. At the level of curricular development and execution, there are also weaknesses, such as in the selection and transfer of learning contents, in the selection and application of didactic strategies, in the selection and use of resources, in the selection and application of cognitive activities, and in the selection and use of evaluation strategies.

In this study, no significant relationship was found between organizational culture and pedagogical management, which does not allow validating the research hypothesis; however, a significant relationship was found between norms and customs with pedagogical management; this result indicates that compliance with norms and good customs based on values favor pedagogical management. It was also found that the philosophy, work environment, norms, customs and, in general, the organizational culture favor the effectiveness of tutoring activities.

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