



Learning management and formative practice of Ecuadorian teachers

Gestión de aprendizaje y práctica formativa de los maestros ecuatorianos

Gestão da aprendizagem e prática formativa de professores equatorianos

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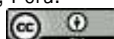
ABSTRACT. The purpose of this study was to determine the level of relationship that exists between learning management and the formative practice of teachers. The design was of cross-correlation with a descriptive approach, where 66 students from the Dolores Cacuango Educational Unit, Cantón Guayaquil, Parroquia Tarqui participated in the period 2017, being the instrument used the survey, this was aimed at teachers and students of the educational institution. The results obtained in this research agree that the training practice is directly linked to management, this being the backbone of the Institution's success, this the leadership of the director and the support of the entire community were taken into account educational, to parents, students and/or students and community. It is concluded that there is a high level of relationship between learning management and training practice.

PALABRAS CLAVE

Educación, enseñanza, práctica, formación, dimensiones.

RESUMEN. El presente estudio tuvo como objetivo determinar el nivel de relación que existe entre la gestión de aprendizaje y la práctica formativa de los maestros. El diseño fue de correlación transversal de enfoque descriptivo, donde participaron 66 estudiantes de la Unidad Educativa Dolores Cacuango, Cantón Guayaquil, Parroquia Tarqui en el periodo 2017, siendo el instrumento utilizado la encuesta, este estuvo dirigido a los docentes y estudiantes de la institución educativa. Los resultados que se obtuvieron en esta investigación concuerdan que la práctica formativa se encuentra directamente vinculada a la gestión, siendo esta la columna vertebral, del éxito de la Institución, para ello se tomó en cuenta el liderazgo del director y el apoyo de toda la comunidad educativa, a los padres de familia, alumnos y/o alumnas y comunidad. Se concluye que existe un alto nivel de relación entre la gestión de aprendizaje y la práctica formativa.

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PALAVRAS-CHAVE

Educação, ensino, prática, treinamento, dimensões.

RESUMO. O objetivo deste estudo foi determinar o nível de relação existente entre a gestão da aprendizagem e a prática formativa de professores. O delineamento foi uma correlação cruzada com uma abordagem descritiva, onde participaram no período de 2017 66 alunos da Unidade Educacional Dolores Cacuango, Cantón Guayaquil, Parroquia Tarqui, sendo o instrumento utilizado a pesquisa, está destinada a professores e alunos do ensino instituição. Os resultados obtidos nesta pesquisa concordam que a prática formativa está diretamente ligada à gestão, sendo esta a espinha dorsal do sucesso da Instituição, para isso foram levados em consideração a liderança do diretor e o apoio de toda a comunidade educativa, aos pais, aos alunos e / ou alunos e comunidade. Conclui-se que existe um alto nível de relação entre a gestão da aprendizagem e a prática formativa.

1. INTRODUCTION

At present, educational systems prepare the necessary conditions to face the changes in the age of knowledge and information, given their importance in the productive, economic and competitive sector. Learning management and training practice have an important role in society, since they produce an interactive process between the agents that participate in the institutional development in which the educational organization is executed, to achieve learning.

Agui (2017) explains: "That management harmonizes means (resources, processes, activities) and ends (objectives or purposes to be achieved) which makes it a fundamental activity of a qualitative and measurable nature, depending on the emphasis the object or process contemplated". In all management, the various actions that are deployed respond to a set of ideas, objectives, criteria, intentions, interests, etc.

In this framework, there are different ways of conceiving management depending on the object it deals with and the processes involved. Thus, Díaz and Sánchez (1997) express that education must have a project that it wants to achieve, that the people who are considered most capable to achieve it must be selected, actions are programmed and carried out to concretize this project, which is solve the problems that hinder it, that inappropriate organizations are modified, that obsolete norms, processes and provisions are changed and finally that resources are generated and managed to have the people that are loved and the actions that are needed.

According to UNESCO (2011) learning management is defined as the set of strategic activities and diligences guided by procedures and appropriate techniques to facilitate educational institutions to achieve their educational goals, objectives and purposes. Dextre (2017) points out that learning management is a function aimed at generating and sustaining in the educational center, both the administrative and pedagogical structures, as well as the internal processes of a democratic, equitable and efficient nature, which allow children, adolescents, young people and adults develop as full, responsible and effective people and as citizens capable of building democracy and national development, harmonizing their personal project with a collective project.

For Pozner (1997) and Schmelkes, cited by the Ministry of Public Education of Mexico (2000), learning management can be defined as the set of activities and strategic steps guided by procedures and appropriate techniques to facilitate educational institutions achieve their goals, educational objectives and purposes. While educational administration is the system of theories, categories and concepts that describe and explain the entire subject of the organization, conduct and direction of education, education management is the set of methods,



procedures and techniques that allow to carry in practice, the explanatory theory of the conduct of education, in other words, are the concrete strategies that make it possible to manage the development of education.

Management always requires a person in charge and for this management to be adequate, the person in charge must have leadership capacity which must be linked to the daily work of the school, which is to train students. But school management is not reduced to the exclusive function of the principal, but rather places this function in relation to the collegiate work of the staff and makes him participate in relationships that, in turn, are established between the different actors of the community. educational-including the external community (Dávila, 2017).

The dimensions of management become important given the need to define, delimit and conceptualize the fields of competence of this discipline in the complex social phenomenon of formal education, to address any dimension, it is necessary to highlight that the borders are not so marked but rather they are interrelated, since both macro-educational and classroom spaces are entities, although autopoietic, communicated with the outside and therefore share the whole as a structural part of a system.

Participation, the curriculum and collegiate work among teachers. Given this scenario, I consider that changes in the school space may be generated through social participation, motivated by the work of teachers and principals. But these changes lead to new commitments and responsibilities to other social sectors. Since, although the initial responsibility for the task is attributed to teachers and principals, since they can exercise greater action to act on the school context as a whole, the foregoing does not exclude other actors such as the State, civil society, the school community and individuals, of new responsibilities in the educational scene both regionally and nationally.

Hopkins and Reynolds (2006) argue that actions at multiple levels of management outline a model that guides its organization, operation and practices towards optimal results. In this way, the role of educational actors is relevant because they strive to generate dynamics of internal changes at the end of diagnosing their educational center; at the same time, they show concern to do things better in coordination with other educational actors.

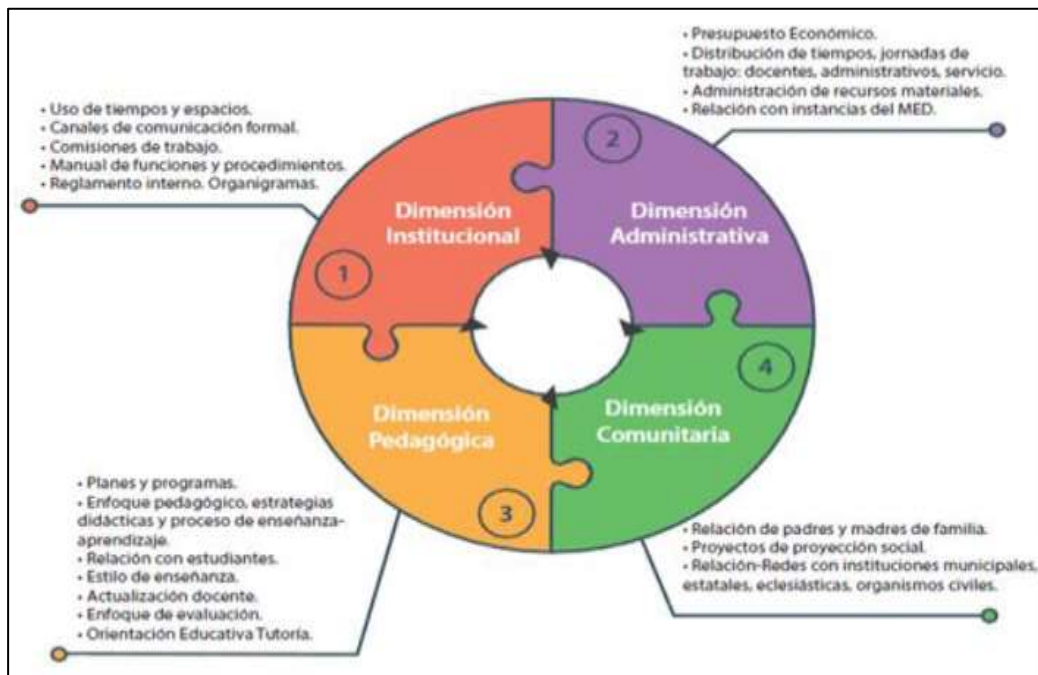
Valles (2003) shows how management develops in schools, prioritizing the pedagogical dimension by collecting the experiences and opinions of the members of the educational community (directors, teachers, students, parents). In studies carried out by Dr. Schmelkes during the year 1990 based on an extensive review of the effectiveness and efficiency of the school, they show that school management extends beyond administrative management, schools whose practice they demonstrate; teamwork, its members set or establish common objectives and goals, demonstrate a willingness to collaborative work, share responsibility for learning outcomes, practice and live values such as mutual respect and solidarity, establish high expectations for their students and insert themselves in permanent training processes (García, 2018).

From the analytical point of view, the dimensions are tools to observe, analyze, criticize and interpret what happens within the organization and daily functioning of the educational institution. The dimensions are used by various authors, such as López (2006), who calls them components in directive, pedagogical, administrative management, of culture and school climate, of relationships with the environment, which address similar aspects, only varying their name and classification. Other authors argue that learning management at the institutional level

is specified in four levels, dimensions, scopes, or areas: “institutional, pedagogical, and administrative and community” (UNESCO, 2011, p. 32).

Figure 1

Learning management dimensions



Source. UNESCO (2011).

On the other hand, we have the formative practice. This is social, objective and intentional. It involves the meanings, perceptions and actions of the people involved in the educational process (students, teachers, parents, authorities, etc.). Institutional, administrative and normative political aspects also intervene, which, by virtue of the educational project of each country, delimit the role of the teacher (Arias, 2017).

Likewise, Fierro (1999) mentioned that training practice is social, objective and intentional. The meanings, perceptions and actions of the people involved in the educational process (students, teachers, parents, authorities, etc.) intervene in it. The political-institutional, administrative and normative aspects also intervene, which, by virtue of the educational project of each country, delimit the role of the teacher. In this way, teachers are in charge of carrying out and also articulating the processes of learning and generation of knowledge, of recreating them, through direct, close and deep communication with the students in the classroom. That is, the training practice involves a diverse and complex network of relationships between people: "The educational relationship with students is the fundamental link around which other links are established with other people: parents, other teachers, authorities' schoolchildren, and community" (p. 21).

When considering training practice as a complex web of relationships, it is necessary to distinguish some dimensions for a better analysis and reflection on it. According to Núñez and Cáceres (2014), it considers the following dimensions:

- a) Personal dimension: The teacher is first of all a human being, therefore, the formative practice is a human practice. The teacher must be understood as an individual with qualities, characteristics and difficulties; with ideals, projects, motivations, imperfections. Given his individuality, the decisions he makes in his professional work acquire a particular character.
- b) Institutional dimension: The school constitutes an organization where teaching practices are deployed. It constitutes the most important stage of professional socialization, since it is there where the knowledge, norms, traditions and customs of the trade are learned. In this sense, "the school is a cultural construction in which each teacher contributes their interests, abilities, personal projects and knowledge to a common educational action" (Fierro, Fortoul, & Rosas, 1999).
- c) Interpersonal dimension: The training practice is based on the relationships of the actors involved in the educational task: students, teachers, principals, mothers and fathers. These relationships are complex, since the different educational actors have a great diversity of characteristics, goals, interests, conceptions, beliefs, etc. The way in which these relationships are interwoven, constituting a work environment, represents the institutional climate that is being built every day within the educational establishment.
- d) Social dimension: The social dimension of training practice refers to "the set of relationships that refer to the way in which each teacher perceives and expresses his task as an educational agent whose recipients are various social sectors" (Fierro, Fortoul, & Rosas, 1999).
- e) Didactic dimension: This dimension refers to "the role of the teacher as an agent who, through the teaching processes, guides, directs, facilitates and guides the interaction of students with culturally organized collective knowledge so that they, the students, build your own knowledge".
- f) Value dimension (value): The training practice is not neutral; it inevitably entails a set of values. Each teacher, in his educational practice, manifests (implicitly or explicitly) his personal values, beliefs, attitudes and judgments. In short, the teacher shows his worldviews, his ways of valuing human relationships and knowledge and his ways of guiding teaching situations, which constitutes a formative experience (Fierro, Fortoul, & Rosas, 1999).

Montoya (2013) indicates that the accumulation of demands and responsibilities posed by society does not take into account the needs of endowment of resources or social support for teachers to face them, that is why stressful events are generated and crisis in the identity of the social image that has been influenced by the construction of stereotypes disseminated by the media that have called into question the teaching practice. Feelings of frustration and helplessness become visible around the limitations in which the teacher finds himself, as well as the lack of support from the authority that directs them (Ortiz, 1995). Ezquerro (2006) carried out an investigation with the objective of knowing the beliefs and practices of teachers in relation to the spatial organization of their schools, and to analyze the consistency between both. It was found that teachers grant the

classroom space subjective perceptions that lead them to make decisions with a peculiar and unrepeatable character. Teachers share some conceptions about the organization of spaces, both in terms of the theoretical conception they hold and their beliefs regarding practice, some of them described the organization and use of their workspaces according to professional experience rather than to their formal education, that is, in their practice they reflect their experience more than the way in which they learned formally.

A good teaching practice, according to Arias (2017), can be understood as a set of innovative, pertinent, sustainable and replicable activities, strategies and methodologies that change daily teaching, promoting quality learning for all students, with a high potential to be replicable.

Trying the difficult access to the mechanisms or processes through which the "transmission" of values in the school takes place, led a research team to focus its gaze on the figure of the teacher and those aspects of their behavior that would allow them to recognize their preferences values, both declared and practiced, with a view to identifying what kind of opportunities are offered to students for the development of their morality (Fierro, 2013).

The sociological perspective was approached based on the thought of Heller and the psycho-pedagogical one in Kohlberg (1992). A careful analysis of their approaches allowed us to identify very interesting coincidences between the two, which suggest sharing the statement that Jean Piaget made almost seventy years ago when establishing a discussion between his own theory and that of Durkheim (1976), in the sense that more than these are two opposing approaches, they are parallel.

The following table presents the levels of development according to Heller and Kohlberg and the center is presented with the name that has been given to these three stages according to our interpretation:

Table 1

Stages in the development of morality in the subject

Agnes Heller	Our Interpretation	Lawrence Kohlberg
1st level of Particularity	Stage of socialization: transmission and adaptation.	Pre - conventional level
2nd level of particularity.	Stage of internalization of expectations.	Conventional level
Level of individuality	Towards an autonomous morality.	Post - Conventional Level

Source: taken from Heller (1995)

According to Heller (1995), the morality of a society is composed of the set of generic-social demands expressed in abstract and concrete values that reach the subject through social normative systems, translated into abstract and concrete norms. The formative practice is the place where the teacher and the students in training interact, where the educational institution defines the guidelines to carry it out in its fullness students, confronting the theory with the practice, which sometimes disarticulates the pedagogical task, with the purpose of carrying out a logical, coherent pedagogical intervention that allows meaning in learning, and as mentioned by Freire, cited



by Patiño (2006), immersion in teaching practice must incorporate reflection, reasoning and reconstruction of the educational fact in and Outside of it, it represents a field of practical intervention, in which theory gives meaning and meaning to practice, supporting acting in each activity, to build and compose the meaning of what is done, why, for what and how. It is done, in such a way that the learning that is intended from teaching can be satisfactorily achieved (Duque, Vallejo, & Rodríguez, 2013).

It is therefore important to take into account pedagogical practices and critical thinking, which according to Giroux (2001) and Bordieu (1972) argue that language is the constructor of realities, and its materialization in the classroom through teaching practice, thus, the individual becomes a product of the power structures as a reproductive element of the interests of a ruling class.

Giroux found that, through the classroom, this situation can change by modifying the teaching practices employed by the teacher in his classroom. It is through becoming aware of his role and role within this new educational process, training students with a critical sense of his civic and democratic role within his nation (Bordieu, 1972).

In the educational unit Dolores Cacuango, Cantón de Guayaquil, a lack of motivation has been noticed on the part of the teachers, that is, they reflect the lack of commitment, lethargy and inefficiency, thus presenting an inadequate teaching practice. Faced with this problem, learning management seeks to respond to real needs and to be a motivating and internal driving force for educational activities. Since the most important capital is constituted by the main educational actors who join forces taking into account the relevant aspects that influence day-to-day practice, expressions, the recognition of their context and the main situations they face. The central objective of this research is to determine the relationship between Learning Management and training practice in the educational unit Dolores Cacuango, Cantón Guayaquil, during the period 2017.

2. MATERIALS AND METHODS

The quantitative, correlational - transversal and descriptive method was applied. It was considered of a descriptive type since the researcher has described the characteristics of both the variables and the dimensions in question (Nagui, 2005), and a cross-sectional type because the variables were analyzed at a given moment, in order to show the incidence and its interrelation (Hernández, Fernández & Baptista, 2014). The design was correlational (not experimental), which is based on observation, and, for the data analysis, the Spearman Rho linear regression and correlation model has been used, which aims to determine the degree relationship between two variables of interest in the same sample of subjects (Gómez, 2006).

This research project was developed in the Dolores Cacuango Educational Unit in the 2017 school period, which is located in the Tarqui parish of the Guayaquil canton in the Guayas province of the Republic of Ecuador. The educational unit had 210 first-year high school students in the morning, who were chosen as the study population, therefore, a sample size of 66 students was determined with a confidence level of 95%. Given this amount of sample (66 students), the Kolmogorov-Smirnov test was used, resulting in:

Table 2*Data normality test*

	Kolmogorov- Smirnov ^a		
	Statistical	gl	Sig.
Learning Management	,135	66	,004
Formative Practice	,151	66	,001

(a) Lilliefors significance correction

Source: self-made.

The technique used for data collection was the survey, which is a research procedure, within descriptive research designs. The instrument used in the present research was a modified questionnaire from Salinas (2014), which consists of a set of questions modified according to the need of the research and which were answered by the respondents. The variables measurement scale is made up of items established by the questionnaire designed according to the indicators of each dimension of the study variables. Each of these items has five response options, scaled using the Likert procedure.

The sample survey was taken, the data collected were analyzed with Microsoft Excel 2016 software and a statistical software "Statistical Package for the Social Sciences" (SPSS), proceeding to perform the analysis by dimensions, both descriptive and correlational. For the analysis described, frequency tables and histograms are displayed, as well as their analysis. On the other hand, the correlational analysis was performed using Spearman's Rho coefficient.

The validation of the instrument was done through expert judgment, reaching an average of 94% for variable X and 95% for variable Y. Likewise, Cronbach's alpha coefficient was used for reliability. A consequence of $\alpha = 0.975$ was obtained for Learning Management and $\alpha = 0.995$, which corresponds to Formative Practice, this means that the reliability has an excellent level of unshakable quality due to its proximity to 1 (100% reliability in the estimate).

Table 3*Instrument reliability test*

Instrument	N° Elements	Cronbach's alpha
Learning Management	23	0.975
Formative Practice	36	0.995

Source: self-made.

3. RESULTS

As a result, it was obtained that, with a confidence level of 95% and significance of 5% for all hypothesis tests, the following results were obtained:

Table 4*Correlation between Learning Management and Teacher Training Practice.*

Spearman's Rho	Formative Practice
Learning Management	0,997**

Note: ** The correlation is significant ($p < 0.01$).

Source: self-made.

Regarding the relationship between the training practice and the learning management of the teachers of the Dolores Cacuango Educational Unit, Cantón Guayaquil, Parroquia Tarqui in the period 2017, it was found that there is a direct and significant relationship between the variables.

Table 5*Correlation between learning management and the dimensions of teacher training practice*

Spearman's Rho	Formative Practice Dimensions					
	Personal dimension	Social Dimension	Didactics Dimension	Value dimension	Institutional Dimension	Interpersonal Dimension
Learning Management	0,980**	0,973**	0,983**	0,993**	0,991**	0,979**

Note: ** The correlation is significant ($p < 0.01$).

Source: self-made.

In the same way, it was found that the relationship is direct and significant between learning management and each of the dimensions of the teacher training practice, this means that the educational unit has managed to consider these dimensions within its teaching planning.

4. DISCUSSION

This study arises due to the need to know if educational management influences training practice in a direct way, this with a background of showing the importance of getting each of the members of the educational community to be involved in the improvement of institutional management systems, as well as being an indirect part of the continuous improvement of teaching practice, which ultimately translates into better classes and better students.

Similarity is found with the study carried out by Quino (2017), whose objective was to determine the relationship that exists between learning management and its relationship with training practice in educational institutions of San Martín de Porres - 2016, showed that there is a high level of correlation between the variables of learning management and its relationship with training practice in educational institutions in San Martín de Porres - 2016. In this way, both studies affirm the positive relationship between learning management and formative practice.

The results obtained in this research agree with that evidenced by Yábar (2013), pointing out that the concept of management has recently been introduced to the educational field, which refers to the way of dynamizing the different inputs that intervene in the organization and operation of an educational unit; It also points out that the training practice is directly linked to the management, this being the backbone, of the success of the Institution, for this it will take into account the leadership of the Director and the support of the entire educational community, the parents, students and / or students and community.

Arias (2017) in his research as in this study, shows that learning management has a quality education as its main axis; and it is the director who exercises his function as a pedagogical leader, who directs the Educational Institution towards the achievement of its objectives. Thus, we observe that within the Dolores Cacungo Educational Unit, Guayaquil Canton, Tarqui Parish, a compromise and adequate climate was achieved among educational agents, so that the educational center is well-functioning, the teachers through their professional work and continuous contact with students and parents, will seek through various instruments and strategies to achieve the objectives of the educational institution; in conclusion, we can reach through this work that learning management and formative practice are closely related, since an adequate learning management will improve good teaching practices and the objectives will be met; a good exercise of the professional teaching task is a clear example of good leadership on the part of the director who must constantly monitor and accompany said practice, aiming at the improvement of teaching - learning (Dextre, 2017).

Today's educator must motivate students so that in this way they obtain a greater capacity to learn in their integral and social development. He must be committed to the permanent process of self-growth and aware of the educational reality, mediator of pedagogical action, planner, evaluator and promoter of good human relations. This is why the commitment to management is very important, this is directly related to the interpersonal dimension of the training practice, since the teacher is part of an educational community (Núñez & Cáceres, 2014). In the same way, we have that the personal dimension shows us that the teacher is seen as a human being, whose own history influences their teaching work, for which educational management must work on the basis of individuality taking into account each teacher in planning, recognizing their own characteristics and strengths to use them in favor of the educational institution. We also have that the social dimension shows us the teacher as a subject who lives in a historical moment and with a particular context, on which responsibilities subject to this reality fall (Fierro, Fortoul & Rosas, 1999).

When talking about the institutional dimension, we have that it also has a direct relationship with learning management, for Fierro, Fortoul and Rosas (1999) reflection on this dimension emphasizes the institutional characteristics that influence practices, namely: the norms of learning. behavior and communication between colleagues and authorities; the knowledge and teaching practices that are socialized in the union; customs and traditions, styles of relationship, ceremonies and rites; management models and working conditions, labor regulations and from the broader system that penetrate the school culture. Therefore, organizing and guiding a single reading of what is desired for the future of the educational institution, directly influences each teacher and member of the educational community.

To understand the importance of learning management in the didactic dimension, the analysis of this dimension is related to reflection on the way in which knowledge is presented to students so that they can recreate it, and with the ways of teaching and conceiving in educational process. To this end, it is necessary to analyze: the

teaching methods used, the way to organize the work with the students, the degree of knowledge they possess, the rules of classroom work, the types of evaluation, the ways of facing problems academics and, finally, the learning that students are achieving. It is more than evident because learning management has such a direct relationship with this dimension.

Finally, we have the value dimension, a dimension that in our study is directly influenced by learning management, this dimension moves towards the attitudinal, so this dimension emphasizes reflection on values and behaviors, ways of resolving conflicts, and opinions on various topics; elements that the teacher somehow transmits to the students. On the other hand, it is important to reflect on the daily life of the school and on the values that drive actions and relationships, which become instruments of training.

Crespo (2010) expresses that everyone educates everyone in daily and permanent coexistence in time and space, so that education is not limited to a classroom. For this reason, it is important that all agents interact in the educational event, that is, the family and society in the development of life and the dignity of the human person.

5. CONCLUSIONS

Based on the results obtained in the surveys and in the bibliographic compilation, it is concluded that there is a high level of relationship between the learning management and the formative practice of the teachers with the students and teachers of the first year of high school morning day of the Dolores Cacuango Educational Unit, Guayaquil Canton, Tarqui Parish in the period 2017.

The study presents a contribution from the epistemological point of view since it confirms the importance of learning management of the educational institution in a framework of quality, continuous improvement and its impact on teaching practice.

Finally, it can be concluded that pedagogical support (given within the framework of improving learning management) helps to improve training practice, achieving empowerment and teaching commitment with their students, being aware of their contribution to society through childhood and youth.

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