

## Participatory management and teamwork for educational quality at the Romulo Gallegos School

*Gerencia participativa y el trabajo en equipo para la calidad educativa en la Escuela Romulo Gallegos*

### ABSTRACT

In today's educational environment, the pursuit of educational excellence and quality has become a primary objective for educational institutions. The objective of this study is to determine the relationship between participatory management and teamwork for educational quality at Romulo Gallegos State Educational Unit. The approach is quantitative, descriptive-correlational, non-experimental, and cross-sectional. The techniques used were observation and surveys. The instruments were two questionnaires with 38 items and 5 response alternatives. Descriptive statistics were applied. The results reveal that progress has been made in motivation, leadership, teamwork, and communication; however, there are areas that management must address to strengthen participatory management and teamwork. It is concluded that there are discrepancies between the perceptions of senior management, who believe that teachers sometimes work as teams, and teachers who believe that principals could be more committed.

**Words clue:** Education; team; management; work; educational quality.

### RESUMEN

En el ámbito educativo actual, la búsqueda por alcanzar la excelencia y la calidad educativa se ha convertido en un objetivo primordial para las instituciones educativas. El objetivo del estudio es determinar la relación entre la gerencia participativa y el trabajo en equipo para la calidad educativa en la Unidad Educativa Estatal Romulo Gallegos. El enfoque es cuantitativo, tipo descriptivo-correlacional, diseño no experimental, transeccional. Las técnicas fueron observación, encuesta. Los instrumentos dos cuestionarios con 38 ítems y 5 alternativas de respuestas. Se aplicó la estadística descriptiva. Los resultados revelan que se ha logrado avances en la motivación, el liderazgo, el trabajo en equipo y la comunicación, sin embargo, existen áreas que la directiva debe abordar para fortalecer la gerencia participativa y el trabajo en equipo. Se concluye que existen discrepancias entre las percepciones de la gerencia directiva que considera que algunas veces los docentes trabajan en equipo, y los docentes consideran que los directivos podrían asumir un mayor compromiso.

**Palabras clave:** Educación; equipo; gerencia; trabajo, calidad educativa.

## INTRODUCTION

In the educational field, school organizations management requires a holistic approach to integrate the stakeholders involved in one way or another in the art of pedagogy, which purpose is to academically develop the future human resources. Hence, management is framed within a participatory model. In this context, teamwork is promoted in schools as a method that will allow everyone to interact to achieve the desired success.

Based on the above, the United Nations Educational, Scientific and Cultural Organization - UNESCO (2020) establishes that educational institutions are supporters of the education quality to guarantee the school process effectiveness and efficiency. Furthermore, it is recognized that educational quality is a key factor, on which developed countries and those in progress agree; therefore, it is through education that human resources develop the competence, skills and abilities that will allow them to better perform in the society where they share with their peers (Ramírez et al., 2023).

In this regard, according to the new organizational culture, education must be an experience where everyone participates; therefore, there is a need for management to implement participatory management as a model to make the school process an educational reward (Sánchez-García et al., 2024). Now, proposing the analysis of participatory management is to guide the fulfillment of actions, activities, and strategies opened by the principal to promote the planned goals achievement, stimulating each action in the potentials development. Therefore, the essence of this type of management is to share responsibility autonomously, without pressure or imposition, which produces optimal results for organizations, all based on competitiveness (Martín, 2024).

Expressing its connection to execution through teamwork, which is considered an operational complement to participative management as it allows professionals to become effectiveness and efficiency promoters of an institutional team. From this perspective, work teams are the gathering of human capital, which possess skills that must complement each other within institutions, resulting in the service quality they provide. In this sense, work translates into the constitution, management, and plans implementation, programs, and projects that are condensed in the policies of a given sector.

In short, in the globalized world, there is currently a perceived inclination among school operational teams to promote participatory management and teamwork, enabling schools to respond to the demands of the new 21st-century education system, where the participation of all in achieving academic quality predominates (López and Flores, 2023). Similarly, there is a willingness among teaching professionals to contribute to consolidating participation in the pedagogy context.

In Venezuela, the Ministry of People's Power for Education (2007) states that the Bolivarian Education System encourages and promotes proposals that respond to the need to provide everyone with access to the pedagogical training process. Therefore, according to the Bolivarian philosophy, the executive impact lies in making all schools the operational center of educational activities, thereby encouraging stakeholders, managers, families, and communities to have an active presence within the educational institution.

In another point in the research, through different positions of researchers in the educational area, to mention Tapia and Loayza (2019) that in Venezuelan schools the management staff is not very motivating with the group, which accompanies it, pointing out on some occasions, that the communication processes lack the effectiveness, so that the school becomes the center of participation. On the other hand, the demands of participation and teamwork in schools currently do not meet the users expectations, it is recognized that there is resistance among directors in schools to implement open management, motivating the participatory proactivity generated by school policy.

The above-mentioned makes it important to corroborate and thoroughly understand the processes inherent to the management of all; this is a strategic line of action of the Ministry of Education. Contextualizing this study in Trujillo state, the Educational Zone, Regional Education Directorate (2020-2022) in its management report, points out that the reality in schools is uncertain, as the linear schools management by management staff predominates. This generally demonstrates insecurity in opening up to a participatory management that involves everyone in management.

Obviously, everything exposed is related to teamwork, which must be assumed in educational institutions. In this regard, in a presentation at the Rafael Rangel University Nucleus, Raposo and Cebrián (2020) express that the schools in the Andean region are led by the management staff in a somewhat closed way, limiting the promotion of participation as an alternative to guarantee the educational service. This means that, if participatory management is not established in schools, as a guideline, the teaching staff teamwork is hindered, since they do not see the director as a leader promoting joint work, to act for the benefit of the educational institution (Carrillo-Carreño and Bolívar-León, 2023).

The aforementioned situation does not escape the reality presented at Romulo Gallegos State Educational Unit, San Luis parish, Valera municipality, Trujillo State, where the researcher, from her position as a member of the group of those affected, was able to observe and experience the informal dialogue that the director has with the teachers. He does not hold meetings with the staff working at the institution, nor does he hold working groups with the team of teachers who accompany him. This reflects a lack of skills to generate participatory management, as well as a lack of consolidation in the development of teamwork with all staff.

Regarding teamwork at the selected school, the perceived reality demonstrates communication barriers, as well as attitudes toward achieving group cohesion. According to the evaluative positions shared with teachers, they recognize a lack of motivational processes that consolidate a sense of belonging and job satisfaction within the school organization. In other words, these provisions are scarce in the actions of teaching professionals due to the principal's lack of leadership and a lack of collective work, which contradicts the guidelines of the Ministry of Education, as the governing body of educational policies.

In line with the above, this research recommends strategies for the effective implementation of teamwork in schools, taking into account the specific characteristics and needs of the Bolivarian educational context. These strategies can be used by educational managers to foster collaboration among different educational stakeholders and, consequently,

achieve better student learning outcomes. In summary, this research, which aims to determine the relationship between participatory management and teamwork for educational quality at Romulo Gallegos State Educational Unit, is relevant for its contribution to the new approach to school management, its alignment with the strategic guidelines of the Ministry of Education, and its practical impact on the future training educational managers.

## METHOD

This study follows a quantitative approach, following the guidelines of Hernández and Mendoza (2018). This is a non-experimental, cross-sectional study with a field design and correlational approach. This approach allows for the establishment of associations between the study variables, in this case, participatory management and teacher teamwork at Romulo Gallegos State School.

According to Tamayo (2014), the population is the set of elements that have common characteristics and on which the study is intended to be carried out. In this case, the population consisted of thirty-nine (39) subjects, two (02) directors and thirty-seven (37) teachers, all teaching professionals who work at Romulo Gallegos State Educational Unit, San Luis parish, Valera municipality, Trujillo state.

Two techniques were used for data collection: observation and survey. Observation allowed for a direct analysis of teachers' behavior in the educational context, while the survey was applied to the target population to obtain quantitative information on the study variables. The survey instrument consisted of a structured questionnaire with thirty-eight (38) Likert-type response items (always, almost always, sometimes, almost never, and never). The questionnaire was administered to both management staff and teachers.

The validity of a research instrument refers to the degree to which it reflects reality and the fidelity of the information it provides. In this study, Corral's (2022) recommendation was followed and three types of validity were applied: criterion-based, construct-based, and content-based. Criterion-based validity was assessed through expert judgment that reviewed the questionnaire and provided suggestions for its improvement. To guide the experts' evaluation, a content validity guide was designed, following the guidelines of Borjas (2020). The experts' suggestions were incorporated into the questionnaire to optimize its validity and reliability.

The data obtained from the survey were processed and analyzed using descriptive and inferential statistical techniques. Descriptive techniques provided a general description of the study variables, while inferential techniques were used to establish associations between the variables and determine whether there were significant differences between the study groups.

The scale for the instrument applied in the research is presented below in Table 1:

**Table 1**

*Interpretation scale*

Interval	Magnitude
0.81- 1	Very Highly Reliable
0.61- 0.80	Highly Reliable
0.41- 0.60	Moderately Reliable
0.21- 0.40	Low Reliable
0.01 - 0.20	Very Low Reliable

The processing of the results obtained through the application of the questionnaire was aimed at achieving the stated objective; the descriptive statistics method was used, which allowed the "description of the study variables" Hernández and Mendoza (2018), specifically through the use of the technique: measures of central tendency and variability, using the arithmetic mean or average (X) and the standard deviation as analysis measures.

## RESULTS

The results are presented below in order to address the research objective of determining the relationship between participatory management and teamwork among teachers at Romulo Gallegos State Educational Unit.

**Table 1**

*Components of participative management*

Indicators	Educational managers		Teaching Staff	
	Average	Standard Deviation	Average	Standard Deviation
Motivation	3.30	0.10	3.10	0.45
Communication	3.48	0.12	3.13	0.78
Leadership	3.55	0.17	2.26	0.47
Teamwork	3.34	0.23	2.42	0.21
Empowerment	3.42	0.21	2.54	0.32
<b>Total Result</b>	<b>3.42</b>	<b>0.17</b>	<b>2.69</b>	<b>0.45</b>

Table 1 presents the responses from senior management, with a mean of 3.42 and a standard deviation of 0.17, placing them in a high category with very low response dispersion. This result indicates that senior management assumes they almost always develop strategies to motivate their teaching staff, fostering effective communication and exercising leadership with a focus on teamwork, which strengthens staff empowerment.

On the other hand, in the case of teaching staff, an average of 2.69 with a standard deviation of 0.45 is observed, placing them in a moderate category, with a low dispersion of responses. This result reflects that, according to the teaching staff, senior leadership sometimes creates spaces that promote motivation, recognizing the importance of communication in achieving institutional objectives. However, they also point to deficiencies in leadership and teamwork, which hinders empowerment within the organization.

Regarding the Motivation indicator, the management team had an average score of 3.30 with a standard deviation of 0.10, while the teaching staff had an average score of 3.10

with a standard deviation of 0.45. These results indicate that management almost always creates scenarios that foster motivation among its staff, seeking to ensure their satisfaction and well-being at work as a key factor in maintaining motivation within the institution.

Regarding the Communication indicator, management obtained an average score of 3.48 with a standard deviation of 0.12, while teaching staff achieved an average score of 3.13 with a standard deviation of 0.78. These results reflect that management almost always focuses on promoting effective communication, ensuring the transmission of clear and accurate information, both verbally and in writing.

Regarding the Leadership indicator, senior management reported an average of 3.55 with a standard deviation of 0.17, while teaching staff obtained an average of 2.26 with a standard deviation of 0.47. This suggests that management almost always respects and supervises the educational stakeholders' performance, assuming their leadership role to positively influence institutional management. Furthermore, it is evident that senior management leadership favors successful staff performance by providing guidance and support in the execution of their duties.

Regarding the Teamwork indicator, management achieved an average score of 3.34 with a standard deviation of 0.23, while teaching staff achieved an average score of 2.46 with a standard deviation of 0.21. This indicates that management almost always plans and promotes staff participation in collaborative activities, fostering teamwork. It is also notable that management often strengthens daily tasks through teamwork, which contributes to better organization and institutional performance.

Regarding the Empowerment indicator, the management team obtained an average score of 3.42 with a standard deviation of 0.21, while the teaching staff achieved an average score of 2.54 with a standard deviation of 0.32. This suggests that the management team almost always uses empowerment as a key tool in their management, promoting a leadership model that breaks with traditional structures. Furthermore, the management team uses this tool to transfer values and encourage autonomous behavior, allowing the teaching staff to perform their duties with greater freedom and commitment.

Finally, Table 2 details the phases of the administrative process that are carried out within the participatory management executed at Romulo Gallegos State Educational Unit, providing a more detailed analysis of the key elements in institutional management.

**Table 2**

*Administrative process phases that are fulfilled by participatory management*

Indicators	Educational Management		Teaching Staff	
	Average	Standard Deviation	Average	Standard Deviation
Planning	3.42	0.15	3.10	0.15
Organization	3.53	0.17	3.03	0.28
Control	3.65	0.10	3.10	0.27
<b>Total Result</b>	<b>3.53</b>	<b>0.14</b>	<b>3.08</b>	<b>0.23</b>



Table 2 presents the responses from senior management, with an average of 3.53 and a standard deviation of 0.14, placing them in a high category, with a very low dispersion of responses. This suggests that, in the context of the selected institution, participatory management is almost always consolidated through the planning, organization, and control of strategically designed activities.

On the other hand, in the case of teaching staff, the average score was 3.08 with a standard deviation of 0.23, which places them in a moderate category, with a low dispersion of responses. This result reflects that teaching staff do not fully perceive that management effectively implements participatory management in its planning, organization, and control.

Regarding the Planning indicator, management reported an average of 3.42 with a standard deviation of 0.15, while teaching staff obtained an average of 3.10 with a standard deviation of 0.15. This indicates that management almost always, and teaching staff sometimes, believe that adequate educational planning is carried out. It is also highlighted that teamwork within management allows for the formulation of logical strategies aimed at achieving institutional objectives through structured planning.

Regarding the Organization indicator, management presented an average score of 3.53 with a standard deviation of 0.17, while teaching staff obtained an average of 3.03 with a standard deviation of 0.28. These results suggest that management almost always, and teaching staff sometimes, perceive that management is responsible for structuring the tasks, processes, and resources necessary to achieve institutional objectives. Furthermore, through effective organization, management establishes appropriate communication channels and media that facilitate the achievement of previously established goals.

Regarding the Control indicator, management reported an average of 3.65 with a standard deviation of 0.10, while teaching staff obtained an average of 3.10 with a standard deviation of 0.27. These values indicate that management almost always, and teaching staff sometimes, believe that management continuously exercises organizational and planning functions. It is also highlighted that management constantly monitors the management process and evaluates the results obtained, thus ensuring compliance with institutional objectives.

Below, Table 3 details the teamwork components providing a deeper analysis of their impact on organizational and educational dynamics.

**Table 3**

Teamwork Components

Indicators	Educational Managers		Teaching Staff	
	Average	Standard Deviation	Average	Standard Deviation
Active Participation	3.35	0.77	3.20	0.75
Quality circles	3.37	0.80	3.15	0.49
Benchmarking	3.33	0.49	2.15	0.32
Effectiveness	3.40	0.43	3.30	0.12
Feedback	3.37	0.32	3.00	0.36
Responsibility	3.40	0.34	3.21	0.24
Communication	3.45	0.36	3.00	0.31
Cooperation	3.37	0.53	2.45	0.21

Total Result	3.38	0.51	2.93	0.35
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Table 3 presents the responses from senior management, with an average of 3.38 and a standard deviation of 0.51, placing them in the moderate category, with a very low dispersion of responses. This indicates that management perceives that teaching staff sometimes demonstrates initiative to develop teamwork, demonstrating their active participation and involvement in strategies such as quality circles and benchmarking. It also shows that these practices encourage feedback, strengthen accountability, and promote open communication between team members and their superiors, facilitating greater cooperation within the institutional environment.

On the other hand, in the case of teaching staff, the average score was 2.93 with a standard deviation of 0.35, placing them in a moderate category, with a low dispersion of responses. This result reflects that teaching staff sometimes perceives their superiors as more committed to developing teamwork. However, they also indicate the need for greater participation in planning, an aspect that directly affects all the indicators evaluated.

The data obtained allow us to analyze each of the indicators of the "Teamwork Components" dimension, revealing the following:

Regarding the Active Participation indicator, management reported an average of 3.35 with a standard deviation of 0.77, while teaching staff obtained an average of 3.20 with a standard deviation of 0.75. This indicates that active participation in activities is sometimes allowed, highlighting that management encourages shared responsibility within the work team.

For the Quality Circles indicator, management achieved an average score of 3.37 with a standard deviation of 0.80, while teaching staff obtained an average of 3.15 with a standard deviation of 0.49. These values reflect that, sometimes, organized groups are formed within the institution to identify and analyze work-related problems and suggest solutions. Furthermore, management reports that the formation of these groups aims to continuously optimize working conditions.

Regarding the Benchmarking indicator, management obtained an average of 3.33 with a standard deviation of 0.49, while teaching staff achieved an average of 2.15 with a standard deviation of 0.32. This suggests that management sometimes implements this tool to improve educational activities and strengthen the quality of the teaching-learning process. It is also notable that management perceives Benchmarking as a key organizational strategy for achieving greater educational benefits.

Regarding the Effectiveness indicator, management reported an average of 3.40 with a standard deviation of 0.43, while teaching staff obtained an average of 3.30 with a standard deviation of 0.12. This indicates that management is sometimes considered to act effectively in achieving institutional objectives, understanding effectiveness as the ability to correctly select and execute proposed objectives.

Regarding the Feedback indicator, management obtained an average of 3.37 with a standard deviation of 0.32, while teaching staff achieved an average of 3.00 with a standard deviation of 0.36. This indicates that management sometimes uses feedback as a strategy to



establish and improve the communication process within the institution, fostering more effective interaction between management and faculty.

Regarding the Accountability indicator, management reported an average of 3.40 with a standard deviation of 0.34, while teaching staff obtained an average of 3.21 with a standard deviation of 0.24. This indicates that management is sometimes perceived as demanding accountability in assigned tasks. Furthermore, management is perceived as understanding accountability as a key element in achieving institutional objectives, promoting commitment and autonomy in teaching performance.

Regarding the Communication indicator, management achieved an average score of 3.45 with a standard deviation of 0.36, while teaching staff obtained an average of 3.00 with a standard deviation of 0.31. These results indicate that management sometimes promotes effective communication, ensuring that the exchange of ideas within the team is clear and understandable.

Finally, regarding the Cooperation indicator, management obtained an average of 3.37 with a standard deviation of 0.53, while teaching staff achieved an average of 2.45 with a standard deviation of 0.21. This suggests that management sometimes encourages cooperation within the institution, encouraging staff active participation in daily activities. Furthermore, it is highlighted that cooperation within the work team is perceived as a fundamental strategy for effectively achieving institutional objectives.

Below, the factors that influence teamwork at Romulo Gallegos State Educational Unit are presented, providing a more detailed analysis of their impact on organizational and educational dynamics.

**Table 4**

*Factors that influence teamwork*

Indicators	Educational Management		Teaching Staff	
	Average	Standard Deviation	Average	Standard Deviation
Labor provisions	3.40	0.70	2.99	0.23
Sense of belonging	3.37	0.70	2.87	0.10
Job satisfaction	3.38	0.70	3.12	0.40
<b>Total Result</b>	<b>3.38</b>	<b>0.70</b>	<b>2.99</b>	<b>0.24</b>

Table 4 presents the responses from senior management, with an average of 3.38 and a standard deviation of 0.70, placing them in the moderate category, with a very low dispersion of responses. This indicates that these factors can sometimes influence the development of teamwork, even though management is aware of the limitations regarding working conditions, which they consider inadequate. However, an effort is observed to maintain a sense of belonging, with the goal of achieving greater job satisfaction within the institution.

On the other hand, in the case of teaching staff, the average score was 2.99 with a standard deviation of 0.24, placing them in a moderate category, with a low dispersion of responses. This result suggests that teachers do not perceive that this would guarantee them the development of factors that reflect management's concern and dedication to improving

their employment benefits. Likewise, a lack of strategies to strengthen their sense of belonging is evident, which directly affects their job satisfaction.

The data obtained allow us to analyze each of the indicators in the "Factors that affect teamwork" dimension, revealing the following:

Regarding the Workplace Dispositions indicator, management reported an average of 3.40 with a standard deviation of 0.70, while teaching staff obtained an average of 2.99 with a standard deviation of 0.23. This indicates that management is sometimes perceived as responsible for ensuring quality, safety, and adequate conditions in the institutional infrastructure, which directly impacts the staff well-being and health. Management is also perceived as ensuring that the responsible administrative body addresses and complies with staff needs in relation to these dispositions.

Regarding the Sense of Belonging indicator, management achieved an average of 3.17 with a standard deviation of 0.70, while teaching staff obtained an average of 2.87 with a standard deviation of 0.10. This reflects that staff sometimes identify with the institution based on its management. Furthermore, it is highlighted that a strong sense of belonging is essential to ensure the effective fulfillment of institutional objectives.

Regarding the Job Satisfaction indicator, management reported an average of 3.38 with a standard deviation of 0.70, while teaching staff obtained an average of 3.12 with a standard deviation of 0.40. These results indicate that teaching staff sometimes demonstrates interest in contributing to the overall development of the institution, driven by the emotional support of management. Likewise, it is observed that job satisfaction has been enhanced thanks to the positive intervention of management, although there are still areas for improvement to strengthen this aspect within the work team.

Below, in Tables 5 and 6, a general summary of the variables Participatory Management and Teamwork is presented, providing a detailed analysis of their impact on organizational and educational dynamics.

**Table 5**

*Participatory Management. Components and Phases*

Dimensions	Educational Management		Teaching Staff	
	Average	Standard Deviation	Average	Standard Deviation
Participative management Components	3.42	0.17	2.69	0.45
Administrative process Phases that are fulfilled by participatory management	3.53	0.14	3.08	0.23
<b>Total Result</b>	<b>3.48</b>	<b>0.16</b>	<b>2.89</b>	<b>0.34</b>

Table 5 shows that the responses issued by the senior management reached an average of 3.48 with a standard deviation of 0.16, placing them in the moderate category, with a low response dispersion. This result indicates that, from the perspective of management staff, it is

still necessary to strengthen the educational community's willingness to achieve greater commitment to participation. It also highlights the importance of optimizing the administrative processes currently carried out within the institution in order to improve their efficiency and effectiveness.

On the other hand, in the case of teaching staff, their responses averaged 2.89 with a standard deviation of 0.34, also falling into the moderate category. This result reflects that teachers believe they sometimes perceive efforts on the part of management to integrate them into institutional processes. However, they still identify the need for greater commitment and willingness on the part of senior management to encourage more active and effective teaching staff participation in decision-making and the development of activities within the institution.

**Table 6**

*Teamwork. Components and Factors*

Dimensions	Educational Management		Teaching Staff	
	Average	Standard Deviation	Average	Standard Deviation
Teamwork Components	3.38	0.51	2.93	0.35
Factors that influence teamwork	3.38	0.70	2.99	0.24
<b>Total Result</b>	<b>3.38</b>	<b>0.61</b>	<b>2.96</b>	<b>0.30</b>

Table 6 shows that the responses issued by the management reached an average of 3.38 with a standard deviation of 0.61, placing them in the moderate category, with a low dispersion of responses. This result indicates that, from the perspective of management, teamwork with teaching staff does not always develop in accordance with the demands of an educational institution. Certain factors, possibly of an emotional nature, are considered to affect teachers, negatively impacting the planning and execution of institutional activities.

On the other hand, in the case of teaching staff, their responses reached an average of 2.96 with a standard deviation of 0.30, also falling into the moderate category. This result suggests that teachers do not perceive the consolidated teamwork required by education and the institution itself. Furthermore, it highlights the need to strengthen collaboration and integration of human resources, with the goal of improving organizational dynamics and optimizing teaching processes.

## DISCUSSION

Although the Romulo Gallegos School has made progress in areas such as motivation, leadership, teamwork, and communication, there are still areas of opportunity that management must address to strengthen participatory management. In this regard, the perspectives of Koontz et al. (2012) and Alcívar-Martínez et al. (2023) are relevant. They

point out that managers must find ways to motivate staff by meeting their needs in order to achieve maximum performance.

Regarding staff participation, according to Pasek et al. (2015), stakeholder involvement in activities implementation is evident. However, greater efforts are needed to optimize collaboration and the joint search for solutions. On the other hand, while fluid communication is observed, it is recommended to improve feedback and active listening for greater mutual understanding and better monitoring of goal achievement (Mels et al., 2023).

It was also found that staff's sense of belonging to the institution is an important aspect that, although present, can be strengthened to increase motivation and commitment (Ramirez, 2024). This is related to staff well-being, understood as a state of peace and satisfaction according to Cervantes et al. (2020). In this sense, strategies are suggested to improve staff motivation, job satisfaction, and overall well-being.

Finally, the study's results reveal gaps in the implementation of participatory management at Romulo Gallegos School. The school management should consider these areas of opportunity to strengthen staff participation, improve communication, foster empowerment, and create a more positive and motivating work environment. Implementing the aforementioned recommendations will allow the school to fully leverage the potential of participatory management to improve educational quality.

## CONCLUSIONS

Once the research is concluded, it is necessary to address the objective, which was oriented to determine the relationship between participatory management and teamwork among teachers at Romulo Gallegos State Educational Unit. It is concluded that the responses from the management team indicate that they almost always develop components to generate motivation in their teaching staff, where communication persists, exercising their leadership based on good teamwork, allowing empowerment. However, for the teaching staff, it is considered that the management staff sometimes needs spaces that lead to motivation, where the level of communication is relevant to achieving objectives, since they lack leadership, as well as teamwork, where empowerment is favored.

It is also concluded that management is almost always consolidated as participatory through the planning, organization, and control of strategically carried out activities. However, the teaching staff believes that participatory management does not absolutely require management in its planning, organization, and control. Finally, regarding teamwork, discrepancies are observed between the perceptions of senior management and teaching staff. Senior management believes that teaching staff sometimes take the initiative to develop teamwork. On the other hand, teaching staff perceive that their superiors could occasionally assume a greater commitment to fostering collaborative work.

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