



THE PERFORMATIVITIES THAT A LEADER GOES THROUGH IN TEACHING

LAS PERFORMATIVIDADES QUE ATRAVIESA UNA LIDERESA EN LA DOCENCIA

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ABSTRACT:

This research aims to explain the performativities that a leader goes through in teaching, having as the objective and interest of the study to analyze them, in the access, exercise and permanence in positions of power and academic decision of Ecuadorian teachers. The area of knowledge is Social Sciences, whose research area is gender equity. The methodology is based on a mixed research design, applying a questionnaire, conducting semi-structured interviews with key informants and reviewing documents on institutional policies, plans or programs, management reports or results related to performativities. Quantitative analysis was performed using the SPSS program to identify statistically significant relationships with Chi-square tests. Among the main findings that have been identified is that the links between the institution and the families are generated by the participation that each of them generates in the face of a new role and leadership assumed; what demands the development of performativities such as the social skills required before a new leadership role.

Keywords: Performativity, gender, Education, leader.

RESUMEN:

La presente investigación pretende explicar las performatividades que atraviesa una lideresa en la docencia, teniendo como objetivo e interés del estudio analizarlas, en el acceso, ejercicio y permanencia en los puestos de poder y decisión académica de las docentes ecuatorianas. El área de conocimiento son las Ciencias Sociales, cuya área de investigación es equidad de género. La metodología se sustenta en un diseño de investigación mixta, aplicando un cuestionario, realizando entrevistas semiestructuradas a informantes clave y revisión documental sobre las políticas, planes o programas institucionales, los informes de gestión o resultados relativos a las performatividades. El análisis cuantitativo se realizó mediante el programa SPSS para identificar relaciones estadísticamente significativas con pruebas Chi-cuadrado. Dentro de los principales hallazgos que se ha podido identificar es que los vínculos entre la institución y las familias son generados por la participación que cada uno de ellos genera ante un nuevo rol y liderazgo asumido; lo que demanda el desarrollar de performatividades como son las habilidades sociales requeridas ante un nuevo rol de liderazgo.

Palabras Clave: Performatividad, género, Educación, lideresa.



1. INTRODUCTION

Performativity is defined in the first instance as "performative" that established a connection between language and action, a theory that was given by JL Austin that occurs when in a speech act not only communication, words are used, but also forcibly you have to act, then the philosopher and thinker Judith Butler, supported by Austin's theory, redefined the theory of performativity, based on the importance in relation to To gender and to the body, performative speech acts are neither free nor unique, nor given by the individual will of the person, but are culturally repetitive actions throughout history. What Buther did was a deconstruction of gender by indicating how the body and gender are socially constructed through customs and traditions, and he questioned essentialist theories of "identity".

Actions or bodies are performative when they produce the generation of a reality through its transformation. In this context, the sum of bodily actions of several people, as an exercise in performativity, has great potential in the transformation of social and power relations.

Although performativity as cultural is true, it is also recognized as a political technology that makes reformist changes in the public, accompanied by educational markets and the new public management in education (Ball, 2008)

When it is related to leadership and education, we can mention what are their main participation axes, that is, what are their incidents with each of the individuals, on the other hand, we can mention how important they come to do and what their main functions are We can know that education is a set of customs and traditions that are in charge of specializing an individual in a certain subject, therefore it can be known that leadership is a unique form of behavior that tries to seek the social welfare of each of In other words, individuals allow to know a thousand times the qualities of the group to keep together all these factors that are very important axes.

Leadership focused on learning, on the other hand, can be understood as an important source that is in charge of establishing values that are clearly predetermined in order to generate an environment that is extremely healthy and allows knowing what the



specific characteristics and factors are responsible for establish the differences with each of these factors on the other hand we can know what have been the most important events that have occurred in society, that is, what are the most important forms of behavior on the other hand we can know more historical facts that have occurred presented in education improving it to a large extent and for the benefit of the community.

Leadership is responsible for benefiting learning because it is responsible for the improvement of each factor that improves the quality of life of individuals, that is, which are the most important functions, on the other hand, the effects of learning and practices are important for society on the other. On the other hand, we can improve the quality of life of each of the individuals, that is, what are the effects that are consecutive that can generate in the short or long term, benefiting society for the improvement of them by the component of society, that is, which are the important factors.

When talking about an educational direction, it means the general approach that they should have, that is to say, here

appear the different social bonds that are developing in a predetermined society that is responsible for improving people's lives in a clear and precise way, looking for the well-being of each of the individuals and improving their life in such a way that it does not influence the lives of individuals. On the other hand, we can mention the most relevant acts that are generated in society in a clear and precise way and are stipulated by society itself. (Gutierrez, 2006).

Bruner (1997) mentions Education as a key starting point the relationship that culture has and in this way how it educates the population, there are relationships between culture and education, as for America, there have been increasing educational achievements, especially in children educated in economically well-off families and hence the gap between children from poor families since it has not been improving over time, another key point is the responsibility of new generations that is nothing more than living together and learning to live, being able to maintain identities local.

The objective of education is to help us find our own way, understand the complexities and contradictions of life where the child can



know how the world works since teachers must teach children to master their technical skills and above all to know and become aware of the world in which they live and what their legacy will be, this implies the depth of transmitting general principles about knowledge, the teacher being a guide to be able to understand and discover on their own about their training.

It should be noted that education shapes the mind of the individual, school practice to train and reflect on the mind equal to the power that is associated with the formation of habits, if it is privileged will depend on the context in which the child, his family, the school model provided by the State

In the study carried out by Cuervo & Murrieta (2011), in their research on the way in which parental participation occurs and its direct importance in educational practice, it is related to positive attitudes and behaviors towards school. Greater parental involvement is also good for the family because it increases their self-confidence, gets information about the school's operation, and makes teachers and the school in general more active.

On the other hand, promoting the participation of parents in the education of their children is a strategy to promote the reform of the educational system, because it is a mechanism that can: pressure schools to provide quality education, require information on the performance of students, face discrimination and abuse, implement responsibility for the services provided and mechanisms to defend their rights and present claims for these rights. (Cuervo & Urías Murrieta, 2011)

The Taxonomy of parental participation proposed by Martiniello (1999) cited by Cuervo & Urías Murrieta (2011) mentions the following aspects for parental participation; raising children where they perform the functions of parents and create economic and psychological conditions that allow children to go to school. On the other hand, the teacher must take into account the actions taken by parents to continue and strengthen the learning process in the family classroom.

According to Tedesco (1998) Education has changed its role, because on the one hand it will be the most important variable, it allows a person to enter or stay outside the circle of defining and performing the most socially



significant activities; On the other hand, it is necessary that all people undertake self-education to adapt to the constantly changing society and the performance requirements of production.

As children grow, their ability to control attention and choose their own interests will improve with age. They use different information storage strategies. Boys and girls at elementary levels have the ability to carefully design, acquire and organize knowledge so that in some cases it surpasses that of adults. During this period, children acquire concepts that allow them to understand their environment in a more complex way, they achieve decentralized thinking. Also at these ages, children have the ability to work in groups, can concentrate on their own, and cooperate with others when necessary. (Laborda, Santana López, & Vial Lavín, 2013)

Erikson (1993) pointed out in various stages of the life cycle one of the most notable characteristics is that when students obtain their approval when carrying out their actions, they must attribute it to their peers and colleagues. Therefore, the difficulty at this stage is that they may feel inferior. Here, the role of the family is to support the

foundation of the school, because when family life cannot prepare for school life or cannot fulfill the promises of the stage, the growth of more than one child will be disturbed, if It is believed that social and emotional learning in elementary and middle schools reduces behavior problems, improves achievement and develops positive attitudes, so it makes sense.

Marenales (1996) mentions that formal education should be understood as education imparted in an official, private or authorized institution of the school system. These creatures are made up of levels, cycles, degrees, and methods. Student transfers through this structure are made through the credit system: degrees, degrees and certificates, which attest to the overall and progressive achievements that constitute the entry requirements to the next level. It has its own and specific institutions, administered by government agencies. Therefore, management is hierarchical. This hierarchy provides a specific legal framework for each country. The courses are usually general and are aimed at comprehensive teaching. Its objective is to improve the intellectual development of students as well as their



physical, social and emotional training. The teaching staff consists mainly of professionals or officially recognized personnel.

Non-formal education is a manifestation of educational methods and attitudes different from school education, but it always seeks goals and elements with functions and literacy, such as functional literacy and adult education. And develop specific methods for these areas, such as standardizing community awareness work and sociocultural animation methods. In this way, we can think that non-formal education is usually carried out outside the framework of educational institutions that provide learning to students.

From the perspective of personal development and from the perspective of people's historical and social development, informal education is the first form of education. Again, this is a universal form until the complexity of social life requires the existence of special education agents. In all societies, whether primitive or extremely civilized, until recently, the education of most children was carried out mainly accidentally, and not in schools designed for this purpose. Adults carry out their

economic and other social tasks, children are not separated, they have cared for them and learned to be part of the group, they are not "taught" in the traditional sense.

The philosopher (Austin, 1981) specified performativity as the understanding that established a link between language and exercise. Performativity is provided when vocabularies are not used in a language or research activity, but an action is inevitably involved. The effusive character that it executes (Austin, 1981) with the enunciation of performativity resides in radiating the scope of the located capacity equal to the capacity of the memories, moving towards the level of the impulses that are revealed when we talk. Name the illocutionary volume of the dialect action can be habituated as emphasis of the explanation and, as a result, it would exist facilitating a little account of the materiality of the communicative place.

In this way, it can be established that the circumstance, the assets of the explanation conceived as combat, is always found irreducibly in excess. Which implies that the effectiveness of the performative action is defended by the internal reproduction of the city council is invited by an explicit energy in



a clear argument the unknown for the favorable work of a performative action. From which we conclude the link between the nascent dialect enthusiasm and rules that must be established and approved by society and that make up its winning situations.

The explanation of the practice that talks is one of the most definite participations simultaneous to the prescription and balance of language. (Oviedo, 2015) It is based on the conceptualization that the dialect not only serves to qualify the universe, but also certain actions are carried out with it, also of mentioning something. The basic mechanism of information is not then the words or words, but the experience of dialect, we can report a news for example today is Sunday, ask for something, buy me a custom and recommend something, you should be more comfortable. It originally delineates a trend between realizing and verifying emissions; the constative emissions are those that describe the universe or a state of things is to mention are able to determine if it is serious or false.

(Austin, 1981) It established an inclination between the primary performative emissions and explicit performative

emissions; However, on the one hand, due to the absence in some cases of indicators of illocutionary intensity, the illocutionary intensity of an emission is not clear in such antecedents; on the other hand, to be divided from certain indicators such as performative verbs or by any other exponent that is present. Two types of language practice were distinguished: direct and indirect dialect experience.

Judith Butler looks at her theory on the performativity of gender, in a political framework called "anti-essentialist deconstruction" and breaks with the ideas of the concept of subject to universalist that makes room for current liberal politics, where the processes of essentialization, naturalization and identify political theories in relation to the LGTBIQ sector. (Butler, 1997)

Judith Butler talks about people's sexual orientation and how they can express their "gender" and says that they are the result of a construction throughout history in the social, historical and cultural and that there is no essential or biological role in "human nature, that is to say that it is not biology but culture, if I was taught as a child that biologically I have intimate parts of man and



therefore I must behave like this, because it is wrong, since the only nature of the person it is culture and in such a way gender and sex are "performances", simple performative acts.

It is known that according to the Foucaultian line, the performativity of language can be understood as a type of technology; and an instrument of social or political power. Beatriz Preciado does not say "gender does not have an ontological source outside of actions that do not confirm this way. This is how sex and the body are known as a ritualized repetition, which is usually done by custom at the birth of the child, and we can observe many examples that are usually given in children, but even more so in oriental upbringing. (Butler, 1997)

And to this we can put many examples to try to understand, when a child is born instantly, children's clothes, children's toys, the ball, cars are bought, and it is something ritualized that is carried out for decades, and from the same way with girls, it is an old cultural pattern, for Butler, canonical, hegemonic sexuality, as the transgressor, were the result of performativity, since the subject is the result of the process of subjectivation and of the interpretation of

carrying out performatively a position of the subject.

Judith does not also say that we do not have a fixed and innate identity, but that we dispute an identity, when we perform certain acts of speech (p.28) ... and it is human to invoke identities at different times based on the context in which it is developing (Butler, 1997)

Each theory creates space for systematic and explanatory thinking about certain areas of reality. Strategic theory attempts to explain the "class" of social events and processes, which are characterized by special attention to power, goals, and implementation of plan execution. (Labourdette, 2007)

Strategic theory focuses on the behavior of power that points to a certain point of arrival within a certain time. That is, they are action plans that try to achieve results. They are programmed as skills that are about to end. Therefore, this has nothing to do with any kind of social events or social actions: out of an infinite range of social events and actions, a class of social events and processes stands out that exhibit certain characteristics that make them "strategic".



Social relations are also power relations. They cannot exist without the other. Although these are components of power, these in turn are conditions for power. Therefore, there is no social relationship without power. Of course, provided that the concept of power has the characteristics and breadth that we clarify here.

There is no doubt that recreation means taking a "turn" and establishing a new "point of view", while still incorporating everything that is considered fruitful in the development of the theory, even the opposite. Power is composed of all the elements that constitute social reality: social relations, actions, strategies, institutions, organizations, myths, beliefs, values and knowledge. The particularity of power is that it configures these elements in a creative and convincing organizational structure according to the situation.

The "positioning" viewpoint put forward by Mr. Foucault perfectly complements our view on this issue. From the concept of "globalization", it includes all levels of power and social levels. Therefore, macro and micro vision are interrelated and feed into each other without losing background and specificity. If Foucault manages to solve the

problem of power from "microphysics" (26) it is because he has reestablished practice in each social situation and has clarified the construction of power in each place.

Power generation covers breadth and depth. It ranges from the "dominant" political, cultural, ideological and economic relationship (open or secret) to the transmission, direction, direction and influence of the creation of various forms of social relations in order to seek their purpose and purpose. Therefore, power leads to subjectivity, collapse or liberation, and a complex interwoven picture of all these possibilities in social life.

It can be defined as the ability to make and implement decisions, to prevent or hinder decision-making; and to gain advantage in all social, political, economic, religious, military, family, personal and other fields or to impose stronger alternative capabilities.

2. METHODOLOGY

The methodology is based on a mixed research design, applying a questionnaire, conducting semi-structured interviews with key informants and reviewing documents on institutional policies, plans or programs,



management reports or results related to performativities. Quantitative analysis was performed using the SPSS program to identify statistically significant relationships with Chi-square tests.

The participants were the women leaders who have held some managerial position in the university in central Ecuador.

Pilot test for questionnaire validation, semi-structured interview script development, sample selection, application of questionnaire and interviews, analysis and interpretation of quantitative and qualitative data, exhaustive review of the literature, interviews with key informants.

Chart 1. Participants of the investigation.

| AGE | | | | |
|-------|-----------|------------|------------------|-----------------------|
| | Frequency | percentage | Percentage Valid | Cumulative Percentage |
| 31 | 1 | 3,6 | 3,7 | 3,7 |
| 33 | 1 | 3,6 | 3,7 | 7,4 |
| 34 | 1 | 3,6 | 3,7 | 11,1 |
| 35 | 1 | 3,6 | 3,7 | 14,8 |
| 38 | 1 | 3,6 | 3,7 | 18,5 |
| 39 | 2 | 7,1 | 7,4 | 25,9 |
| 40 | 1 | 3,6 | 3,7 | 29,6 |
| 42 | 1 | 3,6 | 3,7 | 33,3 |
| 44 | 2 | 7,1 | 7,4 | 40,7 |
| 45 | 1 | 3,6 | 3,7 | 44,4 |
| 46 | 3 | 10,7 | 11,1 | 55,6 |
| 47 | 2 | 7,1 | 7,4 | 63 |
| 49 | 2 | 7,1 | 7,4 | 70,4 |
| 50 | 2 | 7,1 | 7,4 | 77,8 |
| 54 | 1 | 3,6 | 3,7 | 81,5 |
| 56 | 2 | 7,1 | 7,4 | 88,9 |
| 57 | 1 | 3,6 | 3,7 | 92,6 |
| 60 | 1 | 3,6 | 3,7 | 96,3 |
| 61 | 1 | 3,6 | 3,7 | 100 |
| TOTAL | 27 | | | |



3. RESULTS

3.1. Analysis and interpretation of data

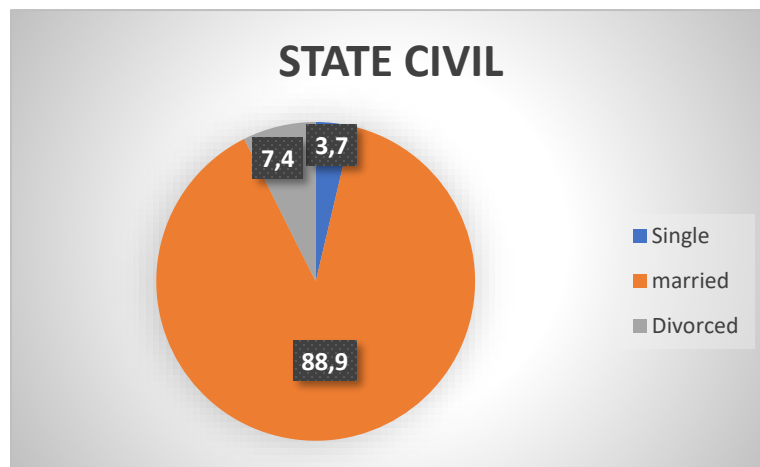
- **Data analysis and interpretation**

According to the research carried out and the data collection, we determined that the maximum age of the respondents is 61 years old, and the minimum age is 31 years, the highest percentage is 10% of the people

investigated with 46 years of age, therefore We conclude that the women surveyed become leaders from the age of 30 or occupy high positions, age is an important factor for the research carried out as it determines the age of women to reach managerial or higher-ranking positions by the existing gender performativities.

Chart 2. Civil Status.

| | CIVIL STATUS | | | |
|----------|--------------|------------|------------------|-----------------------|
| | frequency | percentage | Percentage Valid | Cumulative Percentage |
| Single | 1 | 3,6 | 3,7 | 3.7 |
| married | 24 | 85,7 | 88,9 | 92.6 |
| Divorced | 2 | 7,1 | 7,4 | 100 |
| total | 27 | 96,4 | 100 | |



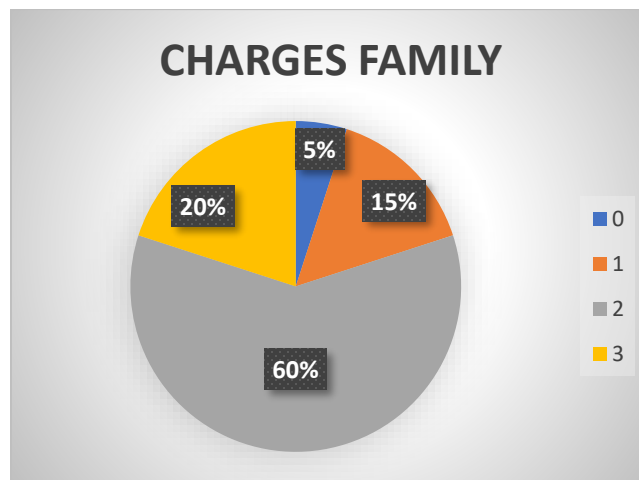
Based on the data collection of the research, there is a high percentage of married women, and a minimum between single and divorced, according to the research we determine that the marital status of a person interferes a lot in the professional

development of a woman since it They attribute more roles to him than a man due to the condition of the body and gender.



Chart 3. Family Burdens.

| FAMILY BURDENS | | | | |
|----------------|-----------|------------|------------------|------------------------|
| | Frequency | Percentage | Percentage Valid | Accumulated percentage |
| 0 | 1 | 3,6 | 5 | 5 |
| 1 | 3 | 10,7 | 15 | 20 |
| 2 | 12 | 42,9 | 60 | 80 |
| 3 | 4 | 14,3 | 20 | 100 |
| TOTAL | 20 | 71,4 | 100 | |
| system | 8 | 28,6 | | |
| | 28 | 100 | | |

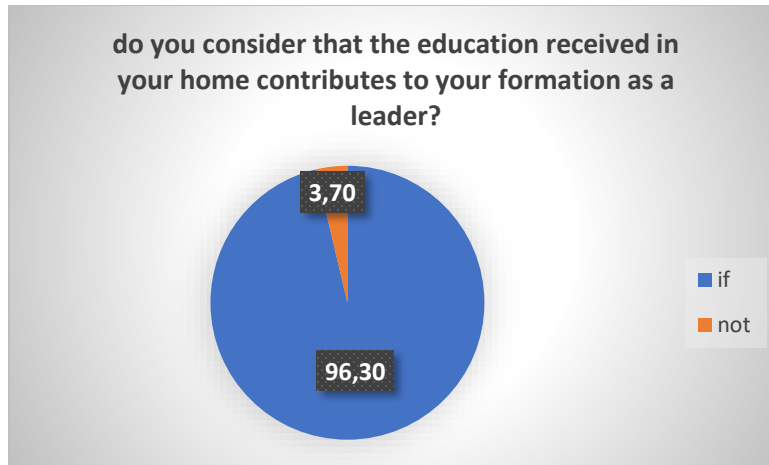


From the data collected, 60% of the population has two children and 5% does not have any child, so we analyze family responsibilities as an important factor for the development of leadership, where they

occupy more roles at home and at home. work because of the condition of being a mother, they attribute more obligations, 95% of the women surveyed have more than one family burden.

Chart 4. Do you feel that the education received in your home contributes to your formation as a leader?

| | frequency | percentage | Percentage Valid | Cumulative Percentage |
|-------|-----------|------------|------------------|-----------------------|
| If | 26 | 92,9 | 96,3 | 96,3 |
| Not | 1 | 3,6 | 3,7 | 100 |
| Total | 27 | | | |



According to the data collected from the people, 96.30% answered that the education received in their homes did not contribute to their training as a leader, because according to the research, society has attributed to women unfair roles in the home compared to men, education who receive women in the home assign them roles based on home care, teach women to be housewives and do not prepare them for a professional life.

4. DISCUSSION

The main findings that have been identified are that the links between the institution and the families are generated by the participation that each of them generates in the face of a new role and leadership assumed; what demands the development of performativities such as the social skills required before a new leadership role.

According to the research carried out and the data collection, we determined that the maximum age of the respondents is 61 years old, and the minimum age is 31 years, the highest percentage is 10% of the people investigated with 46 years of age, therefore We conclude that the women surveyed become leaders from the age of 30 or occupy high positions, age is an important factor for the research carried out as it determines the age of women to reach managerial or higher-ranking positions by the existing gender performativities.

Based on the data collection of the research, there is a high percentage of married women, and a minimum between single and divorced, according to the research we determine that the marital status of a person interferes a lot in the professional development of a woman since it They



attribute more roles to him than a man due to the condition of the body and gender.

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This research aims to explain the performativities that a leader goes through in teaching, having as the objective and interest of the study to analyze them, in the access, exercise and permanence in

positions of power and academic decision of Ecuadorian teachers.

5. CONCLUSIONS

Educational systems are based on methodologies and strategies that are used to carry out a teaching of better achievement in students, which helps to generate a perspective or shape the student's path to be the future of the country, with the help of the responsibility of the family since it should promote values that help to further encourage the student. Within society, it has been possible to identify that the links between the institution and the family are generated by the participation that each one of them generates to develop the behavior and attitudes of the minor, which makes them play the new role that they must take before the society.

Education in the face of a leadership system refers primarily to the education that is generated by each of the individuals, which leads to activities that generate or promote the customs and traditions of the community in which they are working, for This must be implemented strategies and



programs that help this social development within education.

The benefit that is given in society through leadership is to improve the quality of life of individuals, for which the most important and relevant aspects that make their life not improve must be established and investigated, these benefits must be performed in the long and short term that the Social Worker wants to implement the practice and engage in its social follow-up.

By implementing good leadership we are automatically generating a good development process within society, since it depends on how individuals develop in group participation in order to identify the most notable problems that are generated by learning to live together.

- The power relations generated by the institutions and focus groups are essentially important since they help the performance and development of the individual by implementing participation and identification strategies, they make social processes more distributed by their way of thinking, feeling and acting what that prevents certain individuals from being inserted into society for the proposed coexistence.

Reality in these times has been seen in a social construction since individuals have changed their way of perceiving reality and have been forced to interact in certain ways, since their ideals, beliefs and even institutions are changing and adapting to the new social ideology.

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