



Staff management and executive leadership for sports activities and mental health in students

Oscar López Regalado^{1*}: <https://orcid.org/0000-0003-2393-1820>

Aladino Panduro Salas¹: <https://orcid.org/0000-0003-2467-2939>

Gabriel Judá Muñoz Chávez²: <https://orcid.org/0009-0004-3150-978X>

Alejandro Antonio Soto Espichan³: <https://orcid.org/0009-0009-0699-2542>

¹Universidad Cesar Vallejo, Escuela de Posgrado, Perú

²Universidad Continental, Huancayo, Perú

³I.E. 3049 "IT" UGEL 02, Lima, Perú

*Contact by correspondence: olopez@ucv.edu.pe

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Abstract: Introduction. To promote Sports Practices and Mental Health of students, it is relevant to know the relationships between civil service management and directive leadership. Objective. To determine the relationship between civil service management and directive leadership for sports practices and mental health of students. Method. Correlational scope between variables, using *Spearman's Rho (RS)* with *significance (Sig)* = 0.05. Results. The dimensions of Directive Leadership for sports practices and mental health (Teamwork, Organization, Community Participation) were significantly correlated with Functional Management. The variables were correlated with $RS = 0.81$. Teamwork was the dimension of Directive Leadership for tutoring and sports activities that reached the highest correlation $RS = 0.85$ with Functional Management; interpreting that *Teamwork* for tutoring and sports activities is the most representative activity of the leader. Conclusion. All the dimensions of Directive Leadership were significantly correlated with Functional Management, at 95% reliability. **Keywords:** Functional management, directive leadership, sports, health

Gestión funcionaria y liderazgo directivo para actividades deportivas y salud mental en estudiantes

Resumen: Introducción. Para fomentar las Prácticas Deportivas y Salud Mental de los estudiantes, son relevantes conocer las relaciones entre la gestión funcionaria y liderazgo directivo. Objetivo. Determinar la relación entre la Gestión funcionaria y el liderazgo directivo para las prácticas deportivas y salud mental de estudiantes. Método. Alcance correlacional entre variables, mediante *Rho de Spearman (RS)* con *significancia (Sig)* = 0,05. Resultados. Las dimensiones del Liderazgo Directivo para prácticas deportivas y salud mental (Trabajo en Equipo, Organización, Participación Comunitaria) se correlacionaron significativamente con la Gestión Funcionaria. Las variables se correlacionaron con $RS = 0,81$. El Trabajo en Equipo fue la dimensión del Liderazgo Directivo para actividades de tutoría y deportivas que alcanzó mayor correlación $RS = 0,85$ con la Gestión Funcionaria; interpretándose que el *Trabajo en Equipo* para actividades de tutoría y deportivas es la actividad más representativa del líder. Conclusión. Se correlacionaron significativas todas las dimensiones del Liderazgo Directivo con la Gestión Funcionaria, al 95% de confiabilidad.

Palabras clave: Gestión funcionaria, liderazgo directivo, deportivas, salud

Gestão da equipe e liderança executiva para atividades esportivas e saúde mental dos alunos

Resumo: Introdução. Para promover as práticas esportivas e a saúde mental dos alunos, é relevante conhecer as relações entre é relevante conhecer as relações entre gerenciamento e liderança. liderança. Objetivo. Determinar a determinar a relação entre a gestão e a liderança gerencial para as práticas esportivas e a saúde mental dos estudantes em práticas esportivas e a saúde mental dos estudantes em instituições públicas de ensino instituições educacionais. Método. Escopo correlacional entre as variáveis, por meio do *Spearman's Rho (RS)* com *significância (Sig)* = 0,05. Resultados. As dimensões da liderança gerencial para práticas esportivas e práticas esportivas e saúde mental (Trabalho em equipe, Organização, Envolvimento com a comunidade) foram significativamente correlacionadas com a Gestão Gestão. As variáveis foram correlacionadas com $RS = 0,81$. O trabalho em equipe foi A dimensão da Liderança Gerencial para Práticas Esportivas e de Saúde Mental que obteve a maior correlação $RS = 0,85$ com a Gestão Funcional, interpretando que o Trabalho em Equipe para práticas esportivas e de saúde mental é a atividade mais representativa do líder, atividade mais representativa do líder. Conclusão. Todas as dimensões da Liderança Gerencial foram significativamente correlacionadas. Todas as dimensões da liderança gerencial foram significativamente correlacionadas com a gestão de desempenho com 95% de confiabilidade.

Palavras-chave: Gestão funcional, liderança gerencial, esportes, saúde



I. Introduction

In various educational contexts, managers focus mainly on administrative and academic tasks, leaving aside the integral wellbeing of students, especially in terms of mental health and sports activities. The integration of sports and psychological support programs in educational management is essential to improve academic performance, reduce stress and promote a healthy environment. Addressing this issue would allow managers not only to fulfill their academic functions, but also to foster an environment that favors the emotional and physical development of students, improving their quality of life; in this sense, the management of officials is predominant.

Staff members face significant challenges in management and leadership (coordination positions and functions, deans or similar), especially exacerbated by the COVID-19 pandemic, which has tested the adaptability and resilience of educational institutions. The confusion between leadership and mere compliance with administrative protocols has led to a deterioration in the quality of pedagogical and administrative management. This not only affects teachers, but also impacts the educational experience of students, creating an environment not conducive to learning; thus, Garg et al. (2019) address how physical fatigue may complicate things for students, although rationalized tutoring and sports practices may have helped with mental health.

It is essential that university officials and managers give priority support to tutoring and sports activities, as they contribute significantly to the overall well-being of students. These activities promote the development of socio-emotional skills, improve stress management and foster a healthy balance between study and recreation, enhancing academic and personal performance.

Lundeen et al. (2017) examine the role of leadership in promoting sporting practices that benefit students' mental health. Research indicates that effective management and institutional support are crucial to integrating sporting activities into the school curriculum, thereby improving students' overall well-being.

In the context of educational management, the challenges that arise in the implementation of sports practices in the school context are crucial for the comprehensive development of students. Águila Soto and López Vargas (2018) address the importance of corporeality in physical education, highlighting that reflection on the body and its representation in the educational environment can be a starting point for rethinking pedagogical practices. In this sense, management must promote an approach that integrates corporeality as a central element in the curriculum, facilitating more meaningful learning related to the mental health of students.

Bermúdez Torres and Sáenz-López (2019) highlight another significant challenge: understanding and managing emotions in the context of physical education. The review of literature on emotions in this area underlines the need for educational guidelines to include strategies that allow teachers to adequately manage their students' emotions during physical activities. This implies specific training for educators, where emotional management becomes an essential competence in educational practice.

Likewise, the analysis of civic competences in physical education (developed through workshops, complementary or elective subjects), carried out by Bernate et al. (2020), shows that another challenge for educational management is the integration of these contents in the training of students. The promotion of competences that favour active participation and respect for diversity is fundamental for the development of critical and responsible citizenship.



Therefore, directors and educational leaders must ensure that the curriculum not only focuses on physical performance, but also on the development of social and emotional skills.

That is to say, the challenges in university educational management require a comprehensive response that includes the ongoing training of teachers, the incorporation of physicality and emotional management as central axes of physical education. Only in this way can an educational environment be guaranteed that promotes the well-being and comprehensive development of students.

Faced with this problem, it is crucial to consider alternative solutions that strengthen educational leadership. One of the most effective proposals is the implementation of ongoing training programs for directors, which address not only administrative skills, but also interpersonal and change management skills, using emotional intelligence Contreras (2019)

II. Method

2.1.- Type and design of research: The approach used for this research was quantitative, with a descriptive correlational scope, that is, the results obtained were quantified, which were described and correlated both between variables and in the dimension of one variable with the other. The research had a descriptive and correlational scope, because the reality was objectively described as it occurred and then the correlation between the variables was determined.

2.2. Operationalization of variables: The dimensions of the variable Leadership for tutoring and sports activities of university students have been considered.

Table 1. Operationalization of the variable: Managerial Leadership

Variable	Dimensions	Indicators
Management Leadership	Teamwork	Responsibility Trust Recognition
	Organization	Work agenda Use of time Forms of communication Work environment
	Community Participation	School-community linkage Inter-institutional linkage Opinions of the educational community

Source: Taken from Ruiz (2021)

With the dimensions of the variable Managerial Leadership, 10 items have been proposed, one for each indicator. The dimensions of the Managerial Leadership variable will be correlated with the variable Functional Management, which also has 10 items.

2.3.Sample: The sample was non-probabilistic, determined by convenience, considering the population that was willing to participate spontaneously and autonomously. All answered the two questionnaires (one for each variable), made up of: 02 Directors, 14 Teachers, 3 Administrative Staff, 16 Parents. The items were adapted from Ruiz (2021).



Each statement has 5 response options with the following assessment and symbols for interpretation using a Likert-type scale:

N: Never = 1 point CN: Almost Never = 2 points AV: Sometimes = 3 points CS: Almost Always = 4 points S: Always = 5 points

2.4. Procedures: To collect the data, first the validation of experts was done by three specialists who had experience in Leadership Management and Civil Service Management in university education; who in turn mentioned having experience in scientific research methodology, arguing that an investigation was being developed, after having the acceptance, they proceeded to dialogue with a small sample at pilot level made up of a Director, 2 Teachers, 1 Administrative Staff, 4 Parents, with this information the reliability was obtained, through the Cronbach Alpha coefficient; being reliable, because it is a value of 0.84 and 0.86 for each variable respectively.

The sample members were again contacted in person and by telephone to apply the questionnaires, so the questionnaire was physically provided to those on duty, who agreed to answer, after being informed of the importance of their participation.

III. Results

For inferential results, the Spearman Rho statistic (RS) was used; for significance: Sig=0.05 with a confidence level of 95%.

The following results were obtained:

The dimensions of the variable *Leadership (Teamwork, Organization, Community Participation)* were correlated with the variable Functional Management significantly because the Significance (Sig) = 0.000; with a confidence level greater than 95% in all correlations; which are detailed below:

In the study on civil service management and managerial leadership in public educational institutions, a significant relationship was found between *managerial leadership* and civil service management, with a high positive correlation (Spearman's Rho = 0.81; p-value < 0.05), with a confidence level higher than 95%.

Teamwork is also significantly related to the variable Civil Service Management, showing a very high correlation (Spearman's Rho = 0.85; Sig < 0.05)

Additionally, it was shown that the *Organization* with the variable Functional Management, showing a high correlation (Spearman's Rho = 0.77; Sig < 0.05), equally significant because the significance Sig < 0.05

Finally, *Community Participation* with the variable Civil Service Management, showing a high correlation (Spearman's Rho = 0.80; Sig < 0.05), equally significant as the significance (Sig) < 0.05



IV. Discussion

Educational management in the context of sport and mental health of students is essential to promote an environment that favors both physical and emotional well-being. Alcas Zapata et al. (2021) present a proposal for public management to face health emergencies, highlighting the importance of integrating tools such as artificial intelligence into educational planning. This translates into the need to create strategies that not only respond to health crises, but also strengthen the support infrastructure for student well-being in the sports and mental fields; in addition, the article by Wang & Hodge (2020) conducted a systematic review on transformational leadership in sports, addressing its effects on performance and motivation.

Bermúdez and Sáenz-López (2019) provide a valuable perspective by highlighting the relevance of emotions in physical education. Educational management should include programs that teach teachers to recognize and manage the emotions of university students during sports activities. This not only improves physical performance, but also contributes to positive mental health, creating a more inclusive and understanding environment; furthermore, Harten & Leach (2020) investigated the influence of leadership on sports performance and the importance of effective communication in organizational settings.

For their part, Bernate et al. (2020) address the importance of digital skills in university students in dance workshops, indicating that educational management must adapt to the new demands of the environment. The incorporation of technologies can facilitate access to resources that promote both sports practice and mental well-being, allowing students to explore new ways to stay active and connected.

The study by Caján Villanueva et al. (2021) also highlights how the mental health of specific groups, such as artists during the pandemic, is related to educational management. This suggests that strategies must be holistic and consider diverse realities to effectively address mental health in sports and academic contexts.

Also, the contributions of Dalmau et al. (2019) and Fuentesal-García and Zamorano-Sande (2021) emphasize the importance of including outdoor activities in physical education. Educational management should encourage experiences that not only improve physical skills, but also strengthen mental health through connection with nature. This can result in a reduction of stress and an overall improvement in the emotional well-being of university students.

Together, these studies underline the need for comprehensive educational management that considers sport and mental health as interrelated components, ensuring that students are not only physically active, but also develop an emotional balance that allows them to face academic and personal challenges effectively; so that later when they are developing some activity, they can be inserted into some employability Romero et al. (2022)

For its part, the study by García et al. (2021) on civil service management and leadership in sports activities and tutoring highlights how strategic leadership can improve students' academic and personal performance. According to an article by Bodolica et al. (2021), leadership based on support and active participation in extracurricular activities enhances the well-being and comprehensive development of young people. This approach highlights the relevance of the study carried out by Prashanth and Fu (2022) which offers a valuable analogy to understand how educational leaders deal with uncertainty in decision-making, particularly in contexts involving tutoring and sports activities.



It is essential that educational reforms, such as those proposed by the Ministry of Education, focus on transforming the management carried out by principals. The creation of a framework for good managerial performance that integrates both international trends and the specificities of the local context can be a significant step in this direction. This framework must contemplate clear indicators of success and evaluation mechanisms that allow constant monitoring of managerial performance and school climate; thus, Sullivan and Kearney (2021) explore how adaptive methodologies in educational leadership can transform management practices in extracurricular activities such as sports and tutoring. Their research highlights the importance of educational leaders implementing approaches based on flexibility and adaptability to foster an inclusive and participatory environment.

For their part, Ahn & Kim (2021) reviewed the literature on motor development in early childhood, which may influence adulthood and impact their university activities, and Wang & Hodge (2020) conducted a systematic review on transformational leadership in the sports field, addressing its effects on performance and motivation. These articles offer a deeper understanding of psychomotor skills and leadership in sports contexts, contributing to academic debates in these areas.

For these solutions to be viable, it is imperative to have the support and active participation of all the actors involved in the educational process. This includes teachers, parents and the community at large. Fostering an open and constructive dialogue between these groups will allow us to identify the specific needs of each institution and develop strategies adapted to its reality.

That is to say, the current challenges in management and leadership in educational institutions require a comprehensive approach that combines ongoing training for principals, the establishment of clear performance frameworks, and the active participation of the educational community. Only through this holistic approach can the school be transformed into a space that not only promotes educational quality, but also fosters an inclusive and motivating learning environment for all its members.

In the context of civil service management and leadership for sports practices and mental health of university students, various problems arise related to the implementation of physical activities in the natural environment. Dalmau et al. (2019) show that the school diagnosis reveals significant challenges in the integration of these practices within the Physical Education curriculum. Among the main difficulties are the lack of teacher training, the scarcity of resources and the resistance to change in traditional pedagogy.

To address these problems, several alternatives are proposed. Fuentesal-García and Zamorano-Sande (2021) suggest incorporating content on activities in the natural environment into the educational curriculum, emphasizing the need to adapt programs to facilitate practical experiences. These alternatives not only seek to enrich academic training, but also to promote the comprehensive development of university students through connection with nature.

Granero (2015) reinforces the idea that an improvement in teacher training is crucial to overcome curricular and methodological barriers. It is suggested that initial and continuing training programs for educators should include specific strategies for teaching in natural environments, as well as the development of skills related to the management of outdoor activities; in addition, pedagogical monitoring is considered relevant in the professional performance of teachers, Tantaleán et al. (2016)



It is important to address mental health, even better if it is promoted by managers because studies such as Mariotto et al. (2020) examine the medical costs associated with survivors of abnormal illnesses. Educational leadership in healthcare should incorporate strategies to address these financial and emotional challenges, promoting the holistic well-being of survivors; also the article by Smith et al. (2022) addresses financial toxicity in patients with complex diseases, proposing a multidisciplinary approach to manage it. This model could be adapted in educational settings, where managerial leadership should integrate the management of students' mental health in the face of the financial and emotional pressure associated with serious illness, contributing to the development of more resilient learning environments.

Real solutions to these challenges include implementing teacher training workshops, creating partnerships with local organizations that promote outdoor education, and developing teaching resources that facilitate the teaching of physical activities in nature. By fostering an integrative approach that combines civil service management and leadership, educational environments that are more conducive to the well-being and mental health of students can be created, thus promoting a holistic education that enhances both physical and emotional development.

V. Conclusion

All dimensions of managerial leadership were significantly correlated with performance management, demonstrating a 95% reliability

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