

Ujat Teachers: Leaders From The Classroom

Dr. Luis Manuel Hernandez Govea^{1*}

^{1*}Universidad Juárez Autónoma de Tabasco, México, luismgovea@hotmail.com, <https://orcid.org/0000-0001-6371-8135>

Citation Dr. Luis Manuel Hernandez Govea (2024). Ujat Teachers: Leaders From The Classroom, *Educational Administration: Theory and Practice*, 30(5) 15964-15967
Doi: 10.53555/kuey.v30i5.11137

ARTICLE INFO

ABSTRACT

Students talk about everything, especially when the teacher is disciplined, demanding, and strict in their classroom teaching. This is where our topic arises, as students sometimes view this from another perspective, one of weariness and labeling the teacher as "bad." Rarely do students, especially at the higher level, see the teacher as a leader, much less take advantage of that leadership to see themselves and acquire knowledge and qualities that will serve them in their future professional development, performance, and competitiveness in the workplace. Perhaps it is immaturity, which may be a topic for another study, but what interests us and is important to us is to know the opinion of students in the Bachelor of Communication program in the Academic Division of Education and Arts (DAEA) at the Juárez Autonomous University of Tabasco (UJAT) about working on their course content in the classroom with a teacher who demonstrates leadership. Without a doubt, it is within those four walls that the process of training a university student begins. Of course, the classroom is not the same as the professional field, and this is where the teacher, with their skills and content, but also with their leadership and characteristics specific to their training and pedagogy, must instill and, above all, prepare these students for the real world, for what will be their true experience. This cannot be achieved without the qualities and training or personality and attitudes of a leader. Leadership is therefore essential for the work of teachers in the classroom in our qualitative research, which, through a survey, invites us to learn the opinions of these young university students.

Keywords: Leadership, classroom work, teacher.

Introduction.

Times have changed a lot. We cannot train young people to be fragile, to break when they are corrected, when they are explained to seriously, or when they are told in a firm voice, without insulting or hurting them, that their academic activities or other tasks performed inside or outside the classroom are poorly done.

Conceiving that, as a student, your social role is to learn has been difficult for some young people today, especially because if it is assumed that this is why they come to the classroom, to learn, then they should not get angry or generate ridicule and accusations against the teacher, especially since the only thing the teacher wants is to teach them, under the premises of responsibility, excellence, respect, zero mediocrity, and commitment to what is being done.

If assumptions and beliefs among students interfere with the teaching process, this can lead to conflicts for the teacher, perhaps not with all students, but with some, especially those who feel hurt, offended, attacked, persecuted, and even singled out by their teachers.

The problem is that it is becoming common among students, especially those in universities, to forget that when they leave university, we are sending them into the workplace, and that is where they will be hurt, offended, attacked, persecuted, and even singled out by their bosses and even their own co-workers.

From the above, only a teacher with leadership skills can make their students understand that the qualities mentioned above, such as respect, responsibility, and doing things with excellence, are not demands from the teacher, but from real life in the workplace and professional field. The minds of young people are immensely

wonderful, to such an extent that they believe their teacher is their enemy. Well, we have read about cases in which students physically assault their teachers or insult and even hit them. But are there any students who consider the possibility that their teacher is only acting as a tool to help them become better at their jobs?

It is not easy, because the work of the teacher takes place in the classroom, where only the teacher and the students are aware of it, hence the need for clear communication processes in student training.

The objective of this research is to find out whether students in the DAEA.UJAT Bachelor's Degree in Communication consider themselves to be training to be leaders, based on the activities, assignments, and teaching they receive from their professor in the classroom, and whether these materials and academic activities make them feel and be leaders, capable of competing in the job market upon graduating from university.

We hope that the results will serve as a guide and guideline for generations of students at any educational level, so that their beliefs and assumptions about teachers who are strict and demanding in the classroom and in their professional training activities do not prevent them from being trained by the best teachers. As teachers, we owe it to ourselves to prepare, train, and work from within institutions with a single goal in mind: our students.

Development.

This research stems from a desire to know what really goes through students' minds when their teacher makes demands on them and when, in the teaching-learning process in the classroom, that teacher-academic activities-student relationship occurs.

But what is leadership, being a teacher, working in the classroom? Here we will look at some of the definitions. Velázquez points out that (Velázquez, 2002) leadership is a special form of power and influence, emphasizing that it is also, and this is what concerns us in this research, a skill based on someone's personal qualities to achieve voluntary compliance from their followers on a wide variety of issues.

And it is clear that, under these premises of influence and skills pointed out by Velázquez, this is how we want our students to learn and prepare themselves to be competitive in the immediate future, especially in the workplace, considering that it is the teacher who generates this leadership in their students, but not only through speech, but also through their work in the classroom and the academic activities taught by them and carried out by the students.

For his part, Barra says that (Barra, 1990) leadership in the classroom, generated by the teacher, whether male or female, must be established through constant control and supervision of the student in the classroom.

This can occur above all when academic work is done and prepared within the classroom. When it is done outside the classroom, it is not possible, as it is not possible to be with all students at the same time outside the classroom. But Barra helps us to emphasize that it is only in the classroom that we can generate and instill the leadership we want to sow in our students, as it is the space where we have access to them and can work with them.

Technical advisor in pedagogy Alejandra Elizabeth Gutiérrez Coronel points out in an article that being a teacher (Coronel, 2025) does not come so easily from studying education or training to be a teacher. Being a teacher is more than a profession and does not happen in institutions where one studies to be a teacher, but rather in the daily work in the classroom with students. as Gutiérrez points out, we are agents of change in the lives of our students.

Exactly, teaching happens in practice, in the classroom, in front of the group, there in those four walls where we work and put our heart and soul into a subject or academic activity. There is no other time, space, or place; it is only there that students learn, listen, ask questions, and solve problems. At home and outside the classroom, it is a different story.

Working in the classroom is extremely important (SNTE, 2016) , especially because when students have questions about an academic activity, the teacher is there to answer them immediately, thus reinforcing and emphasizing the teaching-learning process. Of course, we consider this in this research, which is why we analyze here the work that teachers do with students in the classroom, but not only from the perspective of learning, but also from that of leadership, with a view to finding out whether students take this example from their teachers and put it into practice to perform their activities with excellence, responsibility, and commitment.

Methodology.

Our research was carried out with students in the DAER-UJAT Bachelor's Degree in Communication program who are in their fourth semester of the degree program and are taking the course Informative Journalism, in which they must research, write, and publish an informative article, which must be published within a month and a half, in a state-circulated print media outlet, on state radio or television, and on their own social media accounts. It should be noted that if the student does not publish anything during the semester in which they

are taking the course, they will not receive credit for the course. We emphasize here that the article can only be written by the student in the classroom, in the presence of their teacher, but we also indicate that if the student attempts to publish in Tabasco's print and electronic media and is unable to do so due to factors beyond their control, the teacher will intervene to help them succeed.

That is why we will report here on the students' opinions on the preparation of this work in the classroom (informative article) on their achievement in having it published in the state media and on their leadership skills shared with their teacher.

To carry out our research, we used a 4-question survey as a research tool, making our research qualitative-quantitative in nature, as we had to investigate certain aspects and also quantify the number of students and the results of the variables under study. Our approach was exploratory, and these were the questions.

- 1.- What does leadership mean to you in relation to the subject of News Journalism?
- 2.- Do you think the news story you wrote in your news journalism class will be useful in the workplace?
- 3.- Do you think that publishing your news report in traditional print or electronic media will give you professional experience and leadership skills?
- 4.- Do you think you can consider yourself a leader for getting your news story published?

We consider it relevant to note that the students to whom we applied the survey belong to the 4 ACOM group of the Bachelor's Degree in Communication, from the February-August 2025 school year of the DAEA-UJAT, and that they took the Informative Journalism course. A total of 17 students were enrolled in the group (11 women and 6 men).

Variable	Percentage
Question 1. Leadership	
Being better	40%
5 students	
Strength	8%
2 students	
Achieving accreditation	52%
10 students	
Question 2. Grade and the job market	Yes 100% 17 students
Question 3. Publishing: experience and leadership	Yes 100% 17 students
Question 4. Leader if publication is achieved	Yes 100% 17 students

Results

- 1.- What does leadership mean to you in relation to the subject of News Journalism?

52% achieve accreditation. (10 students)

40% being better (5 students)

8% strength (2 students)

For 52% of students, leadership means passing the course, which obviously includes publishing their grade. Forty percent said that being better means learning in this course in order to be better, and 8% mentioned that leadership for them is strength in being able to take the course and complete the activities.

- 2.- Do you think the news report you wrote in your news journalism class will be useful in the workplace?

100% yes (17 students)

100% of the students said that the news article they wrote themselves in class will be useful in the workplace, meaning that this experience did teach them something.

- 3.- Do you think that publishing your news article in traditional print or electronic media will give you professional experience and leadership skills?

100% yes (17 students)

100% of students indicated that publishing their news article in newspapers and media such as radio and television or on their social networks will give them experience when they enter the workforce and make them feel confident and capable because they feel like leaders for having achieved this.

- 4.- Do you think you can consider yourself a leader for publishing your news article?

100% yes (17 students)

100% of the students consider themselves leaders because of the publication of their article, and this is wonderful.

Conclusion:

When there is effort and dedication, work and its results are valued more. Therefore, what we have found here based on the responses of our 17 students from the DAEA-UJAT Bachelor's Degree in Communication, who took and completed the Informative Journalism course, motivates our teaching work and also the work that students do in the classroom.

Of course, as teachers, we influence the education and lives of our students; that is inevitable. However, it should always be in a positive way, as we are preparing and training them to compete with thousands of people who are graduating from other majors and other universities. It is necessary to always remind our students of their social role as students. From there, they must recognize their teacher as a person with leadership skills and from whom, if they follow their instructions, they will learn the same: leadership and knowledge.

Recognizing ourselves as leaders as teachers will allow our students to be leaders, not only in the learning they acquire in the classroom, but also in their professional lives and in their own lives, because leadership not only helps in the professional field, but also in life.

There are comings and goings in the classroom over the months of work that take place there, but we must always try to maintain control and achieve our goal, which is for our students to graduate and be competitive, the best.

Our character as teaching leaders must never disappear. We have already seen that our students observe us and learn from us.