

The role of academic quality culture as an academic-administrative management strategy for rural educational institutions, case study of the technical educational institution la voz de la tierra Roncesvalles Tolima Colombia.



El rol de la cultura de calidad académica como estrategia de gestión académico-administrativa para instituciones educativas rurales, caso estudio institución educativa técnica la voz de la tierra Roncesvalles Tolima Colombia

Sánchez Prias, Efred Jaidin

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Magister
Universidad Monter (Morelia - Mexico)
efred.sanchez@sedtolima.edu.co
Orcid: <https://orcid.org/0000-0003-0076-9824>

ABSTRACT

Talking about academic management in basic and secondary education that the world recognizes the "colleague" as those work scenarios is important that this academic activity where the teaching directors are articulating axes, the educational institutions of the country Colombia, seek the assurance of the educational quality through management strategies according to guide 34 established by the Ministry of National Education MEN, this guideline works on 4 large components in the areas of Community Management, area: Academic Management, area: Administrative and Financial Management, area: Directive Management, it is important that an immersion process begins in 2004 where self-evaluation processes are carried out annually, as an establishment mechanism the element of social context serves, but it lacks elements that allow the monitoring of the results of the self-evaluation, as well as improvement plans, and action plans with which the action is sustained

nar, where the research contributes to the specific development model contemplated to favor directive and management practices for the improvement of the educational service.

Keywords: education, quality, improvement, recognition, continuous improvement

RESUMEN

Hablar de gestión académico en la educación básica y media que en el mundo reconoce los “colleague” como aquellos escenarios de trabajo es importante que esta actividad académica donde los directivos docentes son ejes articuladoras, las instituciones educativas del país Colombia, procuran el aseguramiento de la calidad educativa mediante estrategias de gestión según la guía 34 establecida por el Ministerio de Educación Nacional MEN, este lineamiento trabaja sobre 4 grandes componentes en las áreas de la Gestión de la comunidad, área: Gestión académica, área: Gestión administrativa y Financiera, área: Gestión Directiva, es importante que se inicia un proceso de inmersión en el año 2004 donde anualmente se realizan procesos de autoevaluación, como mecanismo de establecimiento sirve el elemento de contexto social, pero carece de elementos que permitan el seguimiento a los resultados de la autoevaluación, como también los planes de mejora, y planes de acción con los que se sustenta el accionar, donde la investigación aporta en el modelo de desarrollo específico contemplado para favorecer las prácticas

directivas y de gestión para la mejora del servicio educativo.

Palabras clave: educación, calidad, mejoramiento, reconocimiento, mejora continua

Introduction

An aspect that takes more than 15 years of work to consolidate a model of quality assurance for Colombian educational establishments, demarcate a path that as a purpose of improving the quality of public and private educational establishments annually perform their institutional self-assessment through a participatory and critical process, supported by the Guide No. 4, Manual of Evaluation and Classification of Private Educational Establishments, 2016 version, the Guide 34 Guide for Institutional Improvement from Self-Evaluation to Improvement Plan 2008 MEN, which establishes the explicit steps of articulation of a model that for all institutions establishes how they first self-evaluate, then prioritize improvement actions according to the installed capacity, structure and budget, then the action is carried out with an improvement plan that demarcates the 4 major components of the Management area, the first the management of the community, area: Academic Management, area: Administrative and Financial Management, area: Directive Management, but the expected results still do not account for the institutional improvement.

With the application of Law 115 of 1994 in Colombia, as the general law of education, since the application of a gradual framework with the entry of Law 1860, which proposes an argument on how to establish educational projects, assurance measures, the process and adequacy of each establishment, the processes of self-evaluation, co-evaluation, heteroevaluation. Institutional self-evaluation is the main tool for educational institutions to show their strengths and weaknesses and thus be able to design short, medium and long term improvement plans, which lead year after year to an improvement in the quality of education in educational institutions; As stated in the General Law of Education 115, "At the end of each school year, all educational institutions will carry out an evaluation of all teaching and administrative staff, their teaching resources and their physical infrastructure to promote the improvement of the quality of education provided" (p. 19).

The educational institution La Voz de la Tierra, made up of 18 sites, located throughout the municipality of Roncesvalles Tolima, applies the institutional self-evaluation at the end of each school year, oriented with the guide 34 of the Ministry of National Education, with the participation of teachers and teachers' directors, students and parents are not taken into account for the development of the instrument. Four work teams are formed: management, administrative, academic and community; each one of them gives a grade according to what has been observed during the year, at the end of the year they meet, the grades are exposed, the steps are unified and the document is sent to the Secretary of Education of Tolima. The educational institutions in Colombia must rethink themselves in relation to what they project in their Institutional Educational Project PEI, from the profile and scope, independent of the social, political and economic factors, which recognize their social identity, from the regional role that education plays, this corresponds to the training processes, addressing the implications that ensure which is the relevant quality model for the rural sector that allows identifying educational improvements according to their realities.

The subject of institutional self-evaluation has a wide variety of research works (Martín, Michaela (2002), Zuluaga, Olga (2005), Gonzales, Diego (2011), Cumaco, Ricardo (2011),....) which gives rise to the diversity of theories and interpretations, framed in self-evaluation, self-regulation and accreditation as elements inherent to the processes of improvement and quality, however the role that their results establish when it is necessary to argue the role of work between actors includes, what is the reality of Colombian educational institutions facing the educational quality, the results of self-evaluation are taken to generate institutional changes, educational operation, focus on the value of associativity that the institution requires. What leads to the development of the present research is the following question: What is the importance of identifying the academic-administrative management strategies linked to the quality assurance and self-evaluation system for educational institutions in Colombia?

We begin with a direct dialogue proposed by the studies conducted where from Díaz, D., Pérez, Y., & Jiménez, R. (2016), who from the descriptive analysis of self-evaluation models of educational institutions of basic and secondary education applied in the countries of Mexico, Argentina, Spain and Colombia, recognize the importance of the model, the factors that affect the development of the guide 34, the management of the

culture of quality and self-evaluation, the processes of continuous improvement that are developed with the work aspects.

However, Mican, Aguja, & Márquez. (2020), the use of iconic significance, the use of technology, the management of disruptive strategies incorporates the model of how to apply in sectors such as health, education, economy, social, allowing diagnosis and prevention through analysis and work with machine learning. Talking about self-evaluation establishes a framework for dialogue between authors, for Sánchez, D., & Poveda, F. (2015), there is an academic perception about what is evaluation, what is its context, what endogenous and exogenous factors establishes the classroom dialogue, where it is identified that the models on evaluation are aspects of academic Perception about evaluation in the educational context, it is crucial to develop a bet on evaluation as a formative and summative mechanism, this to take into account in the educational directive strategies.

According to Pacheco, R., Robles, C., & Ospino, A. (2018), by achieving an analysis of the academic administrative management in basic and middle school educational institutions in the rural sector, these scenarios allow establishing that there are differences between headquarters, the urban educational hull integrates strategies that do not reach rural institutions, each actor establishes the path of proper management, each manager, secretary of education functions as an articulator of the moments of evaluation. The international relationship also develops research in this value, for Correa, C. (2020), in a Peruvian institution establishes a correlation between teaching performance and pedagogical management as actors strategies, two instruments were applied, which provide through a correlational model, population of teachers of the institution, the results achieved evidence that teaching performance is significantly related to the dimensions: curricular, administrative and community of the rural educational network "Totorillas" of Guzmango, Contumazá, in conclusion, the teaching performance is significantly related to the pedagogical management of the rural educational network "Totorillas" of Guzmango, Contumaza, since the data through descriptive statistics reveal high percentages and inferential statistics, through the Pearson coefficient is $= 0.518$, which reaffirms the aforementioned correlation, to show that the strategy is directly proportional to the role of the teacher and his aptitude in the deployment of the strategy.

For Huamán, K. (2021), the process of implementing an educational culture reflects on how the role of the teacher in rural educational institutions establishes the value of a rural Peruvian region that recognizes how the understanding of its context provides the added value, a scenario that by recognizing in which the difference is established by access, coverage, digital technologies that as variables identify the results. However, for Medina, L., Chao, C., Garduño, E., Baptista, P., González, M., Covarrubias, C., ... & Ojeda, J. (2021), identify a scenario that with the covid 19 pandemic is experienced in all secondary education institutions, in Mexico this generated an impact on the culture of educational self-evaluation, it is a phenomenon that does not know the physical instruments and its virtual migration, the percentage of participation that decreases with the integration by this economic, legal, social, environmental factors.

Cases such as the one in Spain that recognizes self-assessment but additionally involves the processes of plausibility and falsification of each element, for Signes, E., Palomares, R., Hernández, J., & Castiblanque, R. (2021), the validity of the instrument to measure the territorial competence applied as the READI matrix that allows the participation in the territory, from a geographical component, for this reason it is crucial that each country has its regulations, but the instrument must contemplate the context where it is developed, or if the unification of actors that allow validating in a continuous and permanent way. In what was done by Vaca, V., Reinoso, J., Guerrero, M., & Torres, Á. (2020), in Ecuador, it is established which is the difference of an articulated model that recognizes diversity, multiculturalism, respect for gender, this because ethnic, racial, differential actions establish the context and its social reality as elements of dialogue and analysis, for the research conducted it is conclusive that each model is susceptible to improvement and opportunity for change to strengthen the participation of each actor.

We begin this argument from the development of a dialogue of actors that correspond on the value of educational quality in educational institutions of basic primary and secondary, for Bolívar, A. (2018), the process of institutional self-evaluation recognizes in the internal improvement which is the role of the counterparts, the objectives, scopes and associated dynamics, self-evaluation seen from different contexts, explaining which is value of the levels and functions where you want to organize which are the terms that value the attitude and relationship necessary for it to work in educational terms. According to Ravela, P. (2020), the self-evaluation process establishes mechanisms for continuous improvement where the reality is

applied from how to identify aspects of continuous improvement provide school value and how the time in which these realities are measured are the moments of decision making, each value that enters the institutional metrics makes the educational community participate in the recognition of pros and cons of the institution.

However, with the generation of instruments and guidelines for quality assurance in educational institutions, it is resorted to consolidate implementation strategies for educational institutions, according to Martínez, M., Ramírez, S., Henao, G., & Rodríguez, S. (2018), there is a model that year after year is established in the institutional argumentation, where the recognition is raised from the Institutional self-evaluation in basic and middle education in Colombia, period 1994 to 2014, as an exercise, as work and strategy of establishment of the General Law of Education in 1.994, the first approach develops opportunities of how to improve the institutions that offer academic programs, from pedagogical models and strategies. A value that is established with the work of continuous improvement, for Calderón, M., & Rodríguez, A. (2020). Institutional self-evaluation from the voices of the subjects. *Revista paca*, (10), 33-49. José María Carbonell and El Venado (Rural Zone), the Pre-school and basic primary levels operate, and in ... For the preparation of this report, the MEN Guide 34, the institutional documents, in particular the PEI and the Institutional Self-evaluation, the study conducted by Rodríguez Maritza 2018, from the Externado de Colombia University "Institutional evaluation as an instrument for improvement in the quality of education at Nicolás Gómez Dávila School" are analyzed.

The document develops a research work carried out at the Nicolás Gómez Dávila School, in order to obtain a Master's degree in Education, with emphasis on management and evaluation at the Externado University of Colombia. This research work is structured in four chapters, the first one comprises the problem statement, the research question and the objectives of the study, then the frames of reference of the study are presented, mainly observed from the perspective of evaluation as a process that leads fundamentally to improvement and is supported by various instruments, the third chapter defines the methodological design of the research, from the qualitative and interpretative approach and to conclude the research, the findings and conclusions of the study are presented.

This research is based on a qualitative paradigm, which allows us to have a holistic view of the world and the context in which we will develop this research, likewise, this design does not consist of a single method, but variations can be made according to what the researcher needs and the context in which we work, i.e. it is flexible, and also depending on the findings and conclusions about the situation under study, we can propose modifications that favor the dynamics of the research process. For this reason it is pertinent for this study, thus favoring its results. Qualitative analysis is a dynamic and creative process that feeds fundamentally on the direct experience of the researchers in the scenarios studied, so this stage cannot be delegated, i.e. the researcher must be in contact with the study and, according to his experience, provide contributions and points of view. (Amezcuca and Gálvez, 2002, p. 431).

The study is given in the purpose Identify the academic administrative management strategies linked in the system of quality assurance and self-evaluation of the educational institution La Voz de la Tierra of the municipality of Roncesvalles Tolima Colombia 2019-2020, by recognizing the processes of the directive management employed by the targeted rural educational institution, from the development in the self-evaluation processes as a challenge of continuous improvement in the period 2019-2020, after Identifying the impact of the self-evaluation processes according to the articulated academic administrative managements according to results of the period 2019-2020, to establish a coherent academic administrative management plan for rural institutions that recognize their performance and generate prospective results. The development of the Referential Framework establishes how the concept is, what is the development of the bet, how the actors are established, and how to relate Colombia as a framework of study from the rural context, with the strategic direction in secondary education, The strategic direction within an educational institution becomes an interactive and integral process of formulation, implementation and control of the strategy, which contain inputs that seek to transform to acquire various results that impact on the satisfaction of various types of demands of the environment within the institution itself. It is therefore necessary to be equipped with technical tools, a good treatment to the human factor and a minimum of resources, which direct the way to achieve the proposed objectives and fulfill the institutional vision and mission.

In this sense, the application of this orientation in basic and middle school institutions becomes a necessity, especially in public entities. Moving various dimensions in a

vulnerable, dynamic and uncertain environment. These strategies are structurally integrated by very heterogeneous and independent units or dependencies in relation to decision making. Oriented to the development of quality and management excellence; the latter as key success factors. Thus requiring a process of reflection on their actions and the inclusion of medium and long term orientations in their agendas. It wants to have control over the strategic actions to ensure that the basic and secondary educational institutions are as less insecure as possible and to achieve the expected results trying to seek the best possible balance of the organization with the environment. (Abesada & Almuiñas, 2016). According to, Abesada & Almuiñas (2016) states that strategic planning is a process whose main purpose is to design the institutional strategy to respond to different types of current and future demands (economic, social, political, demographic, scientific-technological, educational, cultural and environmental), and consciously transform the environment with high levels of relevance and quality in the results of the basic and middle school processes. Of the various models of strategic planning, although they differ in the order of moments, some of these are: mission, strategic diagnosis, vision, strategic objectives, goals and specific strategies, and strategic control is responsible for determining whether the strategy is contributing to achieving the goals and objectives proposed for the organization or whether timely changes or adjustments are required (Ronda and Marcané, 2004, p. 71).

The curriculum is a pedagogical matter, the curricular articulation of training would be linked to pedagogical processes, not only to structural and organizational determinations. As previously stated, this is a discussion that is becoming increasingly interesting for those who express a concern in their professional practice in relation to research training as an essential component in human formation in the spheres of formal education (Garzón and Gómez, 2010). (Garzón and Gómez, 2010). Instruments, educational management in secondary education is derived as the management of the internal environment of the teaching entity towards the achievement of its objectives. Certain authors and organizations relate it to the aspects of new trends and educational innovation, total quality and the use of technologies in its development. Likewise, the Ministry of Culture and Education of Argentina since 1996 considers it as "the set of processes, decision making and execution of actions that allow carrying out pedagogical practices, their execution and evaluation" (Vidal Ledo et al., 1996). (Vidal Ledo et al, 2008) cited by Farfán, Mero and Sáenz (2016).

In this sense, Figueroa (2018) is taken into consideration, when he says that an appropriate educational management of secondary education will respond for the success of its objectives, taking into account the following four dimensions. The organizational dimension: teachers and managers, as well as students and parents, develop their educational activity within the framework of an organization, together with other colleagues, under certain institutional rules and requirements; such as the formal structure (organization charts, distribution of tasks and division of labor, use of time and spaces). The pedagogical-didactic dimension: The educational institution's own activities that differentiate it from others and that are characterized by the links that the actors build with knowledge and didactic models: teaching modalities, teaching and learning theories underlying teaching practices, the value and meaning given to knowledge, the criteria for evaluating processes and results.

The community dimension: Promotes the participation of each of the different actors in decision-making within the institution. Considering the cultural perspectives in which each institution considers the demands, requirements and problems it receives from its environment (links between school and community: demands, requirements and problems; participation: levels, forms, obstacles, limits, organization; rules of coexistence). The administrative dimension: It considers government actions that contain strategies for the administration of human and financial resources and the time required, as well as the management of significant key information for decision making. Hence, this dimension is linked to the tasks required to provide, in a timely manner, the human, material and financial resources available to achieve the objectives of an institution, as well as to the multiple daily demands, conflicts and negotiation, in order to reconcile individual and institutional interests. (Frigerio, Poggi and Tiramonti, 1992).

The educational management of secondary education lies in: Exhibiting a comprehensive, coherent and united decision-making profile. Specifying institutional objectives, proposals for action and priorities in the administration of resources. Defining actions to extract future advantages; discussing both the opportunities and threats of the environment in which it is inserted, as well as the achievements and problems of the organization itself, this to engage all institutional actors, defining the type of educational service offered. (Farfán, Mero & Sáenz, 2016). From the above, the educational management of Secondary Education would have to deal with: The people to whom formal, informal and non-formal education is oriented. In this case, we have

children, youth, adolescents and adults. The different fields in which educational management would be focused are the strategic management of education, the operative management of education and the functional management of education in all its senses. Being associated with a complex management process, which involves, among other fundamental aspects, the analysis of the conditions and environments giving rise to educational events, the planning and organization of the set of activities developed by the relevant educational institutions, involving the differentiated and permanent work of the entire structure of the Ministry of Education.

To achieve the high objectives of secondary education in the different educational areas and spaces, in an optimal way, in times often determined by political conditions not exactly academic, financial resources, generally in cases considerably insufficient, implementation of general or specific urgent policies, for which consensus and contribution of wills are required, as well as the effort of all the people interested and benefited from educational practices, pedagogical and didactic aspects. In this sense, we consider that training, work, research, learning and teaching are intertwined and developed jointly, related to each other. (Mora, 2009). Similarly, it is important to note that since 2008, the MEN formally published Guide No. 34, leading to the progressive improvement of institutions. This Guide is organized in three stages: institutional self-evaluation, elaboration of improvement plans, monitoring and evaluation of the improvement plan, as will be seen below.

An instrument for reflection and orientation is GUIDE No. 34, INSTITUTIONAL EVALUATION. This framework shows the evolution of educational institutions from being closed to being autonomous. In other words, a current educational institution should be characterized by being open to improvement processes from its management paths in order to meet the proposed goals and objectives. Institutional management must account for four management areas, which are: directive management, academic management, community management, administrative and financial management. Management: This refers to the way in which the educational institution is oriented. This area focuses on strategic direction, institutional culture, school climate and governance, as well as relations with the environment. In this way it is possible for the rector or principal and his management team to organize, develop and evaluate the general functioning of the institution (MEN, 2008, p. 28). Therefore, directive management is responsible for guiding the educational institution in the process of strategic direction, school climate, school governance, relations with the

environment and institutional culture. Therefore, it is feasible that the rectors of each institution with their management team organize, develop and evaluate the functioning of the institution. Therefore, educational institutions have to generate spaces where teachers and school managers evaluate the strategic direction process, which has to be periodically in various chronological spaces during the school year in order to comply with the proposed goals and objectives. In this sense, the directive management will promote the action plan, monitoring plan and annual operational plan based on the proposal of Guide 34.

In the same way, academic management is the essence of the work of the educational establishment, it indicates how its actions are focused to ensure that students learn and develop the necessary competencies for their personal, social and professional performance. (MEN, 2008, p.29). On the other hand, academic management is in charge of guiding and improving the processes of the Institutional Educational Project (PEI) and pedagogical processes. Likewise, it assumes the processes of curriculum design, class management, academic curriculum, academic monitoring and the institutional evaluation system. In the same sense, these processes are the basis for the study plan that give rise to the pedagogical approach and its lines of action oriented by the academic councils and coordinations. Likewise, in Guide No. 34, it mentions the administrative and financial management area that supports the institutional work as a support to all academic management processes, administration of the physical plant, resources and financial and accounting support. (MEN, 2008, p.27). Likewise, Community Management: is in charge of the institution's relations with the community; as well as participation and coexistence, educational attention to population groups with special needs under a perspective of inclusion, and risk prevention. Within these areas there is a set of processes and components that must be evaluated periodically, in order to identify progress and difficulties, and thus establish actions to overcome problems (MEN, 2008, p. 27). Guide 34 (MEN, 2008) analyzes management as the beginning to promote continuous improvement and this requires the establishment of a route:

The implementation of school improvement processes requires that the management team, made up of various members of the educational community and led by the rector or principal, be organized to carry out some of the planned activities. In this exercise of evidence, the conformation of work groups and the definition of responsibilities, as well as the organization of tasks and the establishment of times and deadlines to perform them (MEN, 2008, p. 32).

In other words, the management team is the one that leads each of the parts of the process of conformation and organization of the work team, who are the ones that set in motion the improvement route. Each of the leaders of the process consolidates its management through the application of the procedure, formats, annexes, instructions, everything that can contribute to continuous improvement. To support this work in the educational establishments, so that it is very efficient and productive, a route of three stages is proposed to be repeated periodically, since they are part of the cycle of continuous improvement. These contain, in turn, steps and activities, the completion of which should lead to precise results that will allow advancing to the next stage. (MEN, 2008, p. 32). The first stage of the continuous improvement path is institutional self-evaluation. This is the moment in which the educational institution collects, systematizes, analyzes and evaluates information related to the development of its actions and the results of its processes in each of the four management areas. This makes it possible to draw up a balance of strengths and opportunities for improvement, which will be the basis for the formulation and implementation of the improvement plan (MEN, 2008, p. 32).

Thus, it can be clearly and convincingly evidenced that the institutional self-evaluation is of utmost importance to be carried out with the working group in order to collect, analyze and evaluate the data collected and thus constitute concrete actions that allow the results to be specified. According to the Ministry of National Education (MEN, 2008): The second stage consists of the elaboration of the improvement plan. It is recommended that this plan should have a three-year horizon for which objectives, activities, times and persons responsible for each task will be defined, in order to achieve the purposes agreed upon for each of the management areas. (p.32). With all this it is evident that the improvement plan is the formulation of objectives, goals and definition of indicators and activities. With the purpose of establishing the results obtained and difficulties. That is, in search of quality education.

Educational management, which arose in the 1970s in Latin America, proposes a teaching approach in which the efficiency and scope of the integral processes in each institution are visualized, these processes being a requirement to comply with the objectives and goals of education (MEN 2008). Regarding the conception of management, it can be stated that it is a structured disciplinary field, related to human

action in organizations; and that its purpose is to obtain results. (Barrera, 2007, p.8), citing Cassasus (2001), management can be approached as: "The ability to generate an adequate relationship between structure, strategy, systems, style, style, and capabilities. The systems, the style, the capabilities, the people and the superior objectives of the considered organization". As for management, we could visualize it with the conception of administration in order to order and maintain a group work where specific objectives are developed and carried out. On the other hand, Management is applied at different levels and functions; we must distinguish Educational Management (Policies, methods and means for the production of the educational service) from Pedagogical Management (Teachers, Curricular Design, Methodology, Didactics, Educational Evaluation, Research, Innovation for Educational Innovation). Educational Evaluation, Research, Innovation for the generation of student learning). (Barrera, 2007, p. 8). Considering the above, educational management can be interrelated with pedagogical management in order to make the educational system work efficiently and effectively. In this way, the management process is related to educational quality through the measurement of competencies applied throughout the educational context with a view to obtaining good results. In this sense, Guevara (2017: 161) exposes that: the policy of educational quality in the last two decades has conceived the concept of educational quality from the mercantile point of view, with the aim of agreeing to the educational system through efficiency and measurement of results. Thus, quality is conceived within a business logic, problematizing the school as a competitive institution, in such a way that the measurement of competencies is transformed into an indicator of good or bad student results.

The strategic educational management model for secondary education. According to Mata (2016) citing Johnson-Laird (1983), models encourage to understand and explain physical and social systems with which we interact consecutively and, in this way, anticipate and predict their behaviors. Hence, an educational model becomes a representation of conceptual character of the controversial educational reality; born from the successive approaches to the interactions and practices that occur in it; allowing the understanding of a part of reality, requiring an effort of classification, qualification and recovery of common elements in a highly representative group, which can be transferred for its application in similar scenarios, given its generic nature. For the case of the Strategic Educational Management Model (MGEE), which is based on strategic management, relating to organizations that are grouped in the

attention of substantive issues and develop practices and relationships that deal with ensuring the expected results. (Vázquez, 2010).

Figure 1. Strategic Educational Management Model, source: Retrieved from (Vázquez, 2010).



According to Loera (2004), the MGEE recovers key components derived from educational change movements that recognize the most relevant features and provide foundations emanating from the educational transformation process of schools benefiting from the Quality Schools Program. Thus, an innovative proposal emerges with the purpose of contributing to and guiding the transformation of school management, with a strategic approach.

The MGEE is based on Article 3 of the National Constitution of Colombia, which states that the education provided by the State shall develop those faculties of the human being and shall foster love of country and international solidarity, independence and justice; in the "Law 115 of 1994 - General Education", which orders the organization of the Colombian General Education System, which considers that the development of an educational process is based on principles of freedom and responsibility, ensuring harmony between students and educators, promoting group work, communication

and dialogue between students, educators, parents and educational institutions. From the above graph, it can be deduced that at the center of the MGEE is the educational community, constituted by all the educational actors of the different levels of the system, the reason and fundamental nucleus of this model, within the framework of a new educational management. In the upper center of the second plane are the components required for the operation of the MGEE: Shared Leadership, Collaborative Work, Responsible Social Participation, Strategic Planning and Evaluation for Continuous Improvement, all of them interdependent, since the application of one implies the implementation of the others.

For authors such as Abraham (2009), shared leadership is associated with managerial performance because it is considered a leader, given that it is based on research done with those who exercise leadership, this is associated with the strategies used, the attitudes assumed and the particular way of leading the institution. (p.58). All this seems to affirm that leadership does not only depend on the managers, but also on being able to use strategies and teamwork. This can improve educational institutions by transforming the organization and functioning of schools. Thus, as expressed by Abraham (2009): Leadership energizes educational organizations to recover the meaning and pedagogical mission developed from objectives aimed at achieving powerful and meaningful learning for all students. (p.59).

As a management component, it can be stated that collaborative work is understood as the joint efforts of an educational organization to achieve common objectives. It involves processes that facilitate understanding, planning, action and joint reflection on what is to be done and how. (Abraham, 2009, p. 63). Having said this, the component of flexible teaching practices is the proposal that he makes to teachers, regarding the forms and purposes of their daily practice that, beyond being satisfied with achieving a set of curricular content, must ensure that students develop skills that allow them to integrate and develop fully in subsequent educational levels and in life itself. (Abraham, 2009, p. 64).

According to Abraham (2009), the strategic planning component is defined as the systemic and systematic process for the continuous improvement of management, derived from self-evaluation and based on consensus, which directs the actions of the school community towards desired scenarios in the medium term. (p.66). For Johnson

(2006). The strategic planning component is understood as the adaptation of an organization's activities to its environment and its resource capacity.

On the other hand, for Serna (2017), strategic planning is the process by which decision makers in an organization obtain, process and analyze relevant internal and external information, in order to assess the present situation of the company, as well as its level of competitiveness in order to anticipate and decide on the direction of the institution towards the future. The first identifies the needs of the organization, its purposes, mission and objectives in order to direct resources and activities towards the achievement of the vision through long, medium and short term strategies. The second stage, the application stage, develops the actions foreseen in the planning. The third stage evaluates the results obtained and controls possible alterations. (Rico, 2016). All strategic planning in secondary education has as its fundamental purpose the analysis of the internal and external environment, with micro and macro-structural perspectives. Educational institutions identify their weaknesses, opportunities, strengths and threats, as well as their competitive environment, with which it establishes strategies aimed at solving problems that favor the achievement of institutional objectives. It is a way of making explicit and socializing the strategy at different levels to facilitate academic, administrative and financial management. (Daza, 2010).

When a strategic plan is generated, the aim is to "provide a response to organizations when problems arise in the midst of these strategies that seek to try to harmonize their relationship with the surrounding environment" or "the set of policies and actions defined by the organization to try to achieve its long-term objectives" (Mad Comunicación, 2007, p. 95-96). (Mad Comunicación, 2007, p. 95-96) Quoted by García, Osella and Ugarte (2009). For Abraham (2009), the "fifth component" of evaluation for continuous improvement is defined as the collective and critical assessment of the processes implemented in its planning, development and impact phases, characterized by an attitude that assumes responsibility for its own results and openness to external judgments, fundamental factors for decision making (p. 70). (p. 70). In this sense, Abraham (2009), establishes the component of responsible social participation as follows: Social participation starts from the opinions of society and its organizations as evaluators of public policies considering the common good. In the case of the school, it refers to the participation of parents, the community and organizations interested in the school's affairs, in cooperating with the collegiate in the

formulation and execution of the school plan, making joint decisions and performing tasks of social control. (p.73). According to Abraham (2009), the seventh component, accountability, refers to the processes established by the school to inform the educational community of the activities and results of its management; it includes the organizational and classroom climate, the teaching and learning process of students and the administration of resources (p.76). (p.76). Therefore, accountability is part of strategic management as a mechanism of communication around the events of the activities and results that are generated in the school in order to promote good decisions around the institutional educational project.

Materials and methods

The research approach of the study in relation to the research problem, the current design according to Hernández, Fernández and Baptista (2003) in Pereira (2011, p17) point out that mixed designs: (...) represent the highest degree of integration or combination between qualitative and quantitative approaches. Both are intermingled or combined throughout the research process, or, at least, in most of its stages (...) it adds complexity to the study design; but it contemplates all the advantages of each approach. This research work is of mixed type (quantitative and qualitative) since it starts mainly from the analysis of the results of the self-evaluation carried out in the period 2019-2020 for the identification of the academic-administrative management strategies linked in the quality assurance and self-evaluation system of the educational institution La Voz de la Tierra of the municipality of Roncesvalles which will allow classifying them, This will allow classifying them, qualifying them and interpreting the significant difference between each one of their data, accompanied by the design of tools composed of the interpretations or perceptions of the actors at that moment that will allow complementing and understanding the results. The research method, this research work has the application of matrix tables of analysis from the instruments of self-evaluation and improvement that are handled in the institution and MEN protocols that enrich the quantitative component and in the qualitative component will be used documentary review, questionnaire to pedagogical personnel.

POPULATION AND CHARACTERISTICS

As previously mentioned, the population selected for the development of this research is composed of the academic community that participates in the quality assurance and self-evaluation system of the educational institution La Voz de la Tierra in the

municipality of Roncesvalles. Sample, according to the research topic and the objectives set out at the beginning of the process, it is proposed that the base population are the directors, teachers, community participating in the quality assurance and self-evaluation system of the educational institution La Voz de la Tierra of the municipality of Roncesvalles in the period 2019-2020.

CATEGORIZATION

In this research, three research categories were established in order to know the different opinions of teachers and students regarding articulation and models in secondary education, strategic direction of educational management and management models and educational quality.

Table 1. *Categorization*

Specific objectives	Research categories	Subcategories emerging categories	Instruments
Target	-Educational Quality and Management Models	-Educational Management Models.	
To examine the management processes used by the educational institution in the face of the current development on the articulation of secondary education to higher education.		-Strategic Educational Management of Secondary Education.	Questionnaire with open-ended multiple choice response options.
		-Components of the Strategic Educational Management model.	Survey
		-Strategic planning applied to educational	

management in
secondary
education.

- Educational
Quality

Table 1. *Description of research categories and subcategories. Source: Prepared by the authors.*

INSTRUMENTS

The data collection techniques that were applied to the research process is that of interrogation or questioning through the survey to teachers and students. According to Paramo (2008:55), he clarifies that the questionnaire is the most used data collection technique in social research, mainly because it can be used to collect a large amount of data on attitudes, interests, opinions, knowledge, as well as demographic and socioeconomic data. As well as demographic and socioeconomic data. In this sense, a curricular plan that articulates academic secondary education with the entrance to higher education, management and curriculum processes is analyzed.

TEACHER SURVEY

The technique used for this research was the survey, the purpose of which was to collect information on the processes and pedagogical practices of articulation in secondary education. Specifically to a group of people with a succession of similar questions for each one and in its totality of ten questions, each one of them with 4 selection options to be answered by marking the option of preference for each teacher. This survey was applied to (2) teachers, two (2) who are leading managers, six (6) teachers and two (2) Basic Education teachers.

STUDENT SURVEYS

The interrogation or questioning techniques are the main ones in the research processes and, for this purpose, a main technique was established, the survey directed to students, which was established in two moments, in a first space, a diagnostic survey

of open response was carried out. For this survey conducted with students, it was mainly focused on a research category, namely, the middle school articulation, conception, models and its status in Colombia. This survey was carried out under the modality of seven questions with several answer options and three open questions in relation to the topic assigned to this category. This instrument of inquiry in research is defined by authors such as García Fernando (1993), who states that the survey is: An investigation conducted on a sample of subjects representative of a broader group, which is carried out in the context of everyday life, using standardized interrogation procedures, in order to obtain quantitative measurements of a wide variety of objective and subjective characteristics of the population. (p. 125). In this sense, the survey is established as a means to collect information from a representative group in a given population. Likewise, this type of tool makes it possible to know the conception that a group of people have of a specific topic according to certain themes.

FIRST INSTRUMENT NAME

Questionnaire with open-ended multiple-choice questions.

SECOND INSTRUMENT NAME

Questionnaire with open-ended multiple choice response options. Survey

THIRD INSTRUMENT NAME

Questionnaire with open-ended multiple choice response options.

Survey

METHODOLOGICAL PHASES

Documentary review initial data collection period 2019-2020

Tabulation and analysis of self-assessment results

Application of a questionnaire to pedagogical personnel.

Conclusions and recommendations.

Results

Null hypothesis; by determining the academic-administrative management strategies linked to the quality assurance and self-evaluation system for educational institutions, not only the culture of quality is promoted, but also the educational service is improved. The significant contribution is given in the value of self-evaluation and the culture of quality, where each element is based on the development and performance of formative, summative, systemic evaluation, which brings together elements of educational management where the actors are called upon to determine the educational change, but with an objective and contextualized diagnosis.

Conclusions

It is expected to determine strategies that lead to the improvement of the educational service focused on the potential of transit elements, the educational system must understand the endogenous and exogenous factors that surround the educational act, as the social, economic and political factors, among others, influence it.

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