

## **Systematic review with a hermeneutic approach of the terms for the transmission of research results, academic management, school management, educational quality, efficiency and effectiveness, for institutional improvement at the Talita "Cumi" School, period 2023**



**Revisión sistemática con enfoque hermenéutico de los terminantes para la transmisión de resultados de la investigación, gestión académica, gestión escolar, calidad educativa, eficiencia y eficacia, para el mejoramiento institucional en el Colegio Talita "Cumi", periodo 2023**

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### **ABSTRACT**

The development of the research project allows the writing of this literature review article in which the determinants of the academic management for the assurance of the quality of education in the Talita "Cumi" School, Medellin-Antioquia are exposed. The general framework of the research is presented from which the research scenario, previous related research, justification and description of the problem will be known. The main objective of the research is stated; to establish a model of effective academic management for the assurance of the quality of education. From a pedagogical and research work created strictly for the approach of the detected problem, in the frame of references of the research, the theoretical and conceptual foundations of each of the categories of the conceptual framework will be found, especially those that are proposed to be analyzed as components of the

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academic management for the assurance of the educational quality. From the laws, decrees and guiding guidelines, the regulations that govern the legal and juridical nature of the research work will be supported.

**Keywords:** Management, efficiency, effectiveness, educational quality, academics

## RESUMEN

El desarrollo del proyecto de investigación permite la redacción del presente artículo de revisión literaria en el cual se exponen los determinantes de la gestión académica para el aseguramiento de la calidad de educación en el Colegio Talita "Cumi", Medellín–Antioquia. Se presenta el marco general de la investigación desde el cual se conocerá el escenario de la misma, investigaciones previas relacionadas, justificación y descripción del problema. Se enuncia el objetivo principal de la investigación; establecer un modelo de gestión académica efectiva para el aseguramiento de la calidad de la educación. A partir de un trabajo pedagógico e investigativo creado estrictamente para el abordaje de la problemática detectada, en el marco de referencias de la investigación, se encontrarán los fundamentos teóricos y conceptuales de cada una de las categorías del marco conceptual, especialmente aquellas que se proponen analizar como componentes de la gestión académica para el aseguramiento de la calidad educativa. Desde las leyes, decretos y lineamientos rectores se sustentará la normatividad que rige el carácter jurídico y legal del trabajo de investigación.

**Palabras clave:** Gestión, eficiencia, eficacia, calidad educativa, académica

## Introduction

The educational context of Colegio "Talita Cumi" in the city of Medellín-Antioquia, Colombia and its educational needs, requests the optimization of institutional processes from an educational project that seeks to innovate in new pedagogical techniques that facilitate in a comprehensive manner, provide information and generate meaningful learning that contribute to the construction of good development in academic management for the improvement of educational quality. For Gutiérrez (2023), the actions and actions towards a quality and sustainable education represent the junction of the cultural and social transition of the XXI century. An important objective in education should be to prepare students with sufficient competencies and skills, from all its management processes.

Belonging to the Minuto de Dios Corporation, the "Talita Cumi" school provides educational attention to the adult population or young people in extra-age, with a total of 290 students. It seeks to provide training opportunities and promote inclusive education which, as Naranjo and Carrasco point out in their publication in the Education Forum 2023, on the importance of inclusion in different contexts within the framework of education. Education becomes an essential way to face the challenges of the 21st century; it is also a scenario from which inequalities, destabilizing technological innovations, climate change, conflicts, forced displacements, intolerance, etc., can be addressed (2022). In this sense, promoting alternative models to contribute to the improvement of educational processes is an opportunity not only for personal progress but also for social contribution.

Therefore, from the educational model offered by "Talita Cumi" school and the urgency of contributing to the quality assurance of the service provided, the Institutional Educational Project seeks to have the pertinent parameters for the attention of all the formative components based on the meaning of education for adult life. The quality of education is a duty that must be addressed from the perspective of globalizing discourses and social realities, Mesa (2022) mentions regarding the valuation and importance of the concept of educational quality, its theoretical and epistemological foundations.

Impacting life from the strategies of permanence and academic improvement that favors the overcoming of inequality of opportunities for the population served, would

be a significant opportunity not only for the school to demonstrate its valuable capabilities in the service of education, but also the opportunity to overcome the difficulties of the school context; both for its social situation, so many cultural, economic and personal training factors. For example, according to Piña and Pérez in their publication on the representations of socio-cultural diversity in schools, rejection and discrimination as social factors can be addressed directly from the institutional regulations (2022).

With the purpose of establishing a pertinent theoretical support on the concepts and the subject matter of the research work, together with the need to establish pertinent criteria for the construction and implementation of the proposal, it was important to carry out a rigorous review of the background that allowed the researchers of the work, an understanding from the hermeneutic reflection in depth, of the previous studies related to the research; Their epistemological, theoretical and conceptual contributions, which for Quiroga, Terrón and Cárdenas (2022) would be understood as conceptual delimitation, determined to support the problem from different scenarios, with clear purposes and a specific problem.

For Valles and Parra (2022), from their model of referential search on disruptive education, the consultation of works extends the notions on the problem raised, it is for this reason that, with extensive research from different scenarios, it was traced as a route for the proposal, to have different approaches to each of the concepts, and thus to understand them and compare them in perspective with the type of education that is expected in the school "Talita Cumi".

From the background search, it is concluded that most of the documents consulted deal with new methodologies planned directly from the educational institutions, in search of fostering commitment and adequate information from the processes offered by the Educational Project of academic management and thus, promote the quality assurance of education. This means that the support of each of the documents consulted was timely information to expand the notions of the problems detected in different contexts from the perspective of improving the quality of education, as stated by Santillán (2022). During the research work, it was one of the phases of the work that most contributed to the achievement of the research objectives.

Having the knowledge and starting from the research work on previous problems, allows us to situate the context of educational needs Rijst & Admiraal (2023). For the "Talita Cumi" school, it is considered from the reflection of the previous research consulted and from the identified problems, to establish the following problem question: What is the importance of establishing a contextualized and relevant

academic management model for the assurance of the educational quality of the Talita Cumi School in the city of Medellin? Therefore, the general objective was to establish an effective academic management model for the assurance of the quality of education at the "Talita Cumi" social development school for the care of young people.

As a guide for the achievement of the general purpose of the research work, the following specific objectives are established:

To recognize the model from the characterization of the academic management through the recognition of the dynamized focused in the school of social development for the attention to the young Talita Cumi, in the city of Medellin, in the department of Antioquia.

Establish a model of relationships according to the space focused from the academic management.

To present the model by means of structuring equations on the academic management of the school of social development for the care of the young Talita Cumi, in the city of Medellin, in the department of Antioquia.

The first chapter, dedicated to the general framework of the research, culminates with the presentation of the pedagogical and epistemic reasons that allow the authors of this article to intervene in the educational needs of the school; likewise, the delimitations and limitations of the study are presented, which, based on the work done by Castro, Guateque and Bonilla (2023), should be a priority of this pedagogical exercise, the impact of education on the quality of life of the subject.

Continuing the process that allows the proper delimitation and implementation of the relevance of the research proposal, Quiroga et al. (2022) in a research from the approach of inequality in education, explains why it is important to know the variables that make up the educational management system in order to treat them independently and among themselves. Relevant aspects were achieved for the present research, considering it pertinent to capture from that point the components related to the theoretical structuring.

It is necessary that the following chapter dedicated to the frame of references of the research, has its opening with a theoretical and conceptual approach to each of the categories of analysis that constitute the problems detected in the "Talita Cumi" School, in order to achieve academic validity in accordance with the theory of the whole research process. The theoretical framework is where a conceptual system is structured, integrated by facts and hypotheses that must be compatible with each other in relation to the research, as suggested by Rijst & Admiraal (2023), from the

perspective of the search for effective guidelines to provide an inclusive and quality education.

Tamayo (2012) states that the function of the theoretical framework is to articulate basic elements and knowledge on the subject such as: theories on the subject, background on the problem and statistical data, which can be based on different points of view, in a conjecture or proposition of the results of other studies. For Fajardo and Moreno (2022) it is a matter of providing reflections on an assumption of the deductive process that leads to the conclusion of the treatment of its management system.

Then, the conceptual framework will base each category from the theoretical support of the current regulations in relation to the guiding documents of the Ministry of National Education (MEN), public policies and academic references that, as mentioned by Piña and Pérez (2022), contribute as guidelines that orient the pedagogical work from the precise contexts where the problem is detected. For its part, the legal framework is shaped by the legal norms, laws, decrees and guidelines that support the research.

## Materials and methods

For Tamayo, in the framework of research for scientific production, all research must include three factors: 1. Delimitation of the problem; 2. In this order of ideas, the non-experimental quantitative research design will be the specific technique that will allow a correlation between the data obtained, in the words of the author the design is considered, since:

"(...) each research is its own design that the researcher presents on a given reality. The design is the structure to be followed in an investigation, exercising control over it in order to find reliable results and their relationship with the questions arising from the assumptions and hypotheses of the problem" (p. 108).

The approach for the research is explanatory, which allows for a specific investigation of the phenomenon and the problems detected that had not been studied before.

Educational quality is not a topic that is currently being worked on at the "Talita Cumi" school, but it is the first time that a direct intervention is being sought to improve the construction of good development in academic management for the improvement of educational quality. For Escarbajal, Alcaraz and Caballero (2023) educational quality should include all types of practices that require presence, participation, for Alvarez



(2023) it is a management that should include the intervention of all agents that are guidelines and mediate the processes of the institution.

Understanding the work of a theoretical nature, identifying its context, problems and drafting the framework of the construction of the references with its previous chapters of the research, as well as the methodological aspects under the method and approach of the same, it was considered important for the intentionality and continuity of the project the characterization of the population from a section that the reader will find as population and sample, and from which for Herrera (2022), it is possible to evaluate the subjectivities in the process from each way of thinking, feeling, acting and learning in the students, a process that can contribute to the continuity or projection of new research.

Seeking to establish the necessary elements for the achievement of each of the research objectives, as referenced by Contreras et al. (2022), different techniques and instruments must necessarily be implemented for data collection in order to support the analysis required for the fulfillment of the general and specific objectives set forth in the document and oriented under the established problem question.

Thus, the performance and scope of what is proposed will be understood, which from the perspective of Vommaro et al. (2022), on the tools that will validate that a reliable approximation of the situation has been made and intervened according to the criteria that justify it.

The validity process will be understood from the experts' judgment of the analysis and quantitative data provided in the document. The reader is shown a chronogram which indicates each of the phases of the study. The first step is the recognition of the educational environment of the Talita Cumi School, followed by the foundation of the categorical prism method to develop the analysis of relationships. As a way of recognizing the fundamental categories, their conceptual and theoretical contributions, a consolidation of relationship matrices is presented according to the findings from the main variables of the approached problem "Academic Management" and the typologies of this system. This section also emphasizes the organization, analysis and discussion of the information to conclude with the delivery of a final report and product.

Also, an academic management characterization sheet is presented in which the type of management to be intervened can be appreciated, delimiting the process and the components that constitute it, all of them, being fundamental elements of the

educational processes that participate in the control and improvement of the educational quality in any school.

From a research on digital contexts in education, Naranjo and Carrasco (2022) propose in their methodology that, necessarily, formats must be designed to follow up and comply with the processes of achieving the objectives, starting from the respect for the treatment of the same. In accordance with the suggestions for an optimal treatment of the research process, this section includes the informed consent for voluntary participation in the research.

As a way of helping to evaluate the rigorous aspect of research and all scientific activity in general, use has been made of the application that works under the JAVA programming language to build and visualize bibliometric networks VOSviewer.

With the help of this operating system it is possible to establish Co-authorship, Co-citation, Co-relation and Co-occurrence relationships between the organizations and institutions consulted, the country where the research was carried out, publications, theoretical references and keywords; within a previously established corpus in a specific area of knowledge or a specific research topic, obtained from databases such as Web of Science, Scopus, Dimensions and PubMed.

For Riaño (2018) the VOSviewer program makes use of algorithms based on mathematical factors, such as Pearson's correlation coefficient (index that can be used to measure the degree of relationship of two variables as long as both are quantitative and continuous) and Jacard's coefficient (measures the degree of similarity between two sets, whatever the type of elements), which are measures of similar, for the edification of networks or maps. This kind of graphs based on distance make this the factor of strength of relationship between elements, the smaller the distance the greater the strength of relationship. With the informed consent it is made clear that each participant has received sufficient information and clarifications regarding the project from which, as an ethical component, good faith, reliability and privacy of the information provided will be respected, as well as physical and psychological safety.

## Results

The most relevant results and findings are presented, pointing to the fulfillment of each of the specific objectives of the research proposal. Academic management in educational institutions should be a selected topic in the educational field, since it has a direct impact on the teaching and learning process of students. In this sense, it is important to know the state of the art of academic management studies in order to identify trends and best practices in this area. In the particular case of Colegio Talita



"Cumi", it has been observed the need to improve academic management to ensure quality education and thus contribute to the formation of well-rounded students. In this sense, an analysis-relation of the state of the art of academic management studies in educational institutions has been carried out in order to identify the strengths and weaknesses in this area and thus, propose strategies to improve academic management at the school. The following is the analysis of maps - node, elaborated from the Scopus base and by means of the vosviewer tool for the fulfillment of the established objectives: According to the parameters established by Scopus for the search of documents, with a review of the same during the period 2022 and 2023, it is understood that, around the documents consulted and the research production, "Academic Management, bibliometric analysis Scopus", there is a correlation between the concept of academic management and the problematization of the research consulted. Recognizing different models for academic management and the improvement of educational quality in different institutions allows researchers to expand the pedagogical and academic possibilities of the work to be achieved with the Talita "Cumi" school. On the analysis and relationship of connections between countries with research on academic management starting from 66 countries, a figure is shown showing the connection between the theoretical components of the field of educational management, thus showing that it is a topic of common interest that involves the needs for educational improvement according to the contexts of each country.

**Figure 1.** Academic Management variables, trends and patterns, among 66 countries.

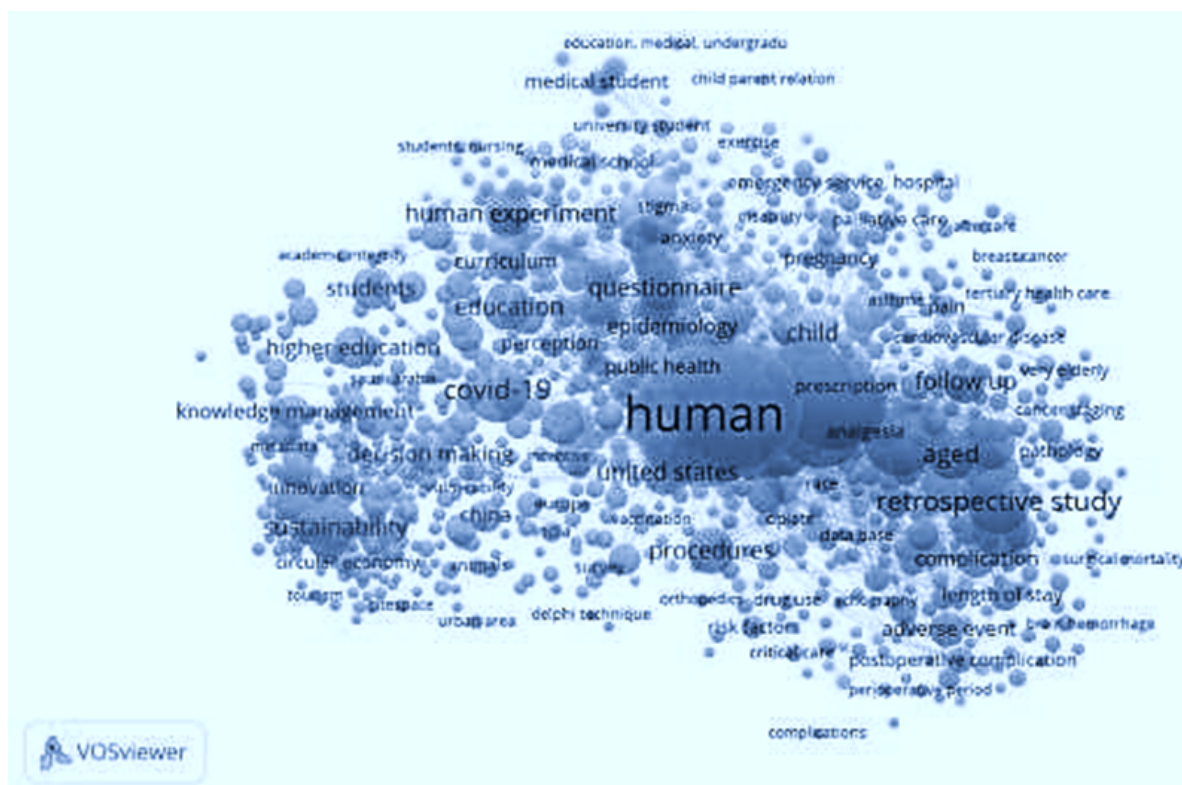


This network visualization provides a graphical representation of research collaboration in the field of academic management between countries, which can help to better understand how research is distributed, from this approach, around the world. For Gutiérrez et al. (2022) the transitional mode of the relationship between issues, has been one of the components for education to be one of the great challenges in the framework of the Sustainable Development Goals, agenda 2030.

On the other hand, regarding the relationship and connections of the keywords of the research on academic management, it will be shown in graph 2 that the relationship between the keywords related to academic management a total of 24,922 keywords were identified.

In the graph, each keyword is represented by a node, which is linked to other nodes by a network of lines of different relationship between them. The largest node in graph 2 corresponds to the keyword "human", suggesting that academic management focuses on people and their well-being. Other significant words in the human management framework are: students, age, child, curriculum, education and questionnaires.

**Figure 2.** Academic Management variables, trends and patterns keywords



The observation and analysis of the perception of the research focuses on knowing the opinion of the different actors involved in the research process, such as other researchers, students, teaching and administrative staff, etc.

For Estévez (2023) academic management and the analysis of each of its components, as a tool, allows knowing the strengths and weaknesses in the research process, identifying areas for improvement and proposing strategies to improve the quality of research in the institution. It is understood here that a bibliometric analysis was performed for each of the academic components, such as organizers, characterization sheets, management of educational plans, among others.

Institutional evaluation focuses on analyzing the general performance of the institution in different areas, such as academic management, research, university extension, and links with society, among others. The institutional evaluation allows to identify the strengths and weaknesses of the institution in these areas, and to propose strategies to improve the quality of education and training of students, a treatment that allowed the achievement of the first and second specific objectives of the research.

Although observation and analysis of the perception of research and institutional evaluation are different tools, both can complement each other to improve academic management in educational institutions. For example, the information obtained through observation and analysis of the perception of research from each of the variables can be used to improve the quality of research in the institution, and the information obtained through institutional evaluation can be used to improve academic management in general, including research.

In conclusion, both observation and analysis of the perception of research and institutional evaluation are important tools for improving academic management in educational institutions. Both tools can complement each other to obtain a more complete view of the situation of the institution and propose effective strategies to improve the quality of education and training of students. From the perspective of Coma et al. (2023), the correlation of information up to the 21st century will broaden the vision of educational realities, social, industrial and even technological issues as new challenges of the modern era.

The following table is intended to provide the reader with a synthesis of the systematic review of the documents that helps to define the terms and concepts of the research.

One component is fundamental in the formulation and intervention of the problem posed in this research work: educational quality, which according to Valbuena (2023) should focus on promoting full development for life in each individual.

The quality assurance according to the results of the study allows understanding the significant contribution of new processes in the framework of the academic management of the Talita "Cumi" school to promote the quality of the educational service.

For Uribe and Eliseo, from a look at the challenges of education in the 21st century, they mention that social progress and the progress of each individual as a particular subject, depends on the pedagogical nature of the value of knowledge as a component for the construction of healthy practices towards social reality (2023). In this sense, the acquisition of theoretical and practical knowledge by all those who intervene directly and indirectly in the management systems of any institution providing educational services, are of utmost importance, as they trace the epistemic and pedagogical duty of responsibilities to achieve good management, Basulto et al. (2023).

Quality is a problem currently faced by all educational systems and contexts, as stated by Fernández (2023), who, after an analysis of the academic management processes for the control and assurance provided, understands that one of the major factors affecting education is the contradiction between the guidelines for its implementation and the resources available.

Therefore, we share the inference provided by Marzuca (2023) about the great challenge of education for equal opportunities while maintaining equivalence between educational systems and pedagogical materials, from any sector.

It is necessary to request the learning and epistemic bases from the entire management and teaching staff of an institution to be able to regulate and manage the processes of improvement of the quality of the service. Proposing an improvement project for each and every one of the academic management processes turned out to be a broad work, since each one of the school's areas is understood from its own operational treatment, even so, an approach to each one of the aspects was possible, analyzing its function and its contribution to the quality service.

## Conclusions

This last section presents some final considerations that emerged from the reflective exercise on the research project carried out. For Moreno (2023) from the research models for the production of scientific knowledge, the conclusions are presented from a position of character as researchers, but also, necessarily pedagogues.

For Vommaro et al., (2022) the perceptions generated by the processes of the educational system depend on teachers and guidelines, hence the configuration of credibility and efficiency for the continuous training of students. Then, the effectiveness in the processes for teaching and learning depend on all the main actors of academic management.

It is important that by all institutions there is an appropriation of the current regulations, for example, from the MEN (2015) of the General Law of Education (1994) regarding the practices of academic management; that is, educational quality, for which spaces for knowledge and updating against the guidelines that guide the management of the educational system in the country are needed.

From the MEN (2015) the academic management system serves as a priority challenge for institutions from the different strategies that should be promoted for the achievement of continuous improvement.

The participation in the academic management of the community in general, must have the necessary knowledge in everything related to it, since education is based on the age of the student, taking into account their intellectual abilities, their physical and cognitive development, as well as having full recognition of the context and the particular needs of the institution (Fajardo & Moreno, 2022).

Academic management is a comprehensive process that encompasses various aspects, such as planning, organization, coordination and evaluation of academic activities. For the MEN (2014), management is essential to ensure the proper functioning of an educational institution and to guarantee the quality of the education offered, since it requires the active and collaborative participation of different actors, such as managers, teachers, students and parents.

Academic management does not imply a static process, but must be constantly adapted and updated to face the challenges and changing demands of the educational environment, in order to meet the needs and interests of the educational context.

For there to be meaningful learning during the pedagogical practices of academic management, the use of technology is necessary, because it can become a valuable tool for academic management. For Coma, et al., (2023) digital platforms and management systems can help simplify and automate many processes, which can save valuable time and resources, evaluation is an essential component of academic management.

Evaluation must be systematic, objective and data-driven in order to measure the progress and effectiveness of the actions implemented and to make informed decisions to improve academic management.



From what is related to the research process, the context and under the particularities corresponding to the needs and interests of the institution to intervene, it is emphasized that it is from the involvement and strengthening of the academic management that the possibilities for the continuous improvement of education will be generated.

Through the analysis of results of the application of the findings instrument, from the Scopus base, the Vosviewer software, through the hermeneutics based on the biometric and statistical analysis, we can infer the importance of the use of these tools used in the findings to support from research background related to the objective of the node project. For Riaño (2018) it is important for the researcher to corroborate from a broad base of contents that support the basis of the investigative process.

According to the characterization sheet of academic management, it is determined that the evaluation process is considered a priority element for the continuous improvement of educational institutions, as it must be articulated in compliance with the provisions of the MEN (2014) and taking into account the particularities of the educational approach from the context and its needs, because from this the characterized results arise for the intervention of aspects of management in search of educational quality.

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