

The directive management in the improvement of the educational quality

La gestión directiva en el mejoramiento de la calidad educativa

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ABSTRACT

This document is an article that compiles some conceptual references on the category of directive management and educational quality and its relation with the research conducted in the educational institution Liceo El Paraíso de los Niños, organized from a methodology based on a systematic bibliometric review of hermeneutic character, qualitative type of mixed transversal cut, from the framework of the project called Appropriation of the directive management as a strategy of improvement and quality of the educational institution Liceo El Paraíso de los Niños located in the municipality of Barrancabermeja - Santander. whose population is defined by 73 students and 5 teachers and 2 directors. For this research the sample was taken as the personnel of the directive area constituted by the teachers and directors of the institution in mention; The article was developed around the need to corroborate the existing relationship between the information obtained and the results of the research. In this order of ideas, a conceptual synthesis table was used as an instrument, which initially compiled all the general information such as title of the

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research project, object of study, equation, author, number of results per equation, number of results that had the presence of the title concept, key words and/or summary, as well as number of articles that defined the term or concept of research, in a specific way. The procedure was then based on the classification of the information generated from the scopus database through a bibliographic table, crossed with the digital tool VOSwiver, by means of which some correlation maps were generated that allowed to determine the relationship of these maps with the categories studied and their relevance with the reality found in the educational institution under study. Finally, a series of determinant conclusions were established for the inference of directive management in the improvement of quality.

Keywords: school management, directive management, educational quality, strategic direction, education.

RESUMEN

Este documento es un artículo que recopila algunos referentes conceptuales sobre la categoría de gestión directiva y calidad educativa y su relación con la investigación realizada en la institución educativa Liceo el Paraíso de los Niños, organizado desde una metodología basada en una revisión bibliométrica sistemática de carácter hermenéutico, tipo cualitativa de corte transversal mixto, desde el marco del proyecto denominado Apropriación de la gestión directiva como estrategia de mejoramiento y

calidad de la institución educativa Liceo El Paraíso de los Niños ubicado en el municipio de Barrancabermeja – Santander. cuya población la definen 73 estudiantes y 5 docentes y 2 directivos. Para esta investigación se tomó como muestra el personal del área directiva constituido por los docentes y directivos de la institución en mención; El artículo se desarrolló en torno a la necesidad de corroborar la relación existente entre la información obtenida y los resultados de la investigación. En este orden de ideas se utilizó como instrumento, una tabla de síntesis conceptual, la cual recopiló inicialmente toda la información general como título del proyecto de investigación, objeto de estudio, ecuación, autor, número de resultados por ecuación, número de resultados que tuvieran presencia del concepto de título, palabras claves y/o resumen, así como número de artículos que definían el término o concepto de investigación, de manera específica. Ya el procedimiento se basó en la clasificación de la información generada de la base de datos scopus a través de un cuadro bibliográfico, cruzado con la herramienta digital VOSwiver, por medio de la cual se generaron algunos mapas de correlación que permitieron determinar la relación de estos mapas con las categorías estudiadas y su pertinencia con la realidad encontrada en la institución educativa objeto de estudio. Finalmente se lograron establecer una serie de conclusiones determinantes para la inferencia de la gestión directiva en el mejoramiento de la calidad.

Palabras Clave: gestión escolar, gestión directiva, calidad educativa, direccionamiento estratégico, educación.

Introduction

This article, compiles some theoretical references and strategies on directive management and educational quality, arises from the research developed within the framework of the line of research education, social transformation and innovation, and its subline of educational and curricular management for the formation of the master's degree in education of the Corporación Universitaria Minute of God; this line aims to generate knowledge, methodologies and strategies within the educational institutions that allow generating impact and innovation of the educational processes in the different institutions. Within the framework of the development of this research project called Management of educational projects to optimize institutional processes - Educational project of effective school management for the assurance of the quality of education - An approach in the Colombian context.

The general objective of the research was to establish the model of effective directive management for the assurance of educational quality in the private educational institution Liceo El Paraíso de los Niños located in Barrancabermeja - Santander, through three fundamental stages that allowed the logical, pertinent and real intervention according to the needs of the institution under study, under the guidelines of the guide No. 34 (Guide for institutional improvement). 34 (Guide for institutional improvement-from self-evaluation to improvement plan) of the Colombian Ministry of National Education MEN (2008), which structures school management in four major areas - management, academic, administrative and financial, community management - which for this research was worked exclusively on the area of management. This guide in turn proposes three steps or processes - self-evaluation, improvement plan, follow-up - which allow characterizing and establishing the reality of the institution under study in an orderly manner.

According to the background review of research on school management, specifically in the area of school management at the international, national and local levels, it was found that these studies focus mainly on the problems and impact of school management on the educational quality of the institutions. An institution that is well integrated in its processes, updated and willing to renew or improve from all its

management areas, allows strengthening the quality of education, favoring the students and in general the entire educational community. For Vargas (2022) it is important to highlight the relevance of this management area to acquire a transformational leadership, as well as an appropriation of the institutional identity in order to impact all the areas involved in school management, highlighting the management and academic management as a pillar to enhance the quality and continuous improvement of educational institutions.

According to Toala (2020) in his study on the incidence of the managerial competencies of the actors in the area of management in the educational institutions of District Ximena 09D02 in Ecuador, who refers that by improving these competencies, the efficiency in the academic development and quality of the education offered within the mentioned educational institutions was notoriously improved. Likewise, Hsieh, C., et al. (2023) in their study on educational leadership, used a scientific bibliometric mapping that allowed them to explore and correlate the state of development of research and the intellectual structure of educational leadership with which they were able to identify research fronts and critical points in the studies of educational leadership, which allowed them to establish the veracity of the research consulted, referring to the topic of educational leadership, which highlighted the importance of verifying the veracity of the studies, especially with topics as important as education and all that this represents with the investigated reality.

The challenges of teaching-learning that teachers and managers constantly face through competencies to perform their work, many internal and external factors intervene in their level of demand, however, in general, it is considered essential to provide spaces for the development of competencies and skills through updating programs aligned to the educational needs and their institutional educational project (PEI), from the perspective of implementing a structured and conscious school management that favors the improvement of educational quality. Noriega, R. and Ramos, A. (2021).

According to Sotomayor (2021) it is important to promote and encourage an affective commitment and a level of belonging on the part of teachers in the generation of actions within the processes of school management, for the author, no process is generated or is possible, if it does not have committed and passionate teaching and management staff, who generate actions and replicate them aiming at educational quality, affectivity and commitment from the implementation of continuous improvement processes. For Miranda (2016) it was important to ensure effective communication and training and contextualization processes for teachers and

managers, where the topics of educational policies, institutional processes and the coordination and relevance of the institutional educational project (PEI) aligned with school management were covered, through his study he determined the importance of the direct approach to the feelings of teachers and managers; as well as the importance of ensuring their training, in order to develop in them, belonging and relevance in the implementation of school management processes.

Likewise, Ferial (2020) emphasized the imperative need to connect the institutional educational project (PEI) with the needs and the educational reality, which must be structured from the processes of the school management areas, and also determined that with clear agreements and common goals it was possible to raise the quality of education with outstanding results at all levels. Therefore, I emphasize the importance in the process of constant revision of the PEI and the existing improvement plans from the school management, especially the directive management, paying careful attention to aspects such as: the principles and purposes of the institution, the teaching, pedagogical and didactic resources available, the pedagogical strategies for teaching and learning par excellence that distinguished the institution, the manual of functions for directors, teachers and administrative staff, the management and quality system, among others.

Certain authors and organizations have related directive management to aspects of the new trends in educational innovation, educational quality and the use of technologies in its development. The Ministry of Culture and Education of Argentina (1996) considered directive management as "the set of processes, decision making and execution of actions that allow carrying out pedagogical practices, their execution and evaluation. In order to understand the birth of these new trends, Jain, V., et al. (2022) stated that in order to explain the educational changes, it was necessary to start from the fact that, due to the situation experienced during the pandemic, it had to be demonstrated that no country could advance above the level of training of its leaders.

From this premise, the objective of his study was to consider the need to adopt leadership as a tool to drastically improve and strengthen school administration and educational policies. In fact, this premise is an object of interest in the service of international organizations, especially in the time of the pandemic and post-pandemic, since great shortcomings were evidenced that challenged the construction and attention of new processes, strategies and alternatives for the implementation of education, whose objective was to develop a generate a change in education but with quality, thus providing innovative educational policies, under the perception of

technical and economic character to which both the pedagogical processes and the performance of students and teachers were subjected.

On the other hand, Fernandez, J., et al. (2022), put forward the concepts of poverty and educational progress as a priority to be taken into account in all educational processes since they allow obtaining a nuanced view of the situation and problems of compulsory education. In the case of Spain, the differences between regions were maintained during the period, with a very weak Beta convergence. It was found that the gender differences detected responded to strongly rooted socioeconomic roles. Early education appeared as an important element for improvement according to later results. Inferring that in order to achieve a reduction in poverty figures, measures involving comprehensive development of students were imminently required.

Likewise Abu-Taieh, E., et al. (2022) in their research during the first wave of the COVID-19 pandemic in the 2019/2020 academic year suggested leadership training and capacity building for the managers of educational institutions, decision makers, in order to ensure the quality and effectiveness of e-learning systems in Jordanian schools, highlighting that the responsibility was not only the teacher and the student but also the managers. In the midst of all these changes, the term educational quality became an indispensable element in the school management model in order to achieve common goals in education, which were needed in an organization with the implementation of processes that would make it possible to concretize the teacher's profiles, and that would favor the achievement of goals and indicators of the teaching-learning processes, in order to ensure continuous improvement and the optimization of resources.

According to Spreitzer, C., and Hafner, S. (2023) in their study, they stated that educational quality had become more of a managerial concept, which influenced or determined educational planning and therefore the development of educational institutions. However, in recent years, in educational institutions worldwide, although educational quality has gained strength and in some cases has been implemented within the institutions, it has also been almost confused with quality management systems (QMS). According to Fernández, F., et al. (2020) who state that, although the objective of the quality management systems (QMS) was to improve the processes and results in the educational centers, there were not enough studies to guarantee that they really contribute to the quality of education in all its components, i.e. it was not clear that they really addressed the basic educational processes of any educational institution, but they did show improvements in administrative processes.

Perhaps the educational institutions that have made the greatest commitment to educational quality are higher education institutions, according to Herlambang, H., et al. (2021), higher education institutions (HEIs) have long sought to ensure sustainable conditions for the development of knowledge, skills and competencies in students, as well as to ensure the employability of their graduates, thus providing for a sustainable development of human resources, As a result of this research, it was concluded that the quality management systems (QMS), having been implemented with adequate quality policies in higher education institutions (HEI), did allow guaranteeing better results in the conditions of development and learning of knowledge, skills and competencies in their students, as well as evidencing that by monitoring and continuous improvements in the educational processes, in the medium and long term, the employability of graduates was improved, providing greater opportunities.

Finally, López, F. and Garcia, I. (2023) proposed in their study that it was necessary to carry out a strategic analysis of the Spanish education system in order to guide the improvement of its educational policy. For them, in the educational field, it was necessary to review the existing SWOT analyses since they had only focused, up to that time, on higher education institutions and, to a lesser extent, on schools. This reinforces the above, since it is not only a matter of creating quality management systems, but also of carrying out follow-ups and analyses adapted to the real needs and conditions of each institution, hence the idea of implementing the SWOT analysis on national education systems as well.

Materials and methods

The present research had a mixed method, non-experimental design. Which is defined by Hernández-Samperi and Mendoza-Torres (2018) as a systemic, empirical and critical process that is evidenced in a research in the collection and analysis of numerical data and qualitative data, with the purpose of consolidating, experiences and data immersed in the phenomenon studied to reach a greater understanding of it.

The population selected for the study was the educational institution Liceo El Paraíso de los Niños in the municipality of Barrancabermeja, department of Santander, Colombia. It consisted of 73 students in general, 5 teachers and 2 directors. The sample was purposive, specifically 5 teachers and 2 directors of the school's management area.

For this article, a conceptual synthesis table was used as an instrument, which initially compiled all the general information such as the title of the research project, object of

study, equation, author, number of results per equation, number of results that had the presence of the title concept, key words and/or summary, as well as the number of articles that specifically defined the term or concept of research; In a second level, I include information on the authors, degree of relevance with the title, keywords, summary, possible presence of the definition of the term or concept and body of the research, this measurement was determined with a scale where 1 showed concordance and 0 no concordance.

Table 1. *Conceptual synthesis*

Título			Apropiación de la gestión Directiva como estrategia de mejoramiento y calidad en la institución educativa Liceo El Paraíso de los Niños en Barrancabermeja - Santander.			
Objeto de investigación			Establecer el modelo de gestión directiva efectiva para el aseguramiento de la calidad de la educación en la institución educativa privada Liceo El Paraíso de los Niños ubicado en Barrancabermeja - Santander			
Ecuación			Gestión directiva AND Calidad educativa			
Autor			Jhoana Marcela Garcia Garcia			
1. Número de resultados por la ecuación:			4207			
2. Número de resultados presencia del término o concepto en el título, Palabras claves y/o Resumen:			391			
3. Tabla de resultados de # de artículos que definen el término o concepto de investigación:			36			
ID	Autor	Título	Palabras claves	Resumen	Posible presencia de definición del término o concepto	Cuerpo
1	Spreitzer, C., Hafner, S	1	1	1	1	1
2	Herlambang, H., Fitri, A., Mukminin, A., Yaakob, M., Habibi, A.	0	0	0	0	0
3	Hsieh, C., Gunawan, I., & Li, H. (2023)	1	1	1	1	1
4	Atkinson, R., Sidey, C., Smink, D., Robertson, J., Rangel, E.	1	0	0	1	0
5	López, F. y Garcia, I. (2023)	1	1	1	1	1
6	Abu-Taieh, E., AlHadid, I., Alkhawaldeh, R., Alrowwad, A., Al-Eidie, R.	1	0	1	1	0
7	Agasisti, T., de Oliveira, C., Montemor, D.	1	1	0	1	0

8	Álvarez, E., Rodríguez, A., Belver, J., Rodríguez, F.	1	1	1	1	1
9	Atkinson, R., Sidey-Gibbons, C., Smink, D., Robertson, J., Rangel, E.	0	1	0	0	0
10	Bates, A., Choi, T., Kim, Y.	1	1	1	1	1
11	Booranamanus, J., Leksansern, A.	0	0	0	0	0
12	Bui, T., Le, Q., Phung, T.	1	1	0	1	0
13	Camacho, D., Moore, S., Pas, E., Bradshaw, C.	1	0	0	1	0
14	Cassim, N., Moen, M.	1	1	0	1	0
15	Chan, T., Sebok-Syer, S., Sampson, C., Monteiro, S.	0	1	0	0	0
16	Covelli, A., de Anna, L.	1	1	0	0	0
17	Dingman, D., Wu, J., Murphy, H.	0	0	0	0	0
18	Dobrotvirskaia, S., Muravyeva, E., Gorina, L.	0	1	0	1	0
19	Fernández, F., Rodríguez, J., Fernández, M.	1	1	1	1	1
20	Gill, S., Dhir, A., Singh, G., Vrontis, D.	1	1	1	1	1
21	Govindasamy, V., Mestry, R.	1	1	1	1	1
22	Hadiati, E., Setiyo, S., Setianingrum, D., Dwiyanto, A., Fradito, A.	1	1	1	1	1
23	Håkansson, J., Adolfsson, C.-H.	1	1	1	1	1
24	Herlambang, H., Fitri, A., Mukminin, A., Yaakob, M., Habibi, A.	1	1	1	1	1
25	Jain, V., Gupta, S., Shankar, K., Bagaria, K.	1	1	1	1	1
26	Ji, J., Sun, X., Zhang, Z., Cai, Y.	0	0	0	0	0
27	Kochis, M., Goessling, W.	1	0	0	0	0
28	Kravchenko, O., Tymchuk, D., Pavlysh, T., Kyslenko, D., Lutsenko, O.	1	1	1	1	1
29	Lai, M.	0	1	1	1	1
30	Lassa, J., Petal, M., Surjan, A.	1	1	0	0	0
31	Martínez, E., Chiancone, A.	1	1	1	1	1
32	Martínez, G., Mapén, F., Ortega, M.	1	1	1	1	1
33	Melo, P., Angélica, N., Cisneros, G., Lorena, A.	1	1	1	1	1
34	Miller, A.	1	0	0	0	0
35	Mustakim, Z., Kamal, R.	1	1	1	1	1
36	Mynbayeva, A., Yelbayeva, Z.	1	1	1	1	1
37	Nalipay, M., King, R., Yeung, S., Chai, C., Jong, M.	0	1	1	1	1
38	Omar, J., Yassin, S., Samuri, S., Mustafa, M., Abdullah, N.	0	0	0	0	0
39	Ortiz, M., Barros, M., Ariza, S., Rubio, R.					

40	Povedano, R., Salgado, A., de Souza, M., Rebeh, P.	0	1	1	1	1
41	Sathianwatchai, A., Niramitchainont, P.	0	0	0	0	0
42	Sfakianaki, E., Kakouris, A., Siontorou, C.	1	1	0	0	0
43	Spreitzer, C., Hafner, S.	1	1	1	1	1
44	Stalmeijer, R., Whittingham, J., Bendermacher, G., Dolmanes, D., Sehlbach, C.	1	1	1	1	1
45	Suyadi	1	1	1	1	1
46	Yuliana, L., Prasojo, L.D., Akalili, A.	1	1	1	1	1
47	Ortiz, M., Barros, M., Ariza, S., Rubio, R.	1	1	1	1	1
48	Ganga, F., Reyes, J., Rojas, C., Cabezas, C., Vargas, S.	1	1	1	1	1
49	Diaz, J., Ledesma, M., Tito, J., Diaz, L.	1	1	1	1	1
50	Carriazo, C., Pérez, M., Gaviria, K.	1	1	1	1	1
		37	38	30	36	29

Note: Own elaboration (2023)

According to this table it was found that 74% of the selected articles are related to the title, 76% to the keywords, 60% to the summary of the study, 72% indicate a possible presence of a definition of directive management and educational quality, and 58% establish a relationship with the content or body of the work. In summary, it could be thought that the articles with the highest concordance and relevance for this study would be those located within the category of key words; however, it is worth highlighting the importance of the content or body of these documents despite the lower number of existing relationships. This exercise allows the actions embodied in the study according to Hsieh, C., et al. (2023) on educational leadership, who also used a scientific bibliometric mapping that allowed them to explore and correlate the state of development of research and the intellectual structure of this topic, with which they were able to identify different research approaches and critical points in the studies on educational leadership, This allowed them to have objectivity and veracity of the researches consulted, referring to their topic of study, which allowed them to highlight the importance of documenting and verifying the similarity of the studies with the line of research, especially in topics as current as education and all that this represents with the investigated reality.

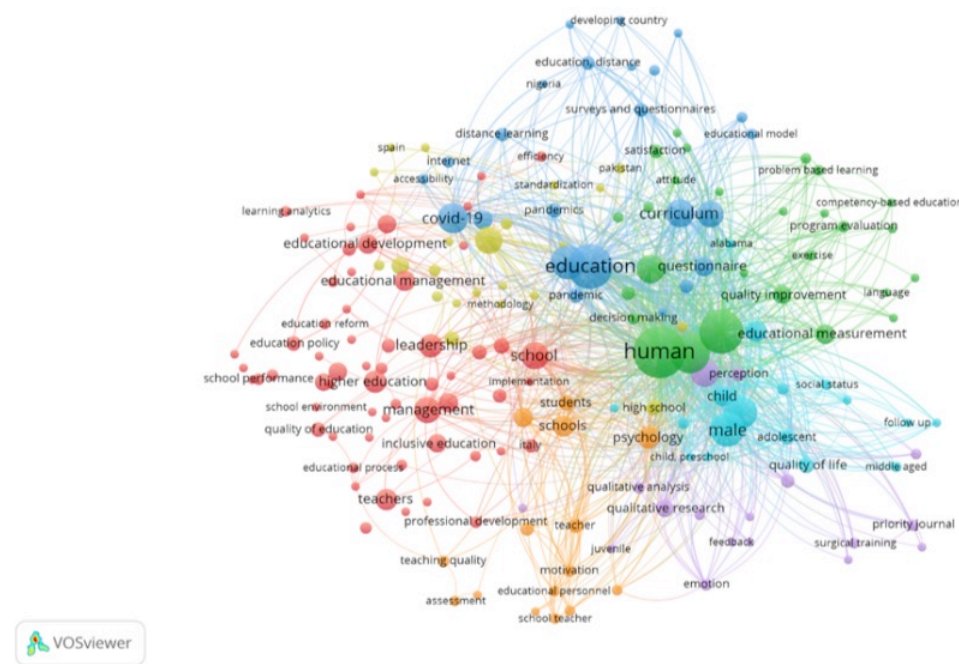
Results

For the development of the research, we had the support of digital tools administered by the higher education institution (HEI) Corporación Universitaria Minuto de Dios (UNIMINUTO) located in Bogota, Colombia, through this endorsement we had access to the institutional website from the links: library / database / scopus in order to inquire about the topic relevant to the research. Once in scopus, the search categories were related, which in this case corresponded to school management and educational quality, which by default had to be entered in English.

Likewise, for the creation of correlational maps, the VOSwiver tool was downloaded and installed on the computer as a mapping tool, using algorithms based on mathematical coefficients, such as Pearson's correlation coefficient and Jacard's coefficient, which were measures of similarity, for the construction of the networks or maps. This kind of graphs based on distance made this the factor of strength of relationship between the elements, the smaller the distance the greater the strength of the relationship. Riaño, E. (2018). Its programming language was JAVA and for its use the categories school management and educational quality were pre-established, which were useful for the construction and visualization of bibliometric networks, by obtaining data from the search engine, Scopus, which allowed establishing relationships of co-authorships, co-citations, correlations or co-occurrences between keywords, authors, institutions with more publications and countries. The bibliometric table was created where the search characters and results found are structured.

Once the scopus database was generated, through the aforementioned VOSwiver tool, relationship maps were generated by keywords, authors, institutions with the most publications and countries, through which the hermeneutic analysis focused on determining the relationship of these maps with the categories studied. As expressed below:

Figure 1. Hermeneutic analysis by key words.

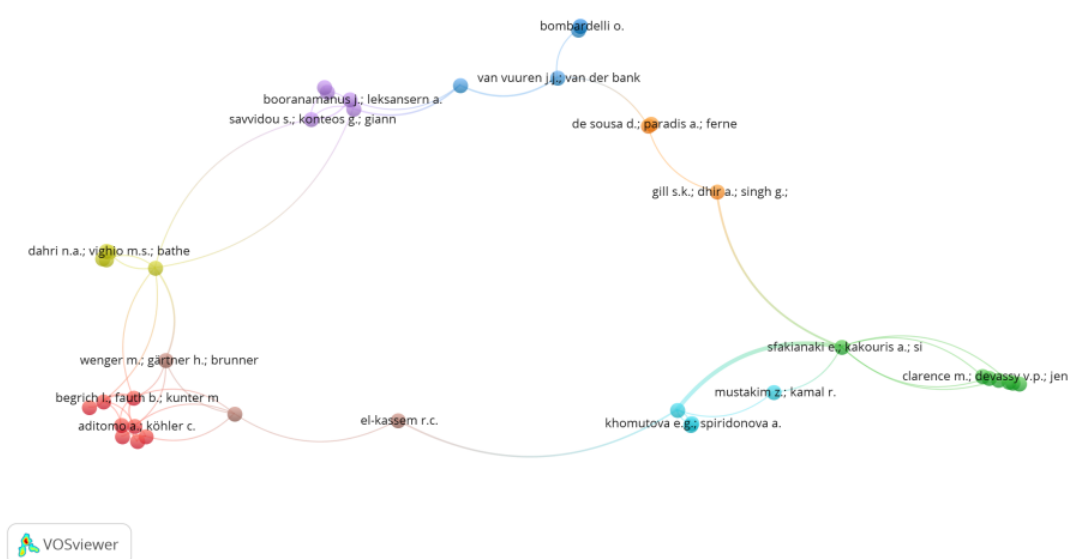


Note: The figure shows the key words. Source: Own elaboration (2023)

When the map of relationships by key words was made, it became evident that there was a correlation between the key words and school management, of which four major nodes stood out, namely: In the first place the human node, the second education, the third educational measurement and the fourth COVID 19, the latter being the one that allowed us to assume that school management and educational quality was directly impacted at the time of the pandemic and how these documents were directed to the creation of strategies to overcome the difficulties that were represented in education, likewise it was possible to establish that the outstanding nodes in this search, highlight how the human being is the center of the entire educational process. Other key words found and marking relevance showed influence and relationship on the topic, evidencing that school management and educational quality also have formative, psychological and social processes without leaving aside the emotional component. This result gives strength to what was expressed by Sotomayor (2021) who determined the importance of the affective commitment and the level of belonging on the part of teachers in the generation of actions within the processes of school management, for Sotomayor no process is generated if it does not have committed and passionate

teaching and management staff, who generate actions and replicate them aiming at educational quality, affectivity and commitment from the implementation of continuous improvement processes.

Figure 2. Hermeneutic analysis by authors.



Note: The figure shows the main authors. Source: own elaboration (2023)

As for the analysis by authors, a relationship between them was observed, despite the fact that they do not all belong to the same country, but they do have a correlation in the topics of interest. It should be remembered that the strength of the relationship can be measured according to the distance between the nodes, the shorter the distance the greater the relationship.

Based on Figure II, it is possible to analyze that most of the selected authors published their academic studies in the time period corresponding to the years 2019-2021, precisely, the time of the COVID 19 sanitary emergency. In addition, it is important to highlight that a recurring theme consisted of the impact on the educational system and the ways in which the educational actors managed to maintain the service by other alternative means to face-to-face attendance. This supports the research of Jain, V., et al. (2022) where they stated that in order to explain the educational changes, the main

reason was the situation experienced during the pandemic, which forced them to react immediately. Likewise, Abu-Taieh, E., et al. (2022) affirmed in their research that during the first wave of the COVID-19 pandemic in the 2019/2020 academic year, the need to implement leadership training and training of the directors of educational institutions, responsible for decision making, was observed.

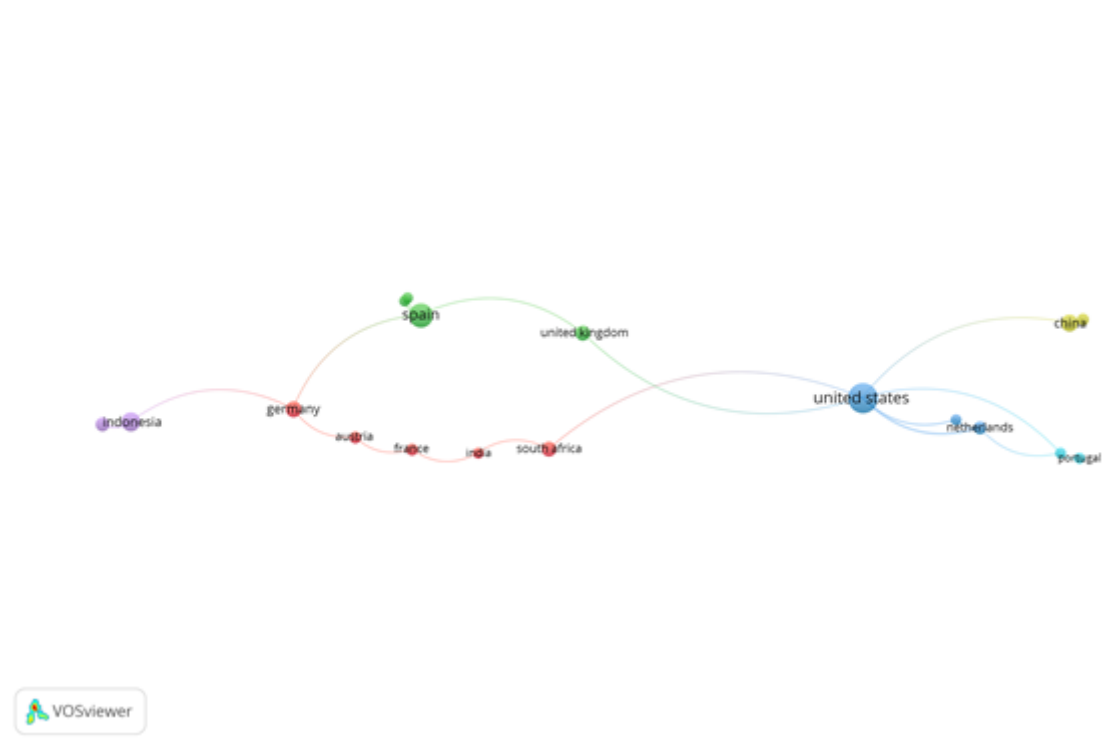
Figure 3. Hermeneutic analysis by institutions with the most publications.



Note: The figure shows the institutions that have endorsed the studies. Source: own elaboration (2023)

As part of the analysis of the figure, it should be noted that some of the most relevant research institutions are represented on the map. Thus, institutions such as: School Education University, Faculty of education, University, Universidad Complutense de Madrid, Universidad Murcia, Spain, Universidad de Granada, Spain, where some of the most important studies on the subject of management and educational quality have been published.

Figure 4. Hermeneutic analysis by countries with the most research.



Note: The figure shows the countries with the most research. Source: own elaboration (2023)

When analyzing the map by country, it was evident that the countries with the greatest contribution and research related to school management are the United States, Spain, the United Kingdom, and China, very much in line with the educational commitment that these world powers propose to their nations, based on the commitment to a culture of education for development and quality in education. In this case we can correlate what was found in the study by Fernández, J., et al. (2022), who presented the concepts of poverty and educational progress as a priority to be taken into account in all educational processes, since these allow us to obtain a nuanced vision of the situation and the problems of compulsory education. In the case of Spain, the differences between regions were maintained during the period, with a very weak Beta convergence. In this order of ideas, it was possible to establish that in these countries the wide acceptance of education for development has played an important role, since it has been a standard-bearer and a very strong theme in these countries, with the implementation of clear policies for education and the creation of international programs through which they provide support to underdeveloped countries which,

through a relationship of mutual benefits, have allowed the powers to obtain international power and benefits, without these world powers losing their autonomy as a state.

Conclusions

When correlating the findings of the bibliographic research and the results of the research applied to the educational institution Liceo el Paraíso de los Niños, it was possible to appreciate as a first step that the pandemic forced to generate various changes and challenges in different fields of society worldwide, one of these fields was education, which underwent changes and demonstrated existing shortcomings in the policies and processes within the different educational systems in most countries around the world. Although there was already evidence of several academic researches on directive management and educational quality some time ago, it is also coherent to mention the boom and speed of research on this topic during and after the emergency caused by COVID 19:

According to the correlation between the different authors and the results of the research, it was possible to infer that directive management is the first area of school management that must be constituted and organized, so that the whole process of institutional development is developed in an organized and articulated manner. According to Toala (2020) in his study on the incidence of the managerial competencies of the actors in the area of management in the educational institutions of District Ximena 09Do2 in Ecuador, he managed to demonstrate that, by improving these competencies, the efficiency in the academic development and quality of the education offered in the mentioned educational institutions was also and notoriously improved. In the case of the institution under study in this research, it was possible to evidence, at first, the lack of leadership and the strong lack of knowledge regarding the school management process, which evidenced the low quality of the educational offer and the lack of positioning of the institution in its municipality. However, the socialization, training and appropriation of the directive management during the development of the research determined a scorecard that was presented as a strategy to start an institutional improvement and renovation plan focused on transforming its academic proposal from the educational quality, as one of the best in the city.

In this order of ideas, the imperative need for constant training and education of managers and teachers is highlighted, so that they develop the necessary knowledge and understanding to lead the different processes of school management. In their study Noriega, R. and Ramos, A. (2021) talk about the challenges of teaching-learning that teachers and managers constantly face due to the lack of development of

competencies to perform their work, many internal and external factors intervene in their level of demand, however, in general, it is considered essential to provide spaces for the development of competencies and skills through updating programs aligned to the educational needs and their institutional educational project (PEI), from the perspective of implementing a structured and conscious school management that promotes the improvement of educational quality in an assertive, lasting and innovative way within the institution.

According to Feria (2020) there is an imperative need to connect the institutional educational project (PEI) with the needs and the educational reality, which must be structured from the processes of the school management areas. Similarly, it determined that with clear agreements and common goals it was possible to raise the quality of education with outstanding results at all levels. In discrepancy with the above, the educational institution under study evidenced a lack of updating in its PEI, which denotes a disarticulation in all its processes and evidences the low quality in the results of educational measurement tests in the institution. However, this failure determined a turning point for the institution and its management area, determining the beginning of institutional renewal and innovation as a starting point to achieve excellence and academic quality.

Based on the above, it is established that there is a very high degree of relationship between the existence of a congruent and objective directive management with the institutional reality, as a determining tool in the improvement of the quality of educational institutions.

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