

The role of culture of academic quality as an academic-administrative management strategy for rural educational institutions - case study: The Voice of the Earth technical educational institution, Roncesvalles, Tolima, Colombia

El papel de la cultura de la calidad académica como estrategia de gestión académico-administrativa para las instituciones educativas rurales - estudio de caso: La institución educativa técnica La Voz de la Tierra, Roncesvalles, Tolima, Colombia

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ABSTRACT

Talking about academic management in basic and secondary education that, in the world recognizes the "colleague" as those work scenarios, is important that this academic activity where the teaching directors are articulating axes and educational institutions in Colombia seek to ensure the educational quality through management strategies according to guide 34 established by the Ministry of National Education MEN. This guideline works on four major components in the areas of Community Management: Academic Management, area, Administrative and Financial Management, area, Directive Management. It is important that an immersion process began in 2004 where self-assessment processes was annually carried out as an establishment mechanism. The element of social context serves but it lacks elements that allow the monitoring of the results of the self-assessment as well as the improvement plans and action plans with which such actions were based, where the research contributed to the specific development model contemplated to favor managerial practices

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and management for the improvement of the educational service.

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

RESUMEN

Al hablar de la gestión académica en la educación básica y media que, en el mundo reconoce el "colegiado" como aquellos escenarios de trabajo, es importante que esta actividad académica donde los directivos docentes son ejes articuladores y las instituciones educativas en Colombia busquen garantizar la calidad educativa a través de estrategias de gestión según la guía 34 establecida por el Ministerio de Educación Nacional MEN. Esta guía trabaja sobre cuatro grandes componentes en las áreas de Gestión Comunitaria: Gestión Académica, área, Gestión Administrativa y Financiera, área, Gestión Directiva. Es importante que se inició un proceso de inmersión en el año 2004 donde se realizaron anualmente procesos de autoevaluación como mecanismo de establecimiento. El elemento de contexto social sirve pero carece de elementos que permitan el seguimiento de los resultados de la autoevaluación así como los planes de mejoramiento y planes de acción con los que se fundamentaron dichas acciones, donde la investigación aportó al modelo de desarrollo específico contemplado para favorecer las prácticas gerenciales y de gestión para el mejoramiento del servicio educativo.

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

Introduction

An aspect that has been working for more than 15 years to consolidate a quality assurance model for Colombian educational establishments, demarcates a path that, as a purpose of improving the quality of public and private educational establishments, annually carries out their institutional self-assessment through a participatory and critical process, with the support of Guide No. 4, Manual of Evaluation and Classification of Private Educational Establishments, version 2016. Guide 34 for the institutional improvement of the Self-assessment to the Improvement Plan 2008 MEN, which establishes the steps explicit articulation of a model that for all institutions establishes how they first self-assess, then prioritizes improvement actions according to installed capacity, structure and budget. Then the action is carried out with an improvement plan that demarcates the four major components of the management area. The first is community management area, then academic management area, administrative and financial management areas, and directive management, but the results expected yet do not account for institutional improvement.

With the application of Law 115 from 1994 in Colombia, as the general education law, which applied a gradual framework with the entry of Law 1860 that proposes an argument on how educational projects are established, the security measures, the process and adequacy of each establishment, the processes of self-assessment, co-assessment, hetero-assessment. Institutional self-assessment is the main tool for educational institutions to demonstrate their strengths and weaknesses and thus be able to design improvement plans in the short, medium and long term, which lead year after year to an improvement in the quality of education in educational institutions. As stated in the General Education Law 115, “In all educational institutions, at the end of each school year, an evaluation of all teaching and administrative staff, their pedagogical resources and their physical infrastructure will be carried out to promote the improvement of the educational quality that is imparted.” (p. 19).

The educational institution La Voz de la Tierra, made up of 18 branches, located throughout the municipality of Roncesvalles Tolima, applies the institutional self-assessment at the end of each school year, guided by guide 34 of the Ministry of National Education, with the participation of teachers and teaching directors. Students and parents are not taken into account for the development of the instrument. Four work teams are formed: one managerial, administrative, academic

and community; each one of them gives a grade according to what was observed during the year. At the end they meet, the grades are presented, the procedures are unified and the document is sent to the Secretary of Education of Tolima.

The subject of institutional self-assessment 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-assessment, self-regulation and accreditation as elements inherent to the improvement and quality processes. However, the role that its results establish when it is necessary to argue the role of work among actors includes, what is the reality of Colombian educational institutions face educational quality. The results of the self-assessment are taken to generate institutional changes and educational operation. They focus on the value of associativity that the institution requires. What leads to the development of this research is the following question: What is the importance of identifying the academic-administrative management strategies linked to the quality assurance and self-assessment system for educational institutions in Colombia?

We begin with a direct dialogue proposed by the studies carried out where from Díaz, D., Pérez, Y., & Jiménez, R. (2016) who, from the descriptive analysis of the self-assessment models of educational institutions of basic and secondary education, applied in the countries of Mexico, Argentina, Spain and Colombia, recognizing the importance of the model, the factors that influence the development of the guide 34, the management of the culture of quality and self-assessment, and the processes of continuous improvement that are developed with the aspects of work.

However, for 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, society, allowing diagnosis and prevention through analysis and work with machine learning. Talking about self-evaluation establishes a dialogue framework among authors. For Sánchez, D., & Poveda, F. (2015), there is an academic perception about what evaluation is, what its context is, what endogenous and exogenous factors establish the dialogue of classroom, where evaluation models are identified as aspects of academic perception of evaluation in the educational context. It is crucial to develop a commitment to evaluation as a formative and summative mechanism.

According to Pacheco, R., Robles, C., & Ospino, A. (2018), by achieving an analysis of academic-administrative management in primary and secondary educational institutions in the rural sector, these scenarios allow establishing that there are differences among campuses. The educational urban center integrates strategies that do not reach rural institutions. Each actor establishes the course of proper management. Each manager, secretary of education works as an articulator of the moments of evaluation. The international relationship also develops research on this value. For Correa, C. (2020), in a Peruvian institution they established a correlation between teaching performance and pedagogical management as actor strategies. Two instruments were applied, which provide through a correlational model, population of teachers of the institution. The results achieved show that the 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 with the pedagogical management of the rural educational network "Totorillas" of Guzmango, Contumaza, since the data through descriptive statistics reveal high percentages and inferential statistics. Using Pearson's coefficient it is $= 0.518$, which reaffirms the aforementioned correlation. This is to provide that the strategy is directly proportional to the role of the teacher and his aptitude in deploying the strategy.

For Huamá, K. (2021), the process of applying 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 added value, a scenario that by recognizing that the difference is established by access, coverage, digital technologies that as variables identify the results. 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 lived in all secondary education institutions. In Mexico, this generated an impact on the culture of educational self-assessment, a phenomenon that ignores physical instruments and their virtual migration, the percentage of participation that decreases with the integration of economic, legal, social, and environmental factors.

Cases such as the one in Spain that recognizes self-assessment but additionally involving the plausibility and falsification processes of each element. For Signes, E., Palomares, R., Hernández, J., & Castiblanque, R. (2021), the validity of an instrument

to measure territorial competence applied as the READI matrix that allows participation in the territory, from a geographical component. For this 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 continuous and permanent validation. In what was done by Vaca, Reinoso, Guerrero, & Torres (2020), in Ecuador it is established what is the difference of an articulated model that recognizes diversity, multiculturalism, gender respect, this because ethnic actions, we start this argument from the development of a dialogue of actors that correspond on the value of educational quality in basic primary and secondary educational institutions. For Bolívar (2018), the process of institutional self-assessment recognizes in internal improvement which is the role of the opposites, the objectives, scope and associated dynamics, the self-assessment seen from different contexts, explaining what is the value of the levels and functions where you want to organize what are the terms that value the attitude and relationship necessary for it to work in educational terms. According to Ravela, (2020), the self-assessment process establishes continuous improvement mechanisms where reality is applied from how identifying 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 establishments, application strategies are consolidated 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 recognition is proposed from the Institutional self-assessment in basic and secondary education in Colombia, period 1994 to 2014. As an exercise, as work and strategy for the establishment of the General Law of Education in 1994, the first approach develops opportunities on how to improve the institutions that offer academic programs, from models and pedagogical strategies, a value that is established with the work of continuous improvement; for Calderón, M., & Rodríguez, A. (2020), institutional self-assessment from the voices of the subjects. José María Carbonell and El Venado (Rural Zone), the Preschool and basic primary levels work, and for the preparation of this report, Guide 34 of the MEN, the institutional documents, in particular the PEI and the Institutional Self-assessment, are analyzed. The study carried out by Rodríguez Maritza 2018, from the Externado de Colombia

University, “Institutional evaluation is an instrument to improve the quality of education at the Nicolás Gómez Dávila school”.

The document develops a research work carried out at the Nicolás Gómez Dávila School, to opt for the Master's degree in Education, with an emphasis in management and evaluation at the Externado de Colombia University. This research work is structured in four chapters: the first includes the approach to the problem, the research question and the objectives of the study. Then the reference frameworks of the study are presented, mainly observed from the perspective of evaluation as a process that leads fundamentally to improvement and that is supported by various instruments. The third chapter defines the methodological design of the research, from the qualitative and interpretive approach and, to finalize the research, the findings and conclusions of the said 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 are going to 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 they work, that is, it is flexible, and also depending on the findings and conclusions about the situation under study, modifications can be proposed that favor the dynamics of the research process. For this reason, it is pertinent to this study, thus favoring the results of this. Qualitative analysis is a dynamic and creative process that fundamentally feeds on the direct experience of researchers in the scenarios studied. Therefore, this stage cannot be delegated, that is, the researcher must be in contact with the study and, according to their experience, provide contributions and points of view (Amezcuca and Gálvez, 2002, p. 431).

The study is given in order to identify the academic-administrative management strategies linked to the quality assurance and self-assessment system of the educational institution La Voz de la Tierra of the municipality of Roncesvalles Tolima Colombia 2019-2020, by recognizing the processes of the managerial management used by the focused rural educational institution, from the development in the self-assessment processes as a challenge of continuous improvement in the 2019-2020 period, after identifying the impact of the self-assessment processes in accordance with the articulated administrative academic efforts according to the results of the

2019-2020 period, to establish a coherent academic-administrative management plan for rural institutions that recognize their performance and generate prospective results. The study is given in order to identify the academic-administrative management strategies linked to the quality assurance and self-assessment system of the educational institution La Voz de la Tierra of the municipality of Roncesvalles Tolima Colombia 2019-2020, by recognizing the processes of the managerial management used by the focused rural educational institution, from the development in the self-assessment processes as a challenge of continuous improvement in the 2019-2020 period, after identifying the impact of the self-assessment processes in accordance with the articulated administrative academic efforts according to the results of the 2019-2020 period, 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 model, how the actors are established, and how it is possible to relate Colombia as a study framework from the rural context, with the strategic direction in education. The strategic direction within an educational institution becomes an interactive and comprehensive process of formulation, implementation and control of the strategy, which contain inputs that seek to transform themselves to acquire various results that impact on the satisfaction of various types of demands from the environment within the institution itself. It is therefore necessary to equip oneself with technical tools, a good treatment of the human factor and a minimum of resources.

In this sense, when applying this direction orientation in elementary and secondary schools, it becomes a necessity, especially in public entities. Moving various dimensions in a dynamic and uncertain vulnerable environment. These strategies are structurally integrated by very heterogeneous and independent units or departments in relation to decision making. Oriented to the development of quality and management excellence; the latter as key success factors. Thus, a process of reflection on their actions and including medium and long-term orientations in the agendas is required. This wants to have control over strategic actions to ensure that basic and secondary educational institutions are as safe as possible and to be able to achieve the expected results by trying to find the best possible balance between the organization and the environment (Abesada and Almuiñas, 2016). According to Abesada & Almuiñas (2016), 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 elementary and middle school processes. Of the various models of strategic planning that, although they differ in the order of the moments, some of these are: the mission, the strategic diagnosis, the vision, the strategic objectives, the goals and the specific strategies and of the strategic control we have that this is responsible for determining if the outlined strategy is contributing to achieving the goals and objectives proposed for the organization or if 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 stated previously, this is a discussion that is becoming increasingly interesting for those who express concern in their professional practice in relation to research training as an essential component in human training in the spheres of formal education (Garzon and Gomez, 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 aspects of new trends and educational innovation, total quality and the use of technology 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, 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 directors, 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 space). The pedagogical-didactic dimension: activities of the educational institution that differentiate it from others and that are characterized by the links that the actors build with knowledge and didactic models.

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, demands and problems it receives from its environment (links between school and community: demands, demands and problems; participation: levels, forms, obstacles, limits, organization; rules of coexistence). The administrative dimension: Government actions are considered to contain management strategies for human and financial resources and time required, as well as the handling of significant key information for decision making. Hence, this dimension is linked to the tasks that need to be carried out to supply, with opportunity, human resources, material and financial resources available to achieve the objectives of an institution, as well as with the multiple daily demands, conflicts and negotiation, in order to reconcile individual interests with institutional ones (Frigerio, Poggi and Tiramonti, 1992).

The educational management of secondary education lies in exhibiting a comprehensive, coherent and united profile of decisions specifying the institutional objectives, the action proposals and the priorities in the administration of resources. Defining actions to extract future benefits; both the opportunities and threats of the environment in which it is inserted are discussed, as well as the achievements and problems of the organization itself, this to commit all institutional actors, define the type of educational service that is 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, young people, adolescents and adults. The different fields in which educational management would focus are the strategic management of education, the operational management of education and the functional management of education in all its senses. Being associated with a complex management process, which implies, 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.

If the high objectives of secondary education in the different educational settings and spaces are achieved in an optimal way, in times often determined by political conditions that are not precisely academic, financial resources, generally in cases considerably insufficient, implementation of urgent general or specific policies, for

which the consensus and contribution of wills is required, as well as the effort of all the people interested and benefited from the educational practices, of pedagogical and didactic aspects is required. In this sense, we consider that training, work, research, learning and teaching intertwine and develop jointly, related to each other (Mora, 2009). Similarly, it is important to note that since 2008, formally the MEN, Guide No. 34 is published, leading to the progressive improvement of institutions. This Guide is organized in three stages: institutional self-assessment, development of improvement plans, monitoring and evaluation of the improvement plan, as will be seen below.

An instrument for reflection and guidance is GUIDE N° 34, INSTITUTIONAL EVALUATION. This framework shows us the evolution that educational institutions have had from being closed to being autonomous. In other words, a current educational institution must be characterized by opening up improvement processes from its management routes 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. Directive Management refers to the way in which the educational establishment is oriented. This area focuses on strategic direction, institutional culture, climate and school governance, in addition to relations with the environment. In this way it is possible for the rector or the director and his management team to organize, develop and evaluate the general functioning of the institution (MEN, 2008, p. 28). Therefore, 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 operation of the institution. Therefore, educational institutions have to generate spaces where teachers and teaching directors evaluate the process of strategic direction that must be periodically in various chronological spaces during the school year in order to comply with the proposed goals and objectives. In this sense, the management will promote the action plan, monitoring plan and annual operating 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 skills for their personal, social and professional performance (MEN, 2008, p.29). On the other hand, the academic management is in

charge of guiding and improving the processes of the Institutional Educational Project (PEI) and the pedagogical processes. Likewise, it assumes the processes of curricular design, class management, academic mesh, academic monitoring and the institutional evaluation system. In this same sense, these processes support the study plan that gives rise to the pedagogical approach and its lines of action guided by the academic councils and coordinations. Likewise, in Guide No 34, the area of administrative and financial management that supports institutional work as support for all processes of academic management, administration of the physical plant, resources and financial and accounting support is mentioned (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 from an inclusion perspective, 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 questions from the educational community and led by the rector or director, organizes itself to carry out some of the planned activities. In this exercise of evidence, the formation of work groups and definition of responsibilities, as with the ordering of tasks and the establishment of times and deadlines to carry them out (MEN, 2008, p. 32).

In other words, the management team is the one that directs each one of the parts of the process of forming and organizing the work team, who are the ones who start the improvement route. Each one of the leaders of the process consolidates its management through the application of the procedure, the formats, the annexes, the instructions, everything that can contribute to continuous improvement. To support this work in educational establishments, so that it is very efficient and productive, a three-stage route is proposed that will be repeated periodically, since they are part of the cycle of continuous improvement. These contain, in turn, steps and activities, the performance of which must lead to precise results that will allow progress to the next stage (MEN, 2008, p. 32). The first stage of the continuous improvement route is the institutional self-assessment. This is the moment in which the educational establishment collects, systematizes, analyzes and assesses information related to the

development of its actions and the results of its processes in each of the four management areas. With this it is possible to prepare a balance of the strengths and 23 opportunities for improvement, which will be the basis for the formulation and execution of the improvement plan (MEN, 2008, p. 32).

This is how it can be evidenced, in a clear and forceful way, that the institutional self-assessment is of the utmost importance to be carried out with the work group in order to collect, analyze, assess 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 preparing the improvement plan. It is recommended that it has a three-year horizon for which objectives, activities, times and those responsible for each task will be defined, so that the agreed purposes for each of the management areas are achieved (p.32). With all this it is evident that the improvement plan is the formulation of objectives, goals and definition of indicators, activities. With the purpose of establishing the results obtained and difficulties. That is, in search of a quality education.

Educational management rounds the quality of education, educational management arises from the seventies in Latin America, proposes a teaching approach in which the efficiency and scope of the integral processes in each institution is visualized. These processes being a requirement to comply with the objectives and purposes of education (MEN 2008). Regarding the conception of management, it can be affirmed that it is a structured disciplinary field, related to human action in organizations; and that has the purpose of obtaining results. (Barrera, 2007, p.8), citing Cassasus (2001), management can be approached as: “The ability to generate an adequate relationship between structure and strategy, systems, style, capabilities, people, and higher goals of the organization under consideration”. On the other hand, Management is applied at different levels and functions. Educational Management (Policies, methods and means for the production of the educational service) must be distinguished from Pedagogical Management (Teachers, Curriculum Design, Methodology, Didactics. Educational Evaluation, Research , Innovation to generate learning in the student) (Barrier, 2007, p. 8). Taking into account the above, educational management can be interrelated with pedagogical management in order for the educational system to function efficiently and effectively. In this way, the management process is related to educational quality through the measurement of skills applied throughout the educational context with a view to obtaining good results. In this sense, Guevara (2017:

161) states that the educational quality policy in the last two decades has conceived the concept of educational quality from the commercial point of view, with the aim of agreeing to the educational system through efficiency and Results measurement. Thus, quality is conceived within a business logic, problematizing the school in a competitive institution, in such a way that the measurement of competencies becomes an indicator of good or bad student results. The educational quality policy in the last two decades has conceived the concept of educational quality from the commercial point of view, with the aim of convening the educational system through efficiency and measurement of results. Thus, quality is conceived within a business logic, problematizing the school in a competitive institution, in such a way that the measurement of competencies becomes an indicator of good or bad student results. The educational quality policy in the last two decades has conceived the concept of educational quality from the commercial point of view, with the aim of convening the educational system through efficiency and measurement of results. Thus, quality is conceived within a business logic, problematizing the school in a competitive institution, in such a way that the measurement of competencies becomes an indicator of good or bad student results.

The educational strategic management model of secondary education. The models, according to Mata (2016) citing Johnson-Laird (1983), encourage us to understand and explain physical and social systems with which we interact consecutively and, in this way, anticipate and predict their behavior. Hence, an educational model becomes a conceptual representation 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 application in similar scenarios, given its generic nature. In the case of the Strategic Educational Management Model (MGEE), which is based on strategic management, interacting with organizations that are grouped in the attention of substantive issues and develop practices and relationships that ensure the expected results (Vazquez, 2010).



Figure 1. Strategic Educational Management Model, source: Obtained 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 the schools benefited by the Quality Schools Program. Thus, an innovative proposal emerges with the purpose of contributing and guiding the transformation of school management, with a strategic approach.

The MGEE is based on Article 3 of the National Constitution of Colombia. It states that the education provided by the State will develop those faculties of the human being and will promote love of the country and international solidarity, in independence and in justice. "Law 115 of 1994 - General Education", which orders the organization of the Colombian General Educational System, 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 previous graph, it can be deduced that the educational community is at the center of the MGEE, constituted by all the educational actors of the different levels of the system, reason and fundamental nucleus of this model, within the framework of a new educational management. In the upper center of a second plan, the components required for the operation of the MGEE are located: 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 others.

For authors such as Abraham (2009), shared leadership is associated with managerial performance because it is considered a leader, given that it is part of the research done with those who exercise leadership, this is associated with the strategies used, the attitudes that already assumes the particular way of directing the institution (p.58). All this seems to affirm that leadership depends not only on managers but on being able to use strategies and teamwork. This can improve educational institutions around the transformation of the organization and operation of schools. Thus, as Abraham (2009) puts it: Leadership energizes educational organizations to recover meaning and the pedagogical mission developed from objectives aimed at achieving powerful and significant learning for all students. (p.59).

As a component of management, it can be stated that collaborative work is understood as the conjunction of efforts of an educational organization to achieve common goals. It involves processes that facilitate joint understanding, planning, action and reflection about what is to be done and how (Abraham, 2009, p. 63). That said, 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 settling for achieving a set of curricular contents, must ensure that the students develop skills that allow them to integrate and function fully in subsequent educational levels and in life itself (Abraham, 2009, p. 64).

According to Abraham (2009), the component of strategic planning defined as the systemic and systematic process for the continuous improvement of management, derived from self-assessment and based on consensus, which directs the actions of the school collective towards desired scenarios in the medium term (p.66). For Johnson (2006), it raises,. The strategic planning component is understood as the adaptation of the activities of an organization to its environment and its resource capacity.

On the other hand, for Serna (2017), strategic planning is the process by which those who make decisions in an organization obtain, process and analyze relevant internal

and external information, in order to evaluate the current 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. This has three stages, the first identifies the needs of the organization, its purposes, mission and objectives to direct resources and activities towards achieving 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.(Rich, 2016). All strategic planning in secondary education has as its fundamental purpose the analysis of the internal and external environment, with micro and macrostructural perspectives. Educational institutions identify their weaknesses, opportunities, strengths and threats, as well as their competitive environment, thereby establishing strategies aimed at solving problems that favor the achievement of institutional objectives. It is a way in which the strategy is made explicit and socialized at different levels to facilitate academic, administrative and financial management (Daza, 2010) as well as its competitive environment, with which it establishes strategies aimed at solving problems that favor the achievement of institutional objectives. It is a way in which the strategy is made explicit and socialized at different levels to facilitate academic, administrative and financial management (Daza, 2010) as well as its competitive environment, with which it establishes strategies aimed at solving problems that favor the achievement of institutional objectives. It is a way in which the strategy is made explicit and socialized at different levels to facilitate academic, administrative and financial management (Daza, 2010).

When generating a strategic plan, it seeks to "give an answer to organizations when problems arise in the midst of these strategies that seek to try to harmonize their relationship with the environment that surrounds them" or "the set of policies and actions defined by the organization to try to achieve their long-term goals(Mad Comunicación, 2007, p. 95-96) Cited by García, Osella and Ugarte (2009). For Abraham (2009), the fifth component "evaluation for continuous improvement" defines it as the collective and critical assessment of the processes implemented in their planning, development and impact phases, characterized by an attitude that assumes responsibility for its own results and with openness to external judgments, fundamental factors for decision making (p.70). In this sense, for Abraham (2009), the responsible social participation component establishes that 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 events of the school, in cooperating with the collegiate in the formulation and execution of the school plan, making joint decisions and carrying out control tasks (p.73).

According to Abraham (2009), the seventh component raises accountability, respect comments that refers to the processes established by the school to inform the educational community of the activities and results of its management, understands the organizational and classroom climate, the teaching and learning process of the students and the administration of resources (p.76). Therefore, accountability is part of strategic management as the communication mechanism around the events of the activities and results that are generated in the school with the purpose of favoring good decisions around the institutional educational project.

Materials and methods

The investigative 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 contemplate all the advantages of each of the approaches. This research work is of a mixed type (quantitative and qualitative) since it is mainly based on the analysis of the results of the self-assessment carried out in the period 2019-2020 for the identification of the academic-administrative management strategies linked to the assurance system of the quality and self-assessment of the educational institution La Voz de la Tierra of the municipality of Roncesvalles, which will allow them to be classified, qualified and interpret the significant difference between each of their data, accompanied by the design of tools composed of the interpretations or perceptions of the actors of that moment that will allow to complement and understand the results.

This research work has the application of analysis matrix tables from the self-assessment and improvement instruments that are handled in the institution and MEN protocols that enrich the quantitative component and in the qualitative component. Document review was be used, questionnaire to pedagogical personnel.

As noted above, the population selected for the development of this research is made up of the academic community that participates in the quality assurance and self-assessment 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 at the beginning of the process, it is stated that the base population are

the directors, teachers, community that participate in the quality assurance system and self-assessment of the educational institution La Voz of the Land of the municipality of Roncesvalles in the period 2019-2020.

In the present investigation, three categories of research were established, to know the different opinions of teachers and students regarding the 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 pop-up categories	Instruments
Goal Examine the management processes used by the educational institution against the current development on the articulation of secondary education towards higher education.	-Management Models and Educational Quality	-Educational Management Models. -Strategic Educational Management Secondary Education. -Components of the Strategic Educational Management model. -Strategic planning applied to Educational Management in	Question of Quiz with open multiple choice answer options. Poll

Secondary
Education.

- Educational
quality

Table 1. *Description of the research categories and subcategories. Source: self made.*

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

The technique used for this research was the survey, which had the purpose of collecting information on the processes and pedagogical practices of the 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 of them with 4 selection options to be answered by marking the option preferred by each teacher. This survey was applied to (2) teachers, two (2) who are leading managers, six (6) teachers and two (2) teachers of Basic Education.

The interrogation or questioning techniques are main in the research processes and, for this purpose, a main technique was established: the survey aimed at students, which was established in two moments, in a first space, a diagnostic response survey was carried out. For this survey carried out with students, it focused mainly on one category of research, namely, The middle joint, conception, models and their status in Colombia. Said 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 research inquiry instrument is defined by authors such as García Fernando (1993), who states that the survey is an investigation carried out on a sample of subjects representative of a larger group, 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 allows knowing the conception that a group of people has regarding a specific issue according to certain themes 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 allows knowing the conception that a group of people has regarding a specific topic according to certain themes 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 allows knowing the conception that a group of people has regarding a specific topic according to certain themes.

Results

Null hypothesis; By determining the academic-administrative management strategies linked to the quality assurance and self-assessment system for educational institutions, not only the culture of quality is promoted, but also the educational service is improved.

Discussion

The significant contribution is given in the value of self-evaluation and quality culture, where each element is part of the development and performance of formative, summative, systemic evaluation, which brings together elements of educational management where the actors are called to determine the educational turn, 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 potentialities of transit elements, the educational system must understand the endogenous and exogenous factors that surround the educational act, how the social, economic, political factor is influenced, among others.

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