

SCHOOL MANAGEMENT AND EDUCATION QUALITY IN MEXICO

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Abstract

In general, managers are not always competent and cannot always remain at the levels of excellence required by their school organizations, no matter how well the strategy was formulated, if there is Some deficiency the everyday challenges are not met. Quality is usually associated with the right actions performed by a human being; quality is an objective evaluation associated with the person and the guide in their activity patterns, it is a reference point, these ideal schemes pose an excellent leader and a reference a person who covers the school management.

Ensure that all members of the educational community are highly integrated into a joint educational project and create an identity of the centre that guarantees the delivery of quality education, and that satisfies to a higher degree the Satisfaction of all members.

All teachers, consciously or unconsciously, are involved in the process of Continuous Improvement, based on the reflection of their teaching practice and their academic activities, continuous improvement is an administrative activity in which they try to explain, describe and leave in writing the improvements in the daily processes. Constant readjustment allows sharing experiences and generating the best criteria so that they result in a positive way for a quality school.

Therefore, the ability of the Management and the Quality Manager to motivate us in this regard will depend on the guarantees of success in delivering a fair and quality education in the school.

Keywords: School management, Teaching strategy, Innovation, Educational quality.

Resumen

En general, los gerentes no siempre son competentes y no siempre pueden permanecer en los niveles de excelencia requeridos por sus organizaciones escolares, no importa qué tan bien se haya formulado la estrategia, si hay alguna deficiencia los desafíos cotidianos no se cumplen. La calidad suele estar asociada con las acciones correctas realizadas por un ser humano; la calidad es una evaluación objetiva asociada a la persona y al guía en sus patrones de actividad, es un punto de referencia, estos esquemas ideales plantean un líder excelente y una persona de referencia que cubre la gestión escolar.

Asegurar que todos los miembros de la comunidad educativa estén altamente integrados en un proyecto educativo conjunto y crear una identidad del centro que garantice la entrega de una educación de calidad, y que satisfaga en mayor medida la Satisfacción de todos los miembros.

Todos los docentes, consciente o inconscientemente, están involucrados en el proceso de Mejora Continua, basado en el reflejo de su práctica docente y sus actividades académicas, la mejora continua es una actividad administrativa en la que intentan explicar, describir y dejar por escrito las mejoras en los procesos diarios. El reajuste constante permite compartir experiencias y generar los mejores criterios para que resulten de manera positiva para una escuela de calidad.

Por tanto, la capacidad de la Dirección y del Responsable de Calidad para motivarnos en este sentido dependerá de las garantías de éxito en la entrega de una educación justa y de calidad en la escuela.

Palabras clave: Gestión escolar, Estrategia docente, Innovación, Calidad educativa.

Introduction

Everything related to educational management is subject to an ongoing study.

The divergences of its management occur in the application of the principles and extend to the concrete realities of how such a delicate task is exercised and who should apply it.

The school is the crucial figure in the organization and elementary piece in the operation of the educational centres. Their functions are essential and grow according to the complexity of each school institution and demand more significant tasks and responsibilities, the above due to the increasing increase of students in number and age and due to the increasing involvement of the community: parents, teachers, students and political and social forces. All the above aspects ceased to be mere spectators and are involved as actors in the life of the educational centres; their inclusion includes information, management and government.

It is recognized by the Mexican Constitution, which in article 27.7 which says: “teachers, parents and, where appropriate, students, will intervene in the control and management of all centres supported by the administration”

Everything related to management is critical in the organization and operation of schools, both in their static and dynamic aspects. Therefore, it is one of the determining elements of the educational activity and a key factor of performance and effectiveness at the end of quality.

Problematic

Evaluation is a necessary activity that should be constant and periodic. However, reality shows that its practice is an occasional, a systematic and dispersed activity; in some cases, it does not even exist. This practical result attracts attention because the educational centres have not been rigorously evaluated, both inside and outside. The research question is the following: Does the correct direction of schools allow to increase the quality of education?

Quality in educational institutions

The International Organization for Standardization (ISO) is a world federation formed by national standards bodies. Within this organization, each member body must be interested in an area in which a technical committee will be integrated and has the right to be represented on that committee. Public and

private organizations, in coordination with the ISO organization, also participate in the work (ISO 10011-2: 199), (ISO 10011-3: 1991).

The proposals that are analyzed by the Technical Management Board and must be approved. The approval of the supporting documents is approved by consensus among the participants of the development of the ISO 9001: 2000 application guidelines in IWA education (International Workshop Agreements) (Lievrouw, LA, 2006).

If the IWA is confirmed, it will be reviewed again after three years, in which it must be reviewed by the professional agency or removed, in Mexico, it includes the following organizations from its initial design:

1. SECRETARY OF EDUCATION PUBLIC.
2. LATIN AMERICAN INSTITUTE FOR QUALITY.
3. MEXICAN INSTITUTE OF STANDARDIZATION AND CERTIFICATION.
4. NATIONAL POLITICAL INSTITUTE.
5. QUALITY INTERNATIONAL.
6. UNIVERSITY OF THE AMERICAS.
7. AUTONOMOUS NATIONAL UNIVERSITY OF MEXICO.

Educational centres must meet in Mexico with the established criteria in ISO 2001: 2000 standards (ISO / IWA2, 2002), referring to the application to Quality Management Systems, these establish the following:

- A) A curriculum specifies what is expected to be learned by students and how their learning will be evaluated. However, the curriculum itself ensures that needs and expectations will be met if there are low processes.
- B) The continuous evaluation, improvement plan of studies and educational processes on which education is based must ensure the effectiveness of the learning process.
- C) Internal quality audits verify compliance with requirements, such as customer complaints or claims.

The requirements are as follows:

- A) The organization must establish, document, qualify, control and implement a quality management system and continuously improve, verify its effectiveness by the requirements of this International Standard.
- B) The organization shall:
 - a. Identify the indispensable and necessary processes for the quality management system and its application.

- b. Determine the sequence of each process.
- c. Determine the most important criteria and define the methods to ensure that the operation and control of these processes are effective and optimal;
- d. Be sure to have the information always available to support the operation and operation;
- and. Track each process, perform the measurement;
- e
- f. Implement the necessary actions to achieve the expected results, correct the erroneous processes and in these, implement the model of continuous improvement.

The organization must obligatorily administer these processes by the requirements of the aforementioned international standard

Every quality management system is affected by educational objectives, by different teaching methods, and by administrative practices in the organization. Therefore, quality management systems can be expected to vary from one institution to another.

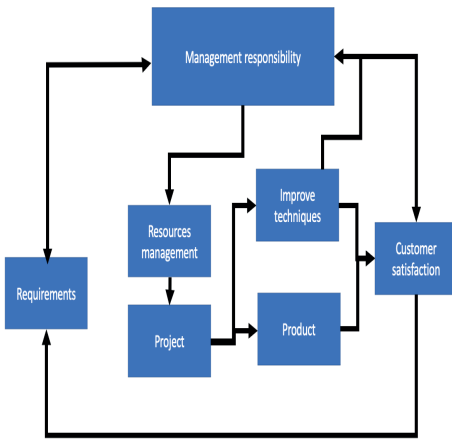
For an organization to work optimally, it has to identify and manage the main activities. An activity that uses resources correctly and optimally and manages them with the ability to achieve the transformation of inputs into educational results is considered as a process. Often the results of an educational process are the inputs of the following process.

The application of an educational process system within an educational organization or institution, together with the identification and management of processes can be referred to as an “educational process approach” (Oria, V., 2003).

In the application of a quality management system, it is necessary to develop:

- a) Understand and meet the requirements,
- b) Determine the value that each process provides,
- c) Obtain results based on the performance and effectiveness of the processes, and
- d) Implement policies for continuous improvement in educational processes.

An advantage of this approach is the control, which on the march provides elements of improvement over the links of the processes, their combination and interaction. Figure 1 shows a continuous improvement system with a focus on processes.



Getting all the actors of the educational community are integrated and participating in a typical project is not simple; the degree of Satisfaction of the actors involved in the process depends on the success of the organization. The particular Satisfaction depends on the identification with the project and the identification and implication of the degree of knowledge of what is developed.

All teachers, consciously or unconsciously, are involved in the process of continuous improvement.

The correct use of the management capacity will affect the increase in educational quality, and this activity depends on the overall success of the educational institution for, also guarantees that the teaching is equitable and of quality.

Regardless of what is thought about the professionalization of the directors of public centres, it is clear that they must meet all the other qualities expressed in the previous paragraph if we want a quality, equitable school in which the majority of its members are satisfied (Peralta, G., 2002).

In the guidelines approved by the Permanent Council, at its meeting on July 31, 2002, it decided to merge the Special Commission on Inter-American Summit Management with the Commission on Civil Society Participation in OAS Activities (OAS, 2003). It highlights the roles of educational systems, related to how the school should expand relations with society, the inclusion of the complete students in society, with oratory qualities, critical and systemic analysis and with values that help the formation of a democratic, equitable and fair society.

The elements that enrich the management process, based on the application of planning, strategy, its aspects, its elaboration, incidence and value in the management process have created the School Strategy, also called the Institutional Educational Project.

It is a long-term program that indicates the use and definition of objectives, actions and use of resources, in a systemic and prospective approach that considers the internal and external analysis of the school and proposes community participation, seeks Integrate efforts to fulfil tasks with quality.

Institutional Educational Project, follows the purpose of transforming society through institutional transformation and helps to face democratiza-

tion, decentralization and autonomy, allows us to understand the opening of the school, the prospective conception and the processes of change.

Serna (2001) categorically expresses that strategic planning and strategy are terms that should be used independently; as it is possible to appreciate they refer to the same activity although they are the expression of the process of projecting results and it is based on the development of coherent procedures in the organizational decision making. It represents a tool to develop school strategies and the interaction of the different elements of the system (internal factors) and external factors.

It also represents a form of participatory management that involves society in the planning, execution and control of the environment and achieves collective commitment. Also, it allows defining educational and pedagogical objectives and contributing to the school management of each centre.

The strategic direction is formed by the conceptual elements of strategic planning and management and represents the broadest activity and projects the organization towards a promising future, has a systemic approach since the objectives and strategies to carry them out are based on school actions through organized effort.

Educational managers need to cover and master the use of management and strategic planning, theoretical and methodological elements and with them together form the attitude of the executive. Its application requires the theoretical and methodological preparation of managers.

Institutional Educational Project is a long-term program, full of objectives, processes, actions and application of resources, conceived with a systemic and prospective approach.

Methodology

Qualitative research is defined as any research that produces results and discoveries in which no statistical procedures or other means of quantification are used “(Foucault, Michel, 1989).

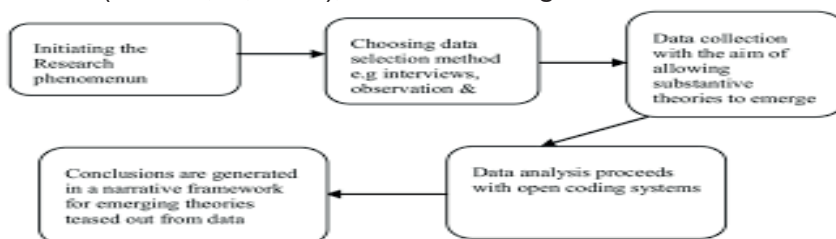
Qualitative analysis refers to rational and non-mathematical reinterpretation. To discover keywords or concepts and relationships in raw data and then to organize them in a theoretical scheme “, (Strauss A., 2002)., these qualitative methods are used in particular substantive areas about which little or much is known, but it seeks to obtain new knowledge, (Stern, PN, 1980).

For Strauss A., there are three main components in qualitative research:

1. The data, which may come from different sources, such as interviews, observations, documents, records and films.
2. The procedures used to interpret and organize the data, such as:

- a. Conceptualize and
 - b. Reduce the data,
 - c. Develop categories, in terms of their properties and dimensions,
 - d. Relate the data through a series of propositional sentences; the previous four are known as coding.
3. Written and verbal reports can be presented as articles in scientific journals, in talks (for example in congresses), or as books.

According to the purpose of this study, the methodology used for data analysis is the grounded theory proposed by Glaser and Strauss (1967) and described in (Carrero, V., 1998), as shown in Figure two.



For Glaser and Strauss, grounded theory is a research method in which the theory arises from systematically collected data. It does not begin with a preconceived theory, but from the data, the theory will arise with the purpose that it resembles reality. Since the purpose of the authors above was to create new ways of understanding reality and expressing them theoretically, then, the methods would help build theories. Given the above, grounded theory is the appropriate method for this study.

For this research, an interview was conducted with 200 basic level schools. For data analysis and coding, the qualitative analysis software NVivo 10, (Deland, Bengt and Mc Dougall, A., 2013) was used. After performing the data analysis, results were obtained where the studies most relevant to the subject under investigation were identified, to detect trends.

To elaborate the data analysis, NVivo 10 stores the information in nodes, which are structured in hierarchies or trees creating topologies. According to the methodology used, we seek to find the elements that form the keywords or properties and with these create the categories.

Likewise, NVivo 10 uses the constant comparison technique, that is, as the coding is generated, the information found in one text is continuously compared against other encoded texts. The categories and properties that emerge from the analysis are combined with the key concepts that are sought, that is, on the theory that is emerging. From the main keywords, it is possible to search for more data to strengthen the fundamental theory.

NVivo 10 also shows when the theoretical saturation has been reached, that is, the supersaturation of the elements and categories being analyzed. It this allows focusing the search on saturated elements and searching the documents for those nodes that have not yet reached that level. According to the data introduced for this study, the word frequency is shown in Figure 3.



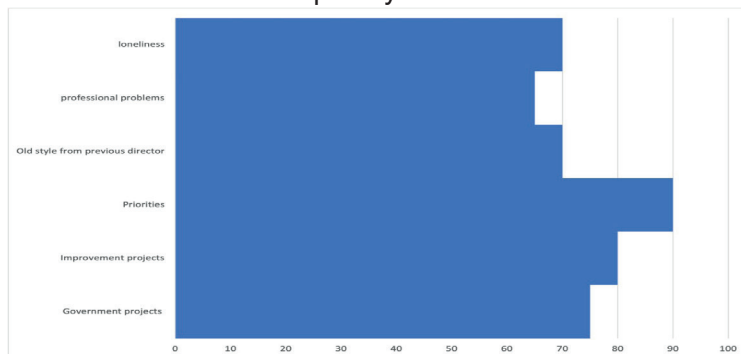
As can be seen in the analysis of the word frequency represented in a cloud, it highlights the main points detected, as well as the primary dimension of the problem.

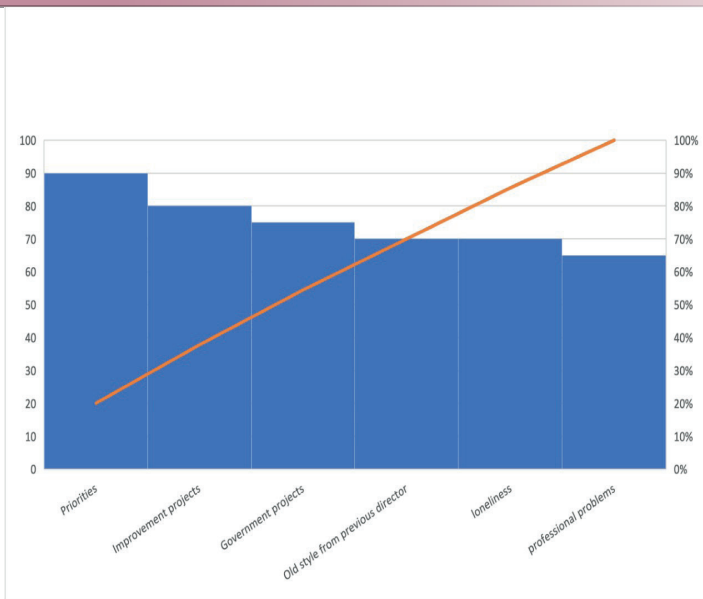
Results

After the analysis of the information, the problems detected that were most common in school manager are surprisingly the following:

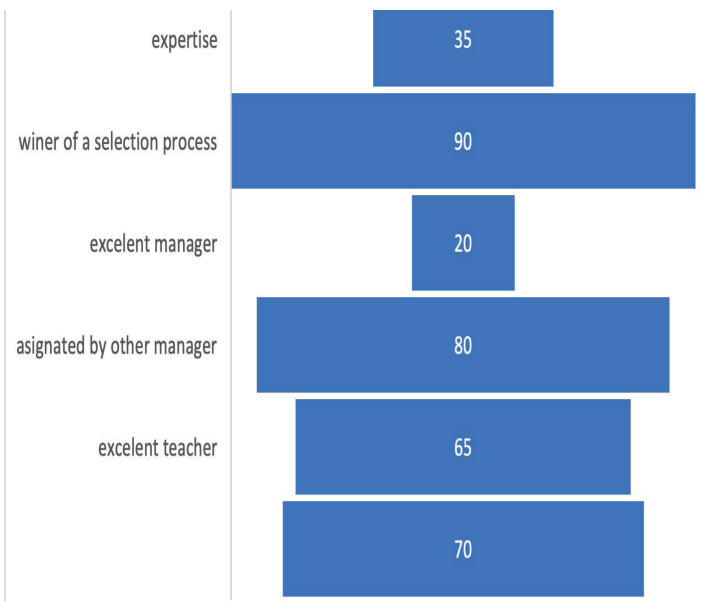
1. Feelings of professional isolation and loneliness;
2. Dealing with the legacy, practice and style of the previous director;
3. Dealing with multiple tasks and priorities;
4. Manage school finances;
5. Dealing with ineffective staff;
6. Implement new government initiatives and school improvement projects.
7. Problems with the physical plant.

The surprise is indicated because we thought to find relevant data to the processes that involve the traditional administrative process. Graph 1 shows the results obtained and their frequency.





In addition to the methodology used to analyze the information, teachers were asked how they became managers in their school. The results are shown in Graph 3.





Discussion

According to the results obtained from the problems detected in this study in public schools in Mexico, strategic aspects that affect the traditional administrative processes in directors and coordinators of curricula and curricula are shown. We assume that correct management allows a school organization to present excellent educational results. The results obtained are overwhelming:

80% of them agreed that the preparation they received previously was not adequate.

The organization of time is reduced (35%);

The balance between work and personal life (35%);

The balance between local needs and the demands of the school system (32%).

Conclusions

Regardless of what is thought about the professionalization of the directors of public centres, it is tangible that within their skills they must meet all the managerial qualities if a quality, equitable school is desired in which the majority of its members are Find satisfied.

The set of rules that allow ensuring the continuous improvement of the procedures, processes and activities that include the management of resources, are implemented in order to control, manage to prevent and eliminate any deficiency in order to provide maximum Satisfaction however do not apply.

It is necessary to change the way and procedures to assign a director of an educational organization, the Ministry of Public Education in Mexico must take measures and actions so that the problems detected can be solved.

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