# Educational Management and Pedagogical Processes in Basic Secondary Institutions

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***Abstract*—The objective of the present research was to analyze educational management and pedagogical processes in the Secondary Basic Institutions of the municipality of Riohacha, Colombia, all of them of a public caracter.The methodology used responds to the type of Correlational Descriptive Research, within the framework of a non-experimental, transversal and field design. As a result, it was obtained that there was a consistently weak positive correlation between the variables of educational management and pedagogical processes in the educational institutions studied.It was concluded, among other aspects, that the relevant Management Model for these institutions is the Strategic one; finally, it is recommended to promote advising to the directors and teaching staff regarding the educational management process based on the types and models, directive, Academic-Pedagogical and Administrative-Financial that these institutions carry out.**

**Keyword -** Educational Management, Pedagogical Processes, Secondary Basic Education, Types and Models of Management.

## I. INTRODUCTION

In many countries, the practice of educational management is receiving considerable attention, due to the fact that in recent decades and with the introduction of new regulations, schools and directive teachers have become more autonomous in several respects, including having discretion over their educational programs, organizing their activities and introducing innovative teaching methods [1]. Consequently, the greatest ambition of any educational institution is to have a professional team that is valued by the students for their professionalism and that has competencies to face challenges presented by today's society [2].

Likewise, education, as a representative services industry, requires maintaining and improving the quality of the services it provides [3].For this reason, in 21st century society, the implementation of a quality management system is the route to the continuous improvement of pedagogical processes, in order to fulfil the expectations and needs of the educational community in general through the achievement of the institutional horizon; sending information to senior management (Rector) information with data and evidence for decision making for the satisfaction of the same.

Educational management becomes a necessary discipline to exercise direction and integral leadership in educational organizations. However, in order to fulfil its function, the integral formation of the individual and the citizen is essential, because educational management is the complex set of actors and processes responsible for decision-making within educational institutions [4].However, school principals have encountered problems in making management decisions, because they have to make a choice between balance and the need to preserve the core of institutional activity and the need to transform and change in order to remain relevant in the market for education [5].

Situations such as this occur in the municipality of Riohacha, where in some educational institutions, the curricular standards proposed by the national government have not been reached, due to the lack of quality management by educational managers, which responds to the challenges and changes of the knowledge society, technological revolution, globalization and modernization.The above situation is reflected in the Saber tests applied to primary, secondary and middle school students (third, fifth, ninth and eleventh grades), where some institutions are located below the Synthetic Quality Indices according to the ranking carried out by the MEN by region, measuring them at national and departmental levels.

In view of the above, it was proposed to carry out this research, which was aimed at determining the relationship between educational management and processes in Secondary Basic Institutions of the Municipality of Riohacha, Colombia, for which it is necessary to identify the type of management, describe the models of educational management, characterize the factors that influence the development of these processes, determine the styles of pedagogical processes present in the academic work, as well as to establish the relationship between the two variables present in this research, which will allow to present some recommendations to be

taken into account and these institutions can be positioned at high levels of quality to make their students prepared and competent people, capable of facing the new challenges of current society.

## II. MATERIALS AND METHODS

The present research is of a correlational descriptive type, because it methodologically consists of describing all the characteristics of the phenomenon being studied, in this case in the Educational Institutions of Secondary Education; similarly, it is correlational, since it contains two variables that basically seek to determine the degree to which the variables in one or several factors are related to each other [6].Likewise, the design is not experimental, since the variables Educational Management and Pedagogical Processes, Dimensions and Indicators are analyzed in their natural state, since the subjects are observed in their reality without the intervention of the researchers [7].And in the field, due to the fact that the data are collected directly from the observed reality or phenomenon, which allowed us to ascertain the true conditions in which the data were obtained.

The population consisted of 68 teachers and nine school directives from secondary basic education institutions in Riohacha, Colombia.It was not necessary to extract samples or make use of the sampling technique, since in this research the informants are made up of teachers directly involved in the educational management function and pedagogical processes.The distribution of the population is shown in Table 1 below.

Table 1. Population distribution

| Institution | Directives | Teachers |
|---|---|---|
| Divine Pastora Educational Institution | 3 | 27 |
| Popular IPC Integration Center | 3 | 23 |
| NuestraSeñora de Fátima | 3 | 18 |
| **Subtotal** | 9 | 68 |
| Total Directives and Teachers | 77 | |

Source: Statistics of Secondary Education Institutions in Riohacha, Colombia (2016)

The population was constituted as follows: DivinaPastora, three directors and 27 Teachers; Centro de Integración Popular IPC, 23 teachers and three directors; and in NuestraSeñora de Fátima, 18 Teachers and three directors, for a total of 77 subjects. Because the population to be studied is clearly defined and limited, it was handled under the perspective of a population census or a complete count of the population.

### *A. Research instruments*

The instrument used to measure and obtain the necessary information regarding the variables presented here was the Likert Questionnaire Survey with scaling, composed of 30 items or questions.The response alternatives in each item are four options, which are represented as follows: Always (A), with a rating scale of four; almost always (AA), with a rating scale of three; almost never (AN) with a rating scale of two; and never (N) with a rating scale of one. Once the instrument was designed, it underwent technical studies to confirm its validity and reliability.

The validity process of the data collection instrument was obtained through a technique called expert judgment, and for this case was evaluated by five of them: two specialists in the area of Management and three in the area of Evaluation, who were provided with information on the research such as: titles, objectives, table of variables with their dimensions and objectives, and was also reviewed to verify the relevance of the items with the variables, dimensions and indicators, their wording and location.

In order to determine the degree of reliability, a pilot test was applied to 10 teachers and five teaching directors for a total of 15 subjects of similar characteristics to the study population, who work in public institutions in the municipality of Riohacha, Colombia. To verify whether the items were in line with what was intended to be measured, Cronbach's Alpha Coefficient was used, which yielded a score of 0.94, ranked as well as very high reliability and with all items significantly correlated with the indicators measured, which shows a very high validity.

### *B. Data analysis*

To facilitate the interpretation of the data in this research, a scale was designed to measure the behaviour of the dimensions, and indicators that integrate it. This scale was developed using the scale shown in Table 2.

Table 2. Score scale and interpretation of the results obtained from the questionnaire applied

| Response Alternatives | Interpretation | Score | Media | |
|---|---|---|---|---|
| | | | Interval | Category |
| Always | Very Present | 4 | 3.21 a 4 | High |
| Almost always | Present | 3 | 2.41-3.20 | Medium High |
| Almost never | Little Present | 2 | 1.61-2.40 | Medium Low |
| Never | Scarcely Present | 1 | 1.00-1.60 | Low |

## III. Results and Discussion

The analysis was carried out with the interpretation of each of the answers obtained in the questionnaire applied to the teaching staff and teacher directives of the educational institutions of DivinaPastora, Centro de Integración Popular IPC Integration Center and NuestraSeñora de Fátima, in charge of processing the educational management and pedagogical processes.For the description and analysis of the results, it started with the data obtained from the variable Educational Management (Table 3); the dimensions were taken according to the scale in Table 2.

### *A. Variable: Educational management*

Table 3 shows the indicators corresponding to the dimension on the type of educational management, where it was evident that for the Directive indicator, the educational management of principals almost never sets clear objectives for educational institutions to be successful, while more than half of the teaching population shows that they almost always do so.

Table 3. Dimension: Types of educational management

| Response Alternatives | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Indicators** | **Always** | | **Almost always** | | **Almost never** | | **Never** | | **Average** | |
| | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. |
| | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % |
| Directive | 26.67 | 33.33 | 26.67 | 60.00 | 46.67 | 3.33 | 0.00 | 3.33 | 2.80 | 3.23 |
| Pedagogical Academy | 60.00 | 53.33 | 26.67 | 40.00 | 6.67 | 3.33 | 6.67 | 3.33 | 3.40 | 3.44 |
| Finance Administration | 20.00 | 16.67 | 40.00 | 43.33 | 33.33 | 33.33 | 6.67 | 6.67 | 2.73 | 2.70 |
| Interpretation Bars | Directive average (2.98%) Present | | | | | | | | | |
| | Teachers average (3.12%) Present | | | | | | | | | |

**Note:** Dir. = Directives; Teac. = Teachers; Fr = Frecuency (%).

It is also observed that a quarter of managers always and almost always set clear objectives, while none of them pointed out that they never cease to set clear objectives. On the other hand, one third of the teachers surveyed responded that they always set clear objectives for the achievement of educational management, while very few of them ever and never set clear objectives for the success of educational institutions.

The Academic-Pedagogical indicator, determined that a little more than half of the population of directors and teachers surveyed, were inclined by the options always and almost always, i. e., they employ academic management and leadership; in turn, the number of those persons who are inclined towards options almost never and neveris very low, so the population indicates that they do not employ academic management in the actors who carry out this type of management, nor do they exercise leadership to improve the quality of education, which results in detriment to the integral formation of the entire educational community, especially students.

On the other hand, the Financial Administrative indicator pointed out that almost always less than half of the managerial and teaching staff consider administrative-financial management as an important and determining element in the internal process of educational institutions or organizations, since these affect the way of administering and distributing resources so that they can be used and applied efficiently, implementing training, supervision and control actions, among others, to project and position them in relation to other institutions, while approximately one fifth indicated that strategies always determine in detail how to use resources in the educational institutions in question. This also means that one-third of managers and teachers seldom set strategies through financial management planning within educational institutions, showing the essential direction for the achievement of the stated objectives, as well as detailing how to use the resources in them.

In this case, the dimension was close to that indicated by the MEN [8], where it is stated that educational management is a systematic process, oriented to the strengthening of Institutional Educational Projects, taking into account planning and evaluation in order to respond to the learning needs of students, teachers and the educational community in general, this is the fundamental axis of this process and focuses its action on the development of the necessary competences on the part of the students so that they can have a good social, professional and personal performance.In this order of ideas, educational management in the institutions under study must cover a path that involves planning and evaluating actions in terms of student care, from the entry, development and exit of the system, specifying that these processes are met within the deadlines provided for academically and organizationally.The results of the following dimension are presented in Table 4: Models of Educational Management.

Table 4. Frequency Distribution for the Dimension: Educational Management Models

| **Response Alternatives** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Indicator** | **Always** | | **Almost always** | | **Almost never** | | **Never** | | **Average** | |
| | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. |
| | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % |
| Normative | 26.67 | 0.00 | 66.67 | 50.00 | 33.73 | 20.00 | 0.00 | 1.00 | 2.67 | 3.00 |
| Strategic | 40.00 | 40.00 | 46.67 | 46.67 | 13.33 | 13.33 | 0.00 | 0.00 | 3.37 | 3.27 |
| Interpretation | Directives (Average) 3.27% Very present | | | | | | | | | |
| | Teachers (Average) 3.27% Very present | | | | | | | | | |

**Note:** Dir. = Directives; Teac. = Teachers; Fr = Frequency (%).

Table 4 shows the indicators corresponding to the dimension on the models of educational, normative and strategic management; evidence that for the Normative indicator, more than half of the managerial staff indicated that the educational management of principals almost always has a cultural point of view, a Normative vision, which blends well with the normative and vertical culture of the traditional educational system, while in the population of teachers it can be seen that half of them almost always propose a model of normative management.Likewise, it can be observed that a quarter of managers indicated that they always adhere to the normative system in education management, while one third of them almost never consider a normative vision, and in addition, almost none of the directors and teachers adhere to the normative system in education management processes.

For its part, in the strategic indicator observed that nearly half of the management and teaching staff almost always have to propose various innovative strategies to apply them to the multiple situations that occur within each organization, since it would be a new way of reinventing the achievement of objectives, that is, the strategic manager must develop intervention projects where their actions are reflected in these institutions and can permeate all the entities that constitute it.In addition, less than half of the management and teaching staff report that they always propose a variety of innovative strategies; in turn, a small proportion of the management and teaching staff rarely and never do so. On the other hand, the averages on each indicator have an interpretation that is very present in the models of educational management, according to the data collected; at the same time, the indicator with the highest average corresponds to the strategic management model of the directors with 3.37% and 3.27% for the teaching staff, followed by the normative management model with 3.00% for the teachers and 2.67% for the directors.

In this case, the Educational Management Models dimension comes close to reported byPozner[9]who points out that all strategic management must assume a new way of leading the processes within any educational organization or institution, that is, projects must be designed that include all the actors of the educational community so that it can respond to the challenges of today's society.It also coincides with the results of the study carried out by Sujova and Rajnoha, 2012, where it is demonstrated that the application of process management components enables the achievement of organizational performance improvement.Therefore, the educational institutions referenced in this research must have an innovative strategic manager in their staff, capable of leading intervention processes and thus stimulating educational innovation in their teachers, students, among others, starting from the fact of always keeping in mind a precise vision and mission, which can be shared and applied to all entities of the educational community in the long term to achieve the proposed achievements.

*B. Variable: Pedagogical Processes*

The results for the pedagogical processes variable are presented below. Table 5 shows the indicators corresponding to the dimension on pedagogical processes: Motivation, Information Processing and Evaluation.

Table 5. Frequency Distribution for the Dimension: Factors in pedagogical processes

| **Response Alternatives** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Indicator** | **Always** | | **Almost always** | | **Almost never** | | **Never** | | **Average** | |
| | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. |
| | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % | Fr % |
| Motivation | 13.33 | 20.00 | 46.67 | 63.33 | 33.33 | 13.33 | 6.67 | 3.33 | 2.67 | 3.00 |
| Information processing | 33.33 | 46.67 | 53.33 | 36.67 | 13.33 | 13.33 | 0.00 | 3.33 | 3.20 | 3.27 |
| Evaluation | 40.00 | 56.67 | 46.67 | 36.67 | 13.33 | 0.00 | 0.00 | 6.67 | 3.27 | 3.43 |
| Interpretation | Directives (Average) 3.04% Present | | | | | | | | | |
| | Teachers (Average) 3.23% Very Present | | | | | | | | | |

**Note:** Dir. = Directives; Teac. = Teachers; Fr = Frequency (%).

For the motivation indicator, 63.33% of teachers and 46.67% of directives indicated that almost always, while 13.33% and 20.00%, respectively, always responded; while 33.33% and 13.33%, almost never responded and 6.67% of directives and 3.33% of teachers responded almost never themotivation is one of the many factors that positively influence each student in order to have meaningful learning for them. However, they must be assumed a willingness to learn not only because it is conducive to that end, but also because it can do so autonomously.In this sense, it is translated that almost always, the management and teaching staff of the educational institutions studied, should not be unconnected with the implementation of this factor, which has a determining influence on students, since the results of the teaching and learning process depend to a large extent on it.For this purpose, it is necessary to include not only teachers and students, but also each and every one of the entities that make up them; hence, these learning processes can become significant for each of the people who intervene in this process.

In the indicator Information processing, 53.33% of the directives pointed out that they should almost always be oriented to the processing of Information, i. e., that certain steps must be taken to reach this level, because through the process where students build their concepts through the systematization of previous knowledge and new information they receive, then formulate their definitions and build a new one, learning can be achieved; while 46.67% of teachers responded that they always do. Likewise, 36.67% of the management staff pointed out that the information processing indicator almost always implies the internalization of cognitive processes and mental operations, in other words, in order to achieve significant learning, certain phases must be experienced in the mind to process new information, while 33.33% of the teaching staff always do so, in turn, 13.33% of the management staff, as well as the teaching staff almost never and 0.00%; 3.33% never do so.

With regard to the Evaluation indicator, it was observed that 56.67% of the teaching staff of the surveyed population indicated that they should always take into account that the Evaluation is a learning teaching process, in which teachers and students are involved in their desire to achieve the desired results, but for this, it must appreciate the way in which this goal was achieved, recognizing the successes and errors; all this to improve learning and educational quality, since this becomes an important tool to enable and enhance learning, while the management staff responded that almost always with 46.67%, take into account evaluation in the pedagogical processes.

For their part, 40.00% of the management staff pointed out that almost always the evaluation indicator in the Secondary Basic Education Institutions of the municipality of Riohacha, Colombia, applies the evaluation leading to more quantitative results than that which should be applied to recognize the successes or mistakes made in the process of teaching students learning, or that accounts for the progress of students in their comprehensive education and thus learn to develop their skills and abilities, while 36.67% almost always do so, in turn, 13.33% of the management staff and 0.00%, as well as 0.00% of the management staff and 0.00%; 6.67 almost never and never do so.

This is why, once the results have been obtained, it can be particularly stated that the indicator related to evaluation as a factor of the pedagogical process in the educational institutions referenced in this research, it could be stated that everyone agrees that evaluation is a process through which teachers should not judge their students, but starting from the fact that both of them - teacher-student - know how they achieved that desired performance in the teaching-learning process. In other words, evaluation is an ongoing process that must include planning, execution, analysis and institutional monitoring.

On the other hand, the averages for each indicator, which can be seen to have an interpretation of the present (3.04%) in the indicator Information Processing for directives and teachers with an average of 3.23%, which indicated a very present interpretation, in which the factor of pedagogical processes, according to the data collected, in turn, the indicator with the highest average corresponds to the teacher assessment factor for pedagogical processes with 3.43 % and 3.27 % for directives, followed by the information processing factor with 3.27 % for teachers and 3.20 % for directors.

In this case, the dimension factors of the pedagogical processes of the pedagogical processvariable coincide with the socio-constructivist points of view that advocate for educational models based on learning, according to this educational model, meaningful learning occurs through the immersion of students in teaching activities together with the most competent members [10].

The results in Table 6, shows the Styles in Pedagogical Processes dimension, which is integrated by two indicators, the analytical and the pragmatic.

Table 6. Frequency Distribution for the Dimension: Styles in pedagogical processes

| **Response Alternatives** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Indicators** | **Always** | | **Almost always** | | **Almost never** | | **Never** | | **Average** | |
| | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. | Dir. | Teac. |
| | Fr% | Fr% | Fr% | Fr% | Fr% | Fr% | Fr% | Fr% | Fr% | Fr% |
| Analytical | 20.00 | 60.00 | 53.33 | 30.00 | 26.67 | 6.67 | 0.00 | 3.33 | 2.93 | 3.47 |
| Pragmatic | 20.00 | 33.33 | 66.67 | 66.67 | 13.33 | 0.00 | 0.00 | 0.00 | 3.07 | 3.33 |
| Interpretation | Directive (Average) 3.00% Present | | | | | | | | | |
| | Teachers (Average) 3.40% Verypresent | | | | | | | | | |

The Analytical indicator, evidenced that 60.00% of the teachers indicated that always the analytic manager is fundamental for every person to be able to have abstract conceptualizations and reflective observations to elaborate logical concepts and ideas properly thought out.These skills allow him to examine, distinguish and isolate parts of a whole until he gets to know the particular principles or elements of a situation; while 60% of managers responded by using the analytical style, it can be seen that this type of manager is implicit in the managers, but that when questioning their conceptions and logical ideas, they are not crystallized in the different and difficult situations that the institutions go through, because they are not able to understand the different and difficult situations they face, because they are responsible for addressing them.

Likewise, 26.67% of the management staff and 6.67% of the teacher indicated that the analytical style were almost never taken into account in the pedagogical processes, as fundamental elements in the educational institutions investigated; but 3.33% and 2.93%, corresponding to the categories never, pointed out that it is the responsibility of the directors and teachers to establish the analytical style as a pedagogical process for this type of manager when making the analysis and synthesis of the reality through its abstractions. Thus itis required knowing the information on which to anticipate in order to make changes in times of crisis, as well as the construction of an intervention project with clear objectives, which must be directly related to national objectives.

With the results obtained, it is indicated that in the Educational Institutions mentioned in this research, this type of manager is implicit in the directors, but that at the moment of questioning their conceptualizations and logical ideas, they are not crystallized in the different and difficult situations that the institutions go through.On the other hand, there is the pragmatic indicator, where 66.67% of the management and teaching staff of the surveyed population indicated that they almost always use pragmatic style as a pedagogical process, while 33.33% and 20.00% of the same indicated that they always use it.

However, 13.33 and 0.00% of the almost never and never, respectively, indicated that it is the responsibility of managers to establish the pragmatic style of objectives within educational institutions.

In this case, the dimension is close to that indicated by Bastias[11], who agree in affirming that the Pragmatic Manager is an individual who always tries to find a solution to the problem that may arise in educational institutions, and in a personal way, thus developing a critical thinking oriented towards the achievement of achievements.Similarly, the results in Caro *et al.*[12] show that teacher-led strategies are positively related to student achievement, but the association tends to be negative for higher levels of teacher-led instruction. Similarly, Sarafidou and Chatziioannidis[13]affirm that teacher participation in leadership has been shown to be related to a better perception of the school climate.

Regarding the relationship between educational management and pedagogical processes in Secondary Basic Education Institutions of the Municipality of Riohacha, Colombia. The results confirm and verify that there is a relationship between the variables of educational management and pedagogical processes, which can be seen in Table 7.

Table 7. Relationship between educational management and pedagogical processes.

| **Data set** | | | | |
|---|---|---|---|---|
| **Descriptive statistics** | | | | |
| | **Directives average** | **Teachers average** | **Standard deviation** | **N** |
| Educational management | 3.12 | 3.19 | 0.73601 | 8 |
| Pedagogical processes | 3.2 | 3.31 | 0.64451 | 8 |
| | | | | |
| **Correlations** | | | | |
| | | | **Educational management** | **Pedagogical processes** |
| Educational management | Pearson Correlation | | 1 | 0.889 |
| | Yes. (Bilateral) | | | 0.003 |
| | N | | 8 | 8 |
| Pedagogical processes | Pearson Correlation | | 0.889 | 1 |
| | Yes. (Bilateral) | | 0.003 | |
| | N | | 8 | 8 |
| The correlation is significant at level 0.1 (bilateral) | | | | |

These findings confirm that, insofar as there is educational management, it must be directed towards an articulation in its planning and evaluation, with the academic community as the driving force, since its contributions would be aimed at the development and improvement of the same, so that it can achieve the proposed goals, applying the general principles of its mission and vision; and thus be able to make a difference in the students' results in relation to other institutions.

In this order of ideas, the educational management in the institutions under study must cover a path that involves planning and evaluating the actions in terms of student care, from the entry, development and exit of the system, specifying that these processes are met within the deadlines provided for academically and organizationally.

In the same way, it is worth noting that in this research the educational management is constituted by types and models of management, namely: Directive, Academic-Pedagogical and Administrative-Financial; whereas for the Models: Normative and Strategic, together with the pedagogical processes that must be developed by the teacher, appropriating the skills and abilities that are inherent to every educator, but above all of the strategies that make it possible for their pedagogical work to be significant, insofar as a good relationship is established with students, managers and the community in general, taking into account their culture and previous knowledge.

Consequently, the educational institutions of this research must maintain their leadership to develop students through excellent pedagogical processes, their potential and skills, turning them into critical professionals and quality specialists, in order to give society a well-informed citizenry, capable of participating meaningfully in debates on educational action, and also to be willing to take advantage of the opportunities offered by the government to initiate research processes, hence the existence of a consistent positive but weak correlation between the variables of educational management and pedagogical processes, and corroborates the theoretical approaches studied by identifying the types, i. e., the Directive, Pedagogical and Financial Administrative Academics; describing the normative and strategic models of educational management and their relationship with motivational factors, the processes of information, evaluation, as factors of pedagogical processes, as well as with the analytical and pragmatic styles in Secondary Basic Institutions of the Municipality of Riohacha, Colombia.

## IV. CONCLUSION

In relation to the identification of the types of educational management in Basic Secondary Institutions of the municipality of Riohacha, Colombia, it was obtained as a result that these are present, due to the fact that strengths in terms of educational management were detected in these institutions, which must cover a path that involves the planning and evaluation of the actions regarding the attention of the student, from the entry, development and exit of the system; specifying that these processes are carried out within the framework of the system, specifying that these processes must be carried out within the established academic and organizational deadlines.In the same way, educational management should be directed towards an articulation in its planning and evaluation, having as a driving force the academic community and management model, since its contributions would point to the development and improvement of the same so that it can achieve the proposed goals, applying the general principles of its mission and vision; and thus be able to make a difference in the results of the students in relation to other institutions.

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