The Human Sense In Educational Leadership As A Generator Of Integral Quality Education

By

Luis Guillermo Restrepo Renteria
Universidad Internacional Iberoamericana
ORCID: 0000-0002-6597-483X
Email: lgrestrepo91@gmail.com

Karina Isabel Delgado Valdivieso
Universidad Internacional Iberoamericana

Abstract

The purpose of this article is to present to the academic, scientific and social community the research process where the human sense was taken as a key axis for the development of integral educational quality, promoted from the educational leadership, given that there is a marked decrease in the quality of education in the country and more focused on the municipalities and districts more distant from the big cities. This article marks the projection and continuity of the research since the focus of this article is on teachers as guides, orientators and facilitators of the training process; however, it is praiseworthy to direct the human sense not only in the leadership exercised on teachers, but also to involve parents and students as members of the educational community.

Keywords: Human sense, education, quality, leadership, training.

Introduction

Educational policies are increasingly changing and must be constantly updated to respond to each country's growth demands. Because of this, the educational manager, as a social leader and manager, must show the most human of its existence if its purpose is to achieve educational quality. Training is necessary to achieve this and requires personal skills and technical and material resources. All this is according to the pedagogical needs of an institution in order to respond to obstacles that prevent the administrative processes from flowing assertively but maintaining the educational horizon without deviating from the objectives set as an educational institution.

The human sense applied in leadership is an intangible value in the development of the human being on a larger scale in the educational and formative areas. Hence its application from the directive area and that this influences the other managements justifies its investigation, analysis and later proposal so that education is presented humanely and that, likewise, it generates integral quality in the same.

It is necessary to emphasize that education is a human exercise, so it must be developed without detaching its human sense because it is not given to machines or animals; in this case, there are computerized programs and training, but education must be treated and exercised from the commitment of being a human component.

It is no secret that education is the basic and primordial tool for human development harmoniously and integrally since it has the great possibility of penetrating each of the facets

of the human being, from his physical, mental, social, emotional, labor, sentimental, spiritual and ethical part. However, if it is not carried out with adequate administration, organization and management, it will be fruitless, ephemeral and decadent.

Today education in the district of Turbo is in crisis, and it is necessary to investigate what is causing this deficiency in the quality of education. After previous observation by the researcher, an element in the area of directive management and administration is glimpsed, the same one that is presenting difficulties and that this analysis wishes to observe in detail, investigating, identifying, describing, diagnosing and suggesting ways to attack and mitigate to improve the quality of education.

In Turbo, a singular situation has been occurring because despite highly trained and experienced educators mostly occupying the teaching staff in different positions and levels, this is not evidenced in the results obtained in the census tests applied to students. In the opinion of the teachers, one of the reasons is related to their relationship with the management team, be it principals, directors, coordinators or any member of these, since they point out that they have difficulties in effective, assertive and assertive and empathetic communication.

This district presents significant poverty and inequalities. Teachers are part of the communities, and their living conditions are not better than their students. This is in terms of attention to their academic and personal difficulties and inefficient health services for teachers and their families; likewise, there is little investment in teaching materials and teacher training. Equally important is the fact that due to the lack of teachers, the few that are there have an overload of work since they must attend to a more significant number of students per class, and sometimes teachers take on other types of activities to supplement their income, these are problems that considerably reduce the productivity of this professional and therefore the quality of education they can provide in the district.

For these reasons, it is necessary to investigate the human sense in educational management in the district of Turbo and propose solutions based on the human sense as a generator of integral quality education.

Research problem

Over the years in the world, educational leadership has set the standard for public or private schools to march in harmony with the objectives for which they were created, without losing direction, and its purpose is the integral formation of a human being to live in a society following the precepts of their immediate environment. Consequently, it significantly impacts the achievement of quality and excellence in all educational activities.

Educational institutions in Latin America are experiencing managerial difficulties due, among other reasons, to the scientific, technological and social transformations that humanity is undergoing. These changes require educational entities and their governing bodies to permanently adapt their structures, conceptions and policies from traditional and classic managerial functions, i.e., they must move on to new and complex situations in order to offer an education with different contents, strategies and objectives that respond to the needs of society. Therefore, it is worth noting that the United Nations Educational, Scientific and Cultural Organization UNESCO (2004), based on the philosophy of learning to learn, in the perspective of the human, a permanent and meaningful continuum to provide a more humanized education, which contributes to the construction of a more just, balanced, democratic and relevant society, proposes transformations at the educational level so that

managers and teachers have to adapt their functions to these scenarios, in order to achieve the objectives of the school.

Educational management is currently going through a situation marked by complexity; due to the influence of globalization, national education systems are working to generate real changes. As a result, educational administration policies have been modernizing and adapting to the present times. However, this globalized scheme of changes is heading towards a competitive and productive model and places all educational centers at the same level without considering the social and economic conditions of the community, the region or the country.

They also point out that decentralization has produced innovative experiences and has allowed the emergence of a leadership committed to responding to institutional demands. On the other hand, not all regions have benefited from the positive aspects of decentralization, especially the poorest ones, which do not have the resources to invest in orientation, increasing institutional capacity, improving the living conditions of teachers and providing the necessary support to offer equity in access and quality education.

According to this, it is the central government's responsibility to establish objectives and standards for the sector, but at the same time, it does not have the mechanisms to direct and control regional organizations and institutions and to guarantee results. In this sense, the OECD report highlights that high enrollments are not synonymous with educational quality, and, on the contrary, there are certain disagreements, which can be considered inputs for the promotion of reforms, taking into account that management is more effective to the extent that they are coherent, and have support and control structures in which the different levels and critical actors are engaged in favor of common objectives (OECD, 2016).

Another of the substantive aspects of the OECD report (2016) points out the importance of developing a system vision with clear expectations about what is required to learn at each level and modality. To this is added the reduction of social and economic inequalities in the regions and quality education with equity. In addition, they emphasize revising teaching practices so that the expectations of training and remuneration represent a motivation for the profession. Finally, they mention the lack of strong national and local leadership, which marks differences in quality benchmarks. Following these clarifications about what is lacking, it could be added that educational quality depends on human factors, such as the personal, professional and organizational competencies of those who lead the institutions, but socioeconomic aspects and national and local governments must also be considered (Avendaño et al., 2016).

Consequently, school leadership can make a difference in transforming the general conditions of educational institutions. Therefore, this school leadership must take its place as a fundamental actor in the achievement of quality education. Its role lies in tuning its actions to the interests of the educational community members.

By way of illustration, the results of the PISA test in Colombia for 2018 point out that Colombian students achieved a performance below the OECD average (2018) in specific points such as: reading 412, mathematics 391 and science 413. This is very important in education as it is indispensable to increase the efficiency and equity of education. According to these results, the country ranked adjacent to that obtained by students from Albania, Mexico, the Republic of North Macedonia and Qatar. However, it was higher than the 2015 test, and in the opinion of this body, since it was the longest period, the average academic performance in all areas improved.

This same study provides details of some data in Colombia, as follows: a) about 50% of students achieved at least level 2 proficiency in reading and science, after 35% obtained equal proficiency in mathematics, and about 40% showed a low level of success in these subjects; b) the deviation in reading achievement, which stood at 14%, was due to socioeconomic status, and despite being higher than the OECD average located at 12%, it was below countries such as Uruguay (16%), France (18%), Hungary (19%) and Peru(21%); d) about 10% of students from so-called disadvantaged sectors achieved a score that placed them in the top quarter of reading achievement, compared to 11% of the OECD country average. In addition, young women outperformed young men by 10 points, representing the smallest gender gap of the countries or economies participating in PISA 2018. In contrast, the gender gap in mathematics and science is skewed toward boys and is one of the largest in participating countries and economies.

Likewise, the results found that the students stated that they were satisfied with their lives while showing more positive than negative feelings and were not afraid of failure, in contrast to the average for the rest of the countries.

However, Colombian students indicated that they are victims of bullying or harassment more frequently than the average student in the other OECD nations.

Another element considered in this report has to do with the opinion expressed by principals, who indicate, in general terms, that they do not have enough personnel and fewer didactic materials, in contrast to the average of other OECD countries. In detail, principals report that staff shortages are greater in disadvantaged schools, where 34% of students are enrolled, compared to 18% of students enrolled in advantaged schools. In this regard, principals indicate that the lack of qualified teaching staff limits the school's capacity to provide quality services to students. Finally, principals add that 62% and 78% of teachers in favored and disadvantaged schools are fully certified, which means that the difference is not significant. According to these percentages, most teachers have at least a master's degree, which means that in terms of their training, they are in similar conditions in both schools.

In the specific case of education in the district of Turbo, it has been showing low results in the Synthetic Index of Educational Quality (ISCE), which is an analysis of the progress of the institutions concerning the four management that are developed in an educational institution, which is the academic, administrative, financial and community, this is a numerical indicator, within a scale of 1 to 10, which accounts for the achievements of each educational level of all educational establishments in the country. This measurement is carried out by the Colombian Institute for the Evaluation of Education, taking into account the results of the SABER tests and the internal efficiency of the Educational Establishments (EE), which are disseminated by the Ministry of National Education (MEN).

This evaluation assesses four elements of educational management. Among the components of the calculation of this index are: first, school performance, which allows knowing the state of student learning for the results of the SABER test in the areas of language and mathematics and represents 40%; second, progress, describes the improvements observed compared to the last SABER test, in the areas of language and mathematics of each institution and is 40%; third, efficiency, evaluates the school approval of the last cohort, and the information obtained from SIMAT, represents 10%; and in the fourth, school environment, the perception of students on the conditions of the learning environment and the qualities and commitments of teachers is recorded, for which the result of the last context questionnaire (Associated Factors) is taken into account, which in turn represents the last 10% (Min educación, 2020).

Within this framework of evaluation elements and the ISCE, the synthetic index of educational quality, as an instrument, the fourth element is the school environment, which considers the evaluation of context or associated factors (AF), which are located inside and outside the classroom. Within the classroom is the learning climate, which includes discipline, the learning climate and the student's perception of the school; teaching practices, referring to cognitive activation, learning follow-up, responses or feedback and the structure or organization of the class; educational leadership, which is evidenced in teacher evaluation and extra-classroom teacher coordination activities; and professional development and collaboration, which are all those activities and preparation or training workshops among teachers.

On the other hand, there are those located outside the classroom, associated with the characteristics of the school, size of the establishment and classroom, modality, infrastructure in general and environmental conditions (crime, violence and physical deterioration and services); the characteristics of the students, which include the socioeconomic level of the child or adolescent and the degree of parental involvement; and finally, motivation, learning at home and the academic self-concept of each student (ICFES,2017).

Hence, the basic functions of the director in the institutions make up a determining element in achieving the objectives. According to Chiavenato (2006), management is related to organizations that carry out planning, organization, and direction and control actions to use their human, physical and financial resources. All this is to achieve objectives, usually related to economic benefits. This to reach levels of efficiency and quality in the administrative management of the institution.

According to the above, it is necessary for the director of an educational institution to orient his knowledge to use practical tools that allow him to achieve the goals of that entity, making an analysis of the consecutive activities, facing real situations where managerial management is a science, with parameters in the application of knowledge and the conduction of those practices that can be applied to achieve the educational objectives.

The results are presented annually after performing the institutional self-evaluation of educational institutions nationwide. In the particular case of Turbo and when observing the results of the census tests such as ICFES, which is the Colombian Institute for the Promotion of Higher Education, SABER 3, 5, 9 and 11 (grades in which these tests are applied), a whole problematic situation is being presented in the development of education in the district.

However, in terms of the allocation of resources by the state, the resources allocated are not more significant; in other words, they have more expenses but fewer resources. Because of its location, this district has a strategic position; in addition, it has a great biological diversity.

Similarly, the infrastructures are inadequate, and for a long time, no resources have been received for their maintenance and adaptation, on the one hand, in terms of general conditions. On the other hand, there are the working conditions of the teaching staff and the quality of the interrelationships between them and the management staff, some of them with very little training in pedagogical and administrative management; the management bodies are rude and not very humane in dealing with the members of the educational community. Furthermore, the institutions' budget is increasingly smaller, with higher operating expenses and little investment. Added to this is the constant onslaught of the central government trying to overwhelm the worker and more in the educational branch. All these problems support this investigation since the researcher intends to observe how the absence of human sense in the directive field has contributed to the fact that education in the district of Turbo is carried out incorrectly.

In many cases, it is first necessary to speak of education with dignity rather than of quality education, since the conditions of the premises are not the best, in addition to the absence of strategies for the permanence of teachers and students in the institution.

Therefore, the following research question has been posed: How does the human sense in educational leadership generate integral quality education in the district of Turbo?

Specific problems

1. How to characterize the human sense and leadership skills of the managers of the educational institutions of the Turbo district?
2. How to establish the relationship between the sense of humanity, the way of leading and the quality of education in educational institutions in the Turbo district?
3. How does a proposed training strategy for teachers and managers improve their leadership skills and sense of humanity?

Overall objective

To describe how the human sense in educational leadership is a generator of integral quality education in the district of Turbo.

Specific objectives

1. To characterize the sense of human and leadership skills in the directors of educational institutions in the Turbo district.
2. To establish the relationship between the sense of humanity, the way of leading and the quality of education in educational institutions in the Turbo district.
3. Propose a training strategy for teachers and managers to improve their leadership skills and sense of humanity.

The human sense

The definition of human meaning implies a difficult task since the search for a specific definition given by some author or authors gives multiple conceptions according to their interest, field of work, understanding, and complexity, and it is not found because each of those who speak of human meaning seems to take for granted what is understood by it. However, it makes great sense to direct them towards humanism, which is the philosophical doctrine from which this concept is derived; therefore, to support this work, the researcher will have humanism and its philosophical bases as a basis and then refer to the state of the concept of human meaning based on what has been traced in search of a theoretical foundation.

Humanism, in the broad sense, represents an appreciation of the human being and the human condition. Hence, it is akin to generosity, compassion and concern for the esteem of human particularities and relationships. The term, as such, is composed of the word humānus, meaning 'human,' and -ισμός (-ismós), a Greek root that refers to doctrines, systems, schools or movements.

Humanism was a philosophical, intellectual and cultural movement that began in Italy in the 14th century with the Renaissance and spread throughout Europe, breaking with the strong influence exercised by the Catholic Church in all orders of life during the Middle Ages.

Capacity developed to judge, understand, appreciate, comprehend and value what is related to man, his existence, development and that is motivated by a rational feeling."

Based on the aforementioned definition, a series of concepts can be derived that make it easier to propose the theories that help the research.

From a humanistic perspective, we find the value that human beings possess by the simple fact of having been born and having the divine miracle of life because, as human beings, they are made up of various facets or dimensions that make possible coexistence, self-love, as well as respect and appreciation of the other members of humanity.

Thus, this research is oriented in the humanistic sense, since it gives predilection for the inalienable value of the human being, regardless of his particular characteristics. When speaking of the sense of the human, allusion is made to human values, the integral formation of man, spirituality, and education in values and culture. The human sense is inherent to all environments, be they labor, social, family, educational, or sentimental, since the center of humanity's reflection is a man.

The meaning of the human from Maturana's point of view (1990)

In the book "El sentido de lo humano" by Humberto Maturana, his reflections on the meaning of what is human are collected, specifically in part V on education. The author points out that education, in his conception, is the central element for the conformation of a country as a space for coexistence; that is, it is there where the model of the country and the type of coexistence that should be built are constructed. As this work is about the opinions expressed in an interview, he points out as a kind of exhortation the values of that country, stating that it should be a country in which men and women live together in respect for each other, in which everyone is responsible for coexistence and cooperation as principles. He then defines some conditions to make it possible for education to be directed to these ends; at the end of each one, he stresses the importance that this must be learned, and it is only learned if it is done and lived following:

First: to belong to the same culture, to participate with a range of values and actions that allow everyone to be incorporated into a common national project without the need for external controls since each one will act according to what he or she has to do.

Second: to be responsible for the acts that are carried out with the awareness that the actions that are executed have consequences for others; he points out that this requires being able to reflect on what is done.

Third: freedom of action; to be free, one must respect oneself and others.

Fourth: potentially or legitimately, one should participate, within the exact domains of actions, by cooperatively contributing to shared projects.

Educational leadership

A concept of utmost importance in the development of the human sense is educational leadership or management; Covey (1998) traces the definition of leadership centered on principles, which refers to the internal transformation of the human being, which will lead

him/her to influence others in the long term. Complementing the term of leadership with education achieves a formative and projection sense in the school institutions.

This is how the educational leader becomes the person who, with concrete conditions and facing the meaning of education, guides the educational community, such as students, teachers, parents and people who manage or lead educational processes, in the search to optimize the educational quality, climate and organizational culture in personal growth, symbolized in the integral formation of educational entities.

Educational leadership is established with the dynamics of the formative activity of individuals that depend on philosophical ideals and, consequently, in integral formation. Regarding the strategic and technical with a sustainable essence contrasted with understanding, intervention and culture change, environmental and social. In this line, it allows the projection of the being towards the feeling of human education, which is reflected in the totality of its dimensions and situations that ensure the improvement of the quality of life based on ethics and the valuation of people's resources in the future.

It is very important to study educational leadership because, undoubtedly, it affects both the process and students' learning outcomes. In general, leadership is a style we all exercise in life. In the case of schools, it is how different school capacities are organized in order to achieve student learning.

Educational leadership is reflected in concrete practices of relationships among the different actors in the school, which precisely reflect the approach or vision of school management. This impacts student learning, not only academic learning but also how to build relationships with oneself and with others.

In this way, leadership and educational improvement save and encourage deep learning from everything that is disseminated and lasts over time, so it does no harm and generates a positive advantage for people now and later (Hargreaves, 2003).

To speak of a humanistic education involves alluding to that kind of education that seeks to comprehensively form people, transforming students into useful members for themselves and society. Hence the emphasis is placed, apart from curricular subjects, on teaching norms, values and beliefs that promote respect and tolerance among people. Without these clear concepts, speaking of education would not be possible.

Humanistic Education is an extensive, dynamic educational process that encompasses all aspects of people, academic, yes, but mainly normative, which should follow these principles:

It must be a quality education: A good education represents a part without which a development process lacks the necessary strength to make individuals active agents of their transformation and the social change they will be able to live. In addition, a good education guarantees the advancement of society because it makes the person more open, and more critical of the environment around him.

It must provide meaningful learning: This symbolizes allowing the student to learn, according to his reality, with methods and techniques with which he can integrate knowledge into his personality naturally and reflexively. Pestalozzi (1987) said, referring to public education at the beginning of the 19th century: that it is necessary to consider that the ultimate

goal of education is not perfection in school tasks but a preparation for life, not to acquire habits of blind obedience and prescribed diligence, but a preparation for independent action.

It must give an integral formation: stimulating respect for the differences that exist in each person. It is necessary to give to each one what corresponds to him, according to his particularities and possibilities, seeking to help mainly those who have the most difficulty and the least, but not forgetting the others. Each person has strengths and weaknesses, and only by recognizing these elements will it be possible to provide a fair education.

It must form citizens capable of living and protecting a democratic system of government. In the words of Varela (1964): "Education is quite significant for those peoples who have embraced the democratic-republican form (...). Extending suffrage to the totality of citizenship requires (...) an education spread to all because man is not aware of his actions without it. Many people know what happens in those societies where citizens do not have a quality education and how they tend to fall into the hands of leaders who try to manage them, claiming the common good.

Competencies of the educational leader

The essential qualities that humanistic leadership must practice in daily activities are understood as key. They are the "seven Cs": coherence, conviction, credibility, trust, communication, commitment and awareness.

Consistency:

Coherence makes it conceivable to articulate theory with practice, what is said with what is done, and thinking with action. Coherence is an indication of integrity in the actualization of the leader. It should not be confused with inflexible nature or uniformity. Consistent is the leader who retains a course of action, regardless of whether conditions support him or herself. The absence of consistency creates doubt.

Conviction:

To face adverse scenarios, you must be convinced of your actions. Any difficulty can alter the initial idea if this is not the case. Possessing well-founded principles of action, consolidated in one's habits, allows one to implement the principles one defends. On the other hand, a conviction means having a firm purpose in converting ideas into action.

It is what Bennis and Nanus (2001) call "power, the ability to translate intention into reality and sustain it" (p.36). In other words, moving from thought to action or vision to mission. Ideas are reflected in the vision of what you want to do. Skillfully led leadership will make the ideas tangible to everyone in the company. It is the first step to be seconded. The mission is crucial for the people's work because the educational activity is filled with meaning to the extent that they feel part of that mission, reflected in their daily work.

Credibility:

Consistency and conviction in action generate, in the long term, credibility. The people involved in the company "believe" in humanistic leadership because their strength of action is based on day-to-day facts. And many "day-to-day" reinforces wills.

Humanistic leadership is a constant "trickle" of attitudes permeating, impacting and leaving a mark in the work environment where the humanistic leader exercises his scope of action. It is because of these facts that people believe in his leadership. Moral authority has been earned.

Trust:

When the people of an institution believe in a leader's performance, he or she has earned the people's trust. Trust is what allows the humanistic leader to influence the people around him. Trust is as difficult to gain as it is quick to be lost. It is something that is deserved; others grant it. Therefore, humanistic leadership must be based on trust. It must have the ability to earn people's trust.

Furthermore, Costa (1999) states that entities and individuals that generate trust and treat their people with respect are more likely to succeed. On the contrary, the absence of trust hinders the exercise of leadership. Trust is key in the interrelationships that occur in the company. If you add coherence, conviction and trust, you will probably be a person of integrity and honesty.

Therefore, it is not surprising that Solomon (1999) proposes "...that leadership begins rather with integrity and virtues, especially those virtues that enable a leader to accurately express the emotions and aspirations of others, to inspire them by instilling confidence and hope" (p. 61). Alternatively, Boyatzis, McKee and Goleman (2002) refer to the integrity of leaders as follows: "Integrity also means that a leader lives his values" (p. 47). When the members of an institution can perceive that leadership is based on values inherent to the common heritage of people, such as, for example, rectitude, transparency, justice, and magnanimity. It is then that they begin to place their trust in that leadership. Because values, as Argandoña (2002) argues, are reflected in people's behavior. Behavior shows the person's values and whether or not trust can be placed in that person. People in the company notice the values of leadership through the actions of the leaders. No one escapes the evidence of actions.

Communication:

Trust enables smooth communication from the outset. Few today would doubt the growing importance of communication in the business world. Communication allows a greater depth of messages. Clear, concise and direct communication facilitates the flow of content. The humanistic leader must communicate very well. In relation to the people around him, the ability to communicate will reside, above all, in his capacity for attentive listening. Bennis (2000) says: "successful leaders will be those who have, not the strongest voice, but the finest and most attentive ear" (p. 150). The humanistic leader knows that communication begins with listening, attentively, to his interlocutors, really paying attention to them, dedicating the necessary time to them. They have the cadence and tempo of communication very well measured. They know how to listen very well.

Commitment:

Humanistic leadership can only be exercised through commitment. First with oneself; then, with the company. It is in the commitment where coherence with the principles is manifested. Commitment to the company leads him to promote the good of the people in his organization. The humanistic leader "evaluates the action of real needs" of his people. In addition, they can create, as Suarez & Zuluaga (2002) argue, a culture of commitment: "The collective of leaders of a corporation is responsible for creating and maintaining a culture of commitment and excellence in which the entire workforce of the company can offer the best of itself" (p. 54). One of the challenges for humanistic leadership will be to create a culture of commitment based on both loyalties of intention and loyalty of action. Binding loyalties allow for coordination, coherence and unity in achieving goals. In other words, leadership based on commitment allows for aligning wills and objectives.

Humanistic leadership is open to suggestions, criticisms and dissenting elements as loyalty factors. The risk of misunderstood loyalty is that dissenters are pushed aside, "punished," and only those who say "amen" to everything are kept or empowered within the organization. Loyalty does not mean uniformity. People must be able to express themselves knowing, in advance, that their commitment to the organization seeks the company's good. In addition, people are subject to successes and mistakes. Humanistic leadership takes both into account.

Awareness:

In an already classic text, Spaemann (1982) referred to conscience as: "something sacred existing in every man and which must be unconditionally respected" (p. 87). Later he added: "Conscience is a demand of ourselves on ourselves."

Humanistic leadership, on the one hand, cannot but be governed by this position of respect for every human being and, on the other, from the inescapable personal demand. One loses sight of the high degree of self-demand and self-sacrifice that people-centered leadership requires. A conscience well formed in respect for the human condition is indispensable in the action of human leadership.

Leadership with a human sense

Leadership with a human sense alludes to an integral leadership that takes care of individuals' physical, academic and spiritual parts. Moreover, although today it has to do with another definition, the reality is that by the middle of this century, it will be something that will be applied daily.

The type of leadership learned in recent years has been described as a leadership absolutely organized by results; in accordance with this, the collaborator of an organization is seen as a tool, which leads to a kind of utilitarianism. Faced with this, a "change of chip" for current leaders is unavoidable. It involves applying new practices, for which it is necessary to add that human part to the "radar."

Principles and values that profile a leader with a human sense of purpose

Among the principles and values that profile a leader with human sense are the following:

He understands: he deals with human beings who think, who have emotions, who have a need to transcend, as well as physical requirements such as health that must be taken care of. A leader with a human sense takes care of his collaborators integrally.

He cares about the intellectual and emotional parts. He wants you to learn more and develop professionally, and he also cares that you are happy and enjoy your work. This behavior favors both parties, since employees see their leader as someone who cares about them in an integral way, with whom conversations flow.

Educational Quality Definitions

For the Ministry of National Education (MEN), the expression quality of education is given according to the levels of development achieved in the production processes of the

individual who learns. For this purpose, regulations and decrees have been drafted that indicate ideal educational conditions, and also, in these same legal provisions, there are some instruments to follow up and control the educational process as such, taking into account all its elements, including the educational management of these institutions in Colombia.

Article 4 of Law 115, or the General Education Law, establishes the quality and coverage of the educational service and states that it is in the hands of the state, society and the family to ensure the quality of education, the promotion of education as a public service, as well as the responsibility of the Nation and the territorial entities to guarantee its coverage. In this order of ideas, the article mentioned above indicates that the state must permanently attend to the factors supporting education quality and improvement. In particular, the training, qualification and promotion of teachers, resources and methods, innovation and research in the educational field, educational and professional guidance, and finally, the inspection and evaluation of the educational process (Congress of the Republic, Law 115, 1994).

Following the explanation of different guidelines on the quality of education, UNESCO (1996) established that quality education should focus on three fundamental factors: a) the need to broaden the effectiveness of different educational systems; b) the need to reduce inequity among different social and ethnic groups; and c) to embrace the diversity and social complexity shaped by: migration, urbanization, global culture, greater access to resources, channels and means of transmitting information, knowledge and values. Based on these factors, UNESCO indicates that, within the purposes of quality education, there are two key elements: to guarantee the full cognitive development of students and to stimulate their creative and affective development so that they can develop values and attitudes that allow them to be full and responsible citizens. This organization explains what it understands by the quality of education, arguing that it is a concept that has evolved, that it is the sum of efficiency and effectiveness, it is multidimensional, and as a concept, it is not static but dynamic and evolves, contexts and circumstances.

In support of the above, PRELAC (2002) promotes a rights-based approach that represents a paradigm shift, which can be seen: from focusing on inputs and structures to focusing on people, from the transmission of knowledge to the integral development of people, from homogeneity to diversity; and from school education to the educating society. From this perspective, UNESCO adds that quality education is a fundamental human right from which no one can be excluded, i.e., inclusive education, with particular emphasis on marginalized and vulnerable groups. It must also be free and compulsory, non-discriminatory and allow the participation of all without undermining their rights to express themselves and participate according to their needs, equitable in all its dimensions: in access, the process and the results.

As highlighted in the report, the notions of continuous learning and relevance were particularly important. The report also places a strong emphasis on science and technology. It asserts that improving education quality requires systems where scientific development and modernization principles can be learned in ways that respect students' sociocultural contexts. More than two decades later, Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century, chaired by another French statesman, Jacques Delors, appeared. This Commission understands that education, throughout life, is based on four pillars:

Learning to know, recognizing the daily learner with his own knowledge, combining personal and external elements.

Learning to do focuses on the practical application of what has been learned.

Learning to live together addresses critical skills for leading a life free of discrimination where everyone has equal opportunities to develop themselves, their families and their communities.

Learning to be, emphasizes the skills individuals need to develop their full potential.

This conceptualization of education signified an integrated and comprehensive view of learning and what constitutes quality education (Delors et al., 1996). As a result, the importance of good quality education was strongly reaffirmed as a UNESCO priority at the round table of ministers on the quality of education held in Paris in 2003.

UNESCO promotes access to good quality education as a human right and supports a human rights-based approach in all educational activities (Pigozzi, 2004 in UNESCO). Within this approach, learning is perceived at two levels. At the learner level, education must seek and acknowledge learners' prior knowledge, recognize formal and informal modes, practice non-discrimination, and provide a safe and supported learning environment. At the level of the learning system, a support structure is needed to implement policies, set standards, distribute resources and measure learning outcomes so that the best possible impact on learning for all is achieved.

Quality Education

Quality education can be done from many perspectives and considering a varied spectrum of elements; for example, a good infrastructure does not mean much if there is no educational exercise mediated by love, respect, tolerance, empathy and solidarity. In this sense, principals play a relevant role since it is from their position that the educational task is directed, hence the importance of their role within the organizational structure of an educational institution. Among all these skills that a teacher must have are research skills, which allow him/her to solve pedagogical issues related to educational praxis and other situations that require using these skills.

In this sense, being a teacher researcher by trade allows teachers to place themselves in situations with tools and instruments that allow them to discover and learn together with their students; research can also be carried out with their peers so that together they can solve situations that are affecting them all with a solution strategy that adapts to the characteristics and circumstances of the environment. Of course, this requires the support of its leader since the leader must motivate and support those initiatives that contribute to the improvement of processes and the quality of the results.

Talking about quality is subject to an evaluation system because the results obtained are always measured. In Colombia, there are different ways of evaluating the educational system; learning is evaluated through tests conducted by the Colombian Institute for the Promotion of Higher Education (ICFES). In addition, since the early 2000s, Colombia has conducted competency-based tests with the SABER program, managed by ICFES, for students about to graduate at different levels. Another experience of this type, but at the international level, is the Pisa tests. These instruments have become indicators of the quality of education, and although they have not obtained the best results, they represent a fundamental reference in the establishment of criteria for the improvement of the educational system. Their results have

been controversial in different fields and for different actors, and every year work is done comprehensively so that students obtain better performances.

In this sense, monitoring and evaluation of the academic institutions of the entities that have the task of supervision and control is carried out using defined processes, as follows:

Qualified registrations. Methodology and procedures for self-evaluation to obtain and renew qualified registrations.

Self-Assessment and Accreditation Models

High-quality accreditation for programs and institutions. Update on guidelines and evaluation methodologies of the National Accreditation Council (CNA).

For example, accreditation is a testimony given by the state on the quality of a program or institution based on a previous evaluation process involving the institution, the academic communities and the National Accreditation Council (MEN, Sistema de Acreditación en Colombia, 2015). In Colombia, the accreditation process does not arise in the framework of State inspection and surveillance but in the promotion, recognition and continuous quality improvement.

The results obtained indicate quality in terms of efficacy, efficiency and effectiveness of the State policies represented by the Ministry of National Education and other entities created for this purpose, such as CONACES, which applies for qualified registrations so that universities can offer programs.

Therefore, ensuring quality is framed in all these achievements, and those who execute them are educational leaders who handle management with competence, commitment, and autonomy. For this reason, there are criteria for the evaluation of management, and these criteria contemplate:

It must be a quality education: a good education is an ingredient without which a development process lacks the strength to make people active agents of their transformation and the transformation of the society in which they live. Moreover, a good education guarantees the progress of society by making the individual more open and more critical of himself and the environment around him.

It must provide meaningful learning: this means allowing the learner to learn, according to his/her reality, with methods and techniques that allow him/her to integrate knowledge into his/her personality naturally and reflexively.

It must give an integral formation: encouraging respect for the differences of each one. Each one should be given what corresponds to him/her, according to his/her characteristics and possibilities, trying to help especially those who have the most difficulty and the least, but without neglecting the others. Each one has his strengths and weaknesses, and only by recognizing these factors will it be possible to provide a fair education.

It must form citizens apt to live and protect a democratic system of government: according to Varela (1964): "Education is of vital importance for those peoples who, like ours, have adopted the democratic-republican form..." The extension of suffrage to all citizens demands... education spread to all since, without it, man has no conscience of his acts...

(Education in Democracy). Most people know what happens in those societies where citizens do not have a quality education and how they are prone to fall into the hands of leaders who try to manage them for the common good.

Education must be democratic: it must try to reach all people with the same quality of excellence; no one should be left out of the educational system or the new technologies that facilitate the educational process today.

A democratic education is the first step to a democratic government.

It must also prepare people academically, providing them with the necessary competencies to enter the current labor market and collaborating with developing their aptitudes and labor inclinations to develop as individuals and collaborate effectively with society.

Montessori (2003) pointed out three fundamental points on which a good education should be based:

The right environment. This refers to an orderly, calm environment where the student feels safe and respected.

Each of these aspects provides quality education, although other components also promote it, such as adequate infrastructure, a flexible and updated curriculum, inclusive education and development by competencies, which is why in this research, those elements that take more relevance in terms of treatment and behavioral attitudes among educational leaders such as educators' rectors are proposed.

Each of the bibliographical references that make up the methodological support of the research and which have been concisely deployed above provides the most solid foundations when analyzing the results found.

Characteristics of Educational Quality and Academic Development

In addition, Graells (2002) points out that an educational system of quality and academic development is characterized by the following:

To be accessible to all citizens.

Facilitate personal, organizational and material resources according to the needs of each student so that everyone can have the same opportunities that will promote their academic and personal progress.

Promote change and innovation in schools and classrooms (which will be achieved through shared reflection on teaching practice and teachers' collaborative work).

Promote student participation, both in learning and in the institution's life, within a framework of values where everyone feels respected and valued.

To achieve the participation of the families and to be inserted in the community.

To stimulate and facilitate the development and well-being of the teaching staff and other center professionals.

Methodology

Research Hypothesis

Being that the hypothesis of the investigation supposes an answer to the problem of the investigation in a hermeneutic way and that it was formulated in two senses as they are affirmative and negative or null, the hypothesis of this investigation is:

General hypothesis

The human sense in educational leadership is highly significant as a generator of integral quality education in the district of Turbo.

Specific hypotheses

Characterizing the human sense is highly significant in the leadership skills of the directors of the educational institutions of the Turbo district.

The relationship between the sense of humanity, the way of leading and the quality of education are highly significant in the educational institutions of the Turbo district.

The proposal of training strategies for teachers and managers is highly significant to improve their leadership skills and sense of humanity.

Research design

According to the problem statement, the research design is non-experimental because it was carried out without deliberate manipulation of variables and where only phenomena are observed in their natural environment and then analyzed; cross-sectional because it collects data at a single moment and time. Its purpose is to describe variables and analyze their incidence and interrelation at a given time (Hernández, Fernández and Baptista, 2010); descriptive-correlational because it evaluates the relationship between two or more variables. It attempts to explain how one variable behaves in relation to another (Vara, 2012).

This research is mixed since it combines the quantitative and qualitative methods for elaboration.

According to Hernández (1997), there are four types of research: exploratory, descriptive, correlational or explanatory, each of which presents special characteristics that can be combined to develop research considering its nature.

According to Hernández Sampieri (1994), exploratory research can be used when, under the object of study, little knowledge is available or has not been addressed before, which leads to the discovery of new concepts, experiences and findings.

This same author defines the descriptive type of research by its name. It describes situations or events, i.e., what it is and how this phenomenon occurs. It is the type of study that seeks to be very specific in terms of its findings, and it presents the description of people, events, moments, and activities that require deep analysis.

On the other hand, Hernández Sampieri (1994) describes correlational research as the search for the influence that something has on something, how one modifies the other, in simpler terms, to evaluate how one variable affects another. So this type of study can analyze the relationship between two or more variables and is very useful when you want to know what happens to this if this happens to that.

This author also describes another type of research, explanatory, which goes beyond the simple description of a phenomenon. Its objective is to respond to specific causes to explain why a phenomenon occurs and under what conditions it occurs or why two or more variables are related.

Based on the above, this research is descriptive because its objective is to demonstrate that the human sense of educational leadership is a generator of integral quality education in the district of Turbo. Correlational because it aims to find the relationship between the two variables.

Population and sample

From the population universe, approximately 32 teachers were consulted, of which those institutions that agreed to participate in the research were taken intentionally, given the population of the district of Turbo as a study sample.

Educators and principals were taken as a sample to learn from their perspectives, their perception of leadership and whether it is possible to associate it with the sense of humanity and how these conditions make it possible for education to be of quality.

The sampling technique used was purposive sampling. The objective was to obtain a greater amount of information with a smaller number of subjects. Strata are frequently used with the variables: sex, level of studies, age groups or any other variable required by the research. One or more variables can be considered to make the strata. The sample is the specific number of participants to be included in order to achieve the proposed objectives; mathematical formulas or statistical packages are used to calculate it; calculating the sample size is unique for each research and will depend on the research design, the hypotheses, the size of the group and the variables (Arias et al., 2016).

Research Population Universe

The population that will participate in the research are the educators of the district, distributed in the 32 official institutions of the district of Turbo.

Study Sample

The sample is defined by Arias et al. (2016), as a representation of the study population, given that the results of any study must be generalizable; in other words, inferences can be made from the sample. For these authors, the best way to do this is randomly, but not all studies can use this way of selecting the sample. In the case of this research, the sample was purposive since not everyone wanted to participate, which led to a change in the selection of participants. The sample consisted of 32 teachers and 16 institutions.

Variables

Identification of variables
X: independent variable. The human sense of educational leadership.
Y: dependent variable. Integral quality education.

Research technique and instruments

In this study, direct observation and the survey were used as data collection techniques, later used to contrast and draw conclusions. For Baena (2017), techniques answer the question of how to do and allow the application of the method in the analyzed field. In this sense, human beings apply techniques for all activities, but in the case of scientific research, where the

achievement of objectives is pursued, techniques are conscious and reflective practices oriented to support the method.

For its part, observation in the research field represents direct contact with the object of study; the survey, in turn, relied on the subjects' testimonies, in which they expressed their feelings, thoughts, perceptions and moods toward the subject.

The instrument used was a questionnaire with closed-ended questions using the Likert model, which allowed direct knowledge of the respondents' opinions, with a sociometric scale since each response was assigned a value. The questionnaire consisted of 15 items with a Likert-type graded scale, offering 5 options: 1 =Always, 2= Almost always, 3= Sometimes, 4= Very seldom, 5= Never. The survey was applied to a certain group of educators from the schools selected as a sample, and the results have been used to draw conclusions and contrast the subjects' opinions. The reliability of the questionnaire was determined employing Cronbach's Alpha, which was calculated for the total number of items that make up the instrument and for each of the study variables was incorporated as a measure of leadership. As for construct validity, the average of the correlations between the different dimensions was used.

Results

Analysis of results

In this part of the research, two types of analysis were performed: i) the descriptive analysis, which was carried out in the first phase of the work, made it possible to know the overall opinion of the sample and was represented using frequency counts, group statistics and graphic representations.

Inferential analysis sought to establish the differences between the subjects of analysis considered in this study. For this purpose, the margins of error or the work's reliability level were established. Since this is educational research, a maximum margin of error of 5% has been set, in other words, this level is located at a significance level (a=0.05), equivalent to a confidence level of 95%.

This research was born from the researcher's personal experience in his educational practice, which exceeds 12 years since he has been observing the deterioration of education. According to this experience, the concern is born about some of the attitudes and practices he has observed in some educational leaders, for whom control is the most significant function. Because of this, they have left aside the human aspects, which makes them responsible for the state of mind of many teachers who do not feel supported in their daily activities. In this sense, and given the proximity of the researcher to the problematic situation, since he has also experienced it, the motivation arose to conduct research that would allow knowing with accurate information and real data on how their work teams perceive those who lead these institutions in the region.

According to the first diagnostic impressions gathered from teachers in the Turbo district, they feel that their managers exert excessive pressure on them, communication is ineffective, and teachers do not feel they are treated with respect. They indicate that they do not feel motivated and are concerned about the quality of education, as they do not have sufficient resources and teaching materials, the infrastructure also deteriorates, and they try as much as possible to comply with the demands and the planning they develop. They say that they do not feel valued, that the important thing is that they go to school on time, and some

even say that they would like to get another type of job in order to quit teaching. They add that they do not receive training or updating and that there are discrepancies between what appears in the national plans and what happens in districts like this one, which is so far away and depend on local governments that they do not pay as much attention as they should to the core aspects for the development of the area. As will be seen later on, all of the above is a sample of the growing abandonment of the human sense in educational leadership, which is why this research, in addition to being a degree requirement, is a request for help that the researcher intends to present to the educational authorities to promote the necessary changes from the academy and not only as a researcher but motivated by what has been observed by many of his co-workers.

The researcher wishes to present to the educational community of Turbo the analysis of a fundamental tool for education to be quality and integral through the human sense in educational leadership. It has been intended to innovate in the sense of showing a latent problem and with simple recommendations to contribute an important finding of a solution to the problem of educational leadership lacking human sense.

Pearson's R Correlation Coefficient R

Pearson's correlation coefficient is a correlation method for variables measured by intervals or ratios and for linear relationships. It is calculated from the scores obtained in a sample with two variables. The scores obtained for one variable are related to those obtained for the other, with the same participants or cases. This calculation was obtained using the IMB statistical program SPSS.

General hypothesis

Inferential Level: Hypothesis Testing

Hg: There is a significant relationship between the human sense in educational leadership and comprehensive quality education in the district of Turbo.
Ho: There is no significant relationship between the human sense in educational leadership and comprehensive quality education in the district of Turbo.

Test statistics
Table 9. *General Correlation*

		Leadership	Quality of education
Leadership	Pearson correlation	0,993	1
	Sig. (bilateral)	0.001	
	N	32	32
Quality of education	Pearson correlation	1	0,993
	Sig. (bilateral)		0.001
	N	32	32

Decision
If "p" (sig.) < 0.05, the H$_o$ is rejected.
If "p" (sig.)> 0.05, the H$_o$ is accepted.
The value of p=0.001 is less than 0.05. Consequently, the null hypothesis is rejected.

In conclusion: According to the table, Pearson's correlation coefficient r = 0.993. So the leadership of principals is significantly related to quality education.

Specific hypothesis 1

H1: The educational leaders, educators, parents and guardians of the institutions in the district of Turbo know what human sense is.
Ho: The educational leaders, educators, parents and guardians of the institutions in the district of Turbo do not know what human sense is.

Table 10. *Correlation Planning - Relevance*

		Planning	Relevance
Planning	Pearson correlation	1	0,765
	Sig. (bilateral)		0,008
	N	32	32
Relevance	Pearson correlation	0,765	1
	Sig. (bilateral)	0,008	
	N	32	32

Decision
 If "p" (sig.) < 0.05, the Ho is rejected.
If "p" (sig.) > 0.05, the Ho is accepted.
The value of p=0.008 is less than 0.05. Therefore, the null hypothesis is accepted.

Conclusion
According to Table 11, Pearson's correlation coefficient r = 0.765. Then, planning is significantly related to the relevance of the principles of the Educational Institutions.

Specific hypothesis 2

H2: The human sense in educational leadership is a generator of integral quality education in the educational institutions of the district of Turbo, given the characteristics of the leaders who direct them.
Ho: The human sense in educational leadership is not a generator of integral quality education in the educational institutions of the district of Turbo, given the characteristics of the leaders who direct it.

Table 11. *Process-Efficiency Correlation*

		Processes	Efficiency
Processes	Pearson correlation	1	0,700
	Sig. (bilateral)		0,042
	N	32	32
Efficiency	Pearson correlation	0,700	1
	Sig. (bilateral)	0,042	
	N	32	32

If "p" (sig.) < 0.05, the Ho is rejected.
If "p" (sig.) > 0.05, the Ho is accepted.
The value of p=0.042 is less than 0.05. Therefore, the null hypothesis is rejected.

Conclusion
According to the table shown, Pearson's correlation coefficient r = 0.700, then the processes are significantly related to the efficiency of the principals of the Educational Institutions

Specific hypothesis 3

Hypothesis testing

H₃: Students, parents and educators know that educational leadership with a human sense promotes quality education even with difficulties in education in the district of Turbo.
H₀: Do students, parents, and educators know that educational leadership with a human sense does not promote quality education even with the difficulties in education in the district of Turbo?

Table 12. *Correlation Resources- Productivity*

		Resources	Productivity
Resources	Pearson correlation	1	0,680
	Sig. (bilateral)		0,038
	N	32	32
Productivity	Pearson correlation	0,680	1
	Sig. (bilateral)	0,038	
	N	32	32

If "p" (sig.) < 0.05, the Ho is rejected.
If "p" (sig.) > 0.05, the Ho is accepted.
The value of p=0.000 is less than 0.05. Therefore, the null hypothesis is rejected.

The table shows the calculated Pearson correlation coefficient r = 0.680. Therefore, resources are significantly related to the productivity of the principals of educational institutions.

Specific hypothesis 4

H₄: There are visible elements in educational leadership with a human sense that generate integral quality education.
H₀: Some elements are visible in educational leadership with a human sense that does not generate integral quality education.

Table 13. *Correlation Results-Evaluation*

		Results	Evaluation
Results	Pearson correlation	1	0,993
	Sig. (bilateral)		0.001
	N	32	32
Evaluation	Pearson correlation	0,993	1
	Sig. (bilateral)	0.001	
	N	32	32

Conclusions, Limitations and Implications

Conclusions
The management of an educational institution is a complex activity involving the execution of a series of functions. In this sense, the director gives directionality to the institution from an integrating perspective since he/she must do educational center work, both in the administrative and pedagogical aspects. Furthermore, in this sense, the principal must be an

integral person with a high human sense since he/she must relate to, motivate and inspire a significant and varied number of people, among which are: teachers, administrative and service personnel, students, parents, as well as other members of the community, institutions and organizations with whom he/she shares the geographical, cultural and exchange space.

Concerning the general objective that sought to describe how the human sense in educational leadership is a generator of integral quality education in the district of Turbo, it was possible to establish that the human is an essential component in interpersonal relationships, regardless of the level or environment in which they occur. According to the results, the leadership exercised in educational institutions is very far from the sense of the human and requires profound changes. In the conception of leadership, a sample of this is related to the answers of most of the teachers surveyed, corresponding to a high percentage, making the research objective more important.

Concerning specific objective number 1, to recognize in those in charge of educational management in the district of Turbo, what is the human sense in education, it was evident in the opinion of those surveyed that it is not possible to observe in the managers traits related to effective leadership, and in their opinion, they have a rather elementary concept of leadership in the XXI century. They are perceived as figures not of authority but rather of authoritarianism, who limit their functions to those referred to as control; however, the other functions and qualities that an educational leader should have are very few according to the surveyed teachers, qualities such as kindness, recursion, indolence are not perceived, since only academic achievement is imposed rather than the achievement of integral formation. More is invested in how to increase the results of state tests than in programs whose emphasis is on people. It is common in the institutions to use a derogatory expression, "the areas that the Colombian Institute for the Promotion of Higher Education evaluates," since the ICFES evaluates only areas such as mathematics and language, now critical reading is evaluated, but many feel this aspect as a sign that the other areas are not important among them those that have to do with the social and emotional development of students and teachers.

The specific objective number 2, which consisted of describing how the human sense in educational leadership generates quality education in the district of Turbo, could not be appreciated, because as already indicated above, many of the qualities that give the human character are related to empathy, interpersonal relationships, solidarity and the adequate and respectful management of groups, and according to the answers all the directors of the selected centers present many deficiencies in this sense.

Specific objective 3 consisted of describing that the treatment received by educators, parents and students from their leaders makes a difference in the delivery of their service and commitment to promoting quality education in the district of Turbo. It was observed that the management of educational institutions implies several tasks and actions which must be attended to by the directors or management teams; these can be approached in different ways. Consequently, the principal must imprint his or her style and way of managing problems without focusing his or her work on control. In this sense, a good leader is innovative, original, supportive, works based on a project, and considers everyone's opinion. Each team member's opinion about themselves is explored, thus collecting valuable information regarding their values, principles, personal and organizational goals and above all, their level of self-esteem. Good treatment and recognition of the value of each member of the educational community promote educational quality, which is reflected in the results obtained, it is good to seek academic achievement, but it is also important to seek human achievement, and integral development, which the educational leader can do if he/she proposes it.

The last specific objective was to promote in the educational leaders the human sense in their work as promoters of integral quality education in the district of Turbo. According to the survey results, the directors have some notions and experience. However, they must strengthen their social skills, for which training is necessary for them and their teachers. This training sensitizes them that makes them aware of their weaknesses, which they handle with assertiveness and tolerance to the criticism and opinions of their peers. Based on the results of this study, they should also be able to take specific actions. For example, they should be the promoters of integration activities so that all members of the community can express their opinions, and they should be allowed to explore the opinions of the other members of the team while this type of activity can give them an idea of the importance of belonging to a team.

Similarly, the methodology used in the research presents an important degree of work in the process since being able to slightly confront the teachers with the way they perceive the leadership of their principals allowed them a form of relief and reflection, also being able to use the mixed methodology, allowed more data analysis and processing.

Limitations

One of the limitations encountered was related to the sample; some adjustments had to be made because, given the subject matter, some teachers did not want to participate, stating that they did not want to be involved in uncomfortable situations with their superiors. However, the study can be extended to students and parents concerning the sample.

Another limitation was represented by the lack of recent data in current research on the subject since, given its complexity, it was difficult to find previous research that coincided with all the investigation variables.

Implications

In terms of implications, the director can and must make changes; planning is a phase of the management process that allows him or her to organize training activities for him or herself and his or her staff. Implicit in this process is effectiveness since by setting consistent goals, the institution will be able to move towards quality. In addition, to the extent that the staff is involved in establishing clear goals, they feel valued and, to that extent, their performance will be better.

Another significant aspect is determined by the working conditions of infrastructure and equipment; the institutions that have proactive leaders who open effective communication channels are also the institutions that manage to obtain resources for their operation; a possible route of action could be through cultural meetings, activities and access to the different mechanisms and means of information and communication that exist to open these channels of interrelation between the institutions and the other members of the community.

In addition, ongoing training should be encouraged through: courses, seminars, workshops or management training programs from globalizing perspectives so that the personnel appointed to lead the institutions are well prepared, taking into account meritocracy, academic training and the desire to do their work better every day, so that they can be inserted in the new advances in administration and management.

Another important aspect to consider is the evaluation of the performance of its personnel, which should be permanent but not for punitive, critical or demoralizing purposes, always following the established objectives and considering the evaluation as a positive way

of knowing the potential and skills of teachers in terms of possibilities and professional and personal growth.

Highly effective leaders recognize the good performance of their work teams; these ways of motivating employees cause changes in their mood, help them deal with personal situations and, at the same time, inspire and enthuse them. In addition, acknowledging the team when making decisions or resolving conflicts can develop their ability to express ideas and the confidence to propose creative strategies.

References

OECD (2016). Revisión de políticas nacionales de educación. La educación en Colombia. Ministerio de Educación Nacional. https://www.mineducacion.gov.co/1759/articles-356787_recurso_1.pdf

Avendaño, W; William, R; Montes, P; Luisa, E; Parada T y Abad E. (2016): Estudio de los factores de calidad educativa en diferentes instituciones educativas de Cúcuta. Revista Investigación y desarrollo, 24(2), 329-354. https://www.redalyc.org/pdf/268/26850086006.pdf

Ministerio de Educación Nacional (2020). Evaluación. Índice Sintético de Calidad Educativa-ISCE. https://www.mineducacion.gov.co/portal/micrositios-preescolar-basica-y-media/Evaluacion/Evaluacion-de-estudiantes/397385:Indice-Sintetico-de-la-Calidad-Educativa-ISCE

Chiavenato, I. (2006). Introducción a la Teoría General de la   Administración. Editorial Mc Graw Hill. México.

Maturana, H (1996). El sentido de lo humano. Ediciones Dolmen-Chile, 290. https://convivir-comprender-transformar.com/wp-content/uploads/2012/08/Maturana-Romesin-H-El-Sentido-De-Lo-Humano.pdf

Covey, S. (1998). Liderazgo centrado en principios. Barcelona: Paidós.

Hargreaves, A., & Fink, D. (2003). Sustaining leadership.

Pestalozzi, J. H. (1987). Cartas sobre educación infantil. Madrid: Tecnos

Varela. J.P. (1964). La Educación del pueblo. Montevideo, Colección Clásicos Uruguayos.

Bennis, W. y Nanus, B. (2001). Líderes. Estrategias para un liderazgo eficaz. Paidós – Plural, Barcelona.

Solomon, Costa R. (1999). Nuevas reflexiones acerca de las organizaciones de los negocios. Oxford University Press, México.

Boyatzis, R., Mckee, A. y Goleman, D. (2002). Reawakening Your Passion for Work.' Harvard Business Review, 86-94.

Argandoña, A. (2002). Directivos con valores, empresas con valores'. Adell, R., Corona, J., Guarner, F., Torras, J. (eds.) en Dirigir en el s.XXI, (Deusto, Bilbao).

Bennis, W. (2000). Managing the Dream. Reflections in Leadership and Change, Perseus Publishing, Cambridge, Massachusetts.

Suárez, I. (2002). Líderes a nuestro estilo. Harvard Deusto Business Review.

Spaemann, R. (1982). Personas. Acerca de la distinción entre "algo" y "alguien". EUNSA, Pamplona.

Delors, J., (1996). La educación encierra un tesoro. Informe UNESCO de la Comisión Internacional sobre educación para el siglo XXI. http://innovacioneducativa.uaem.mx:8080/innovacioneducativa/web/Documentos/educacion_tesoro.pdf

Varela. J.P. (1964). La Educación del pueblo. Montevideo, Colección Clásicos Uruguayos.

Montessori, M. (2003). El método de la pedagogía científica aplicado a la educación de la infancia. Madrid: Biblioteca Nueva S.L.

https://www.semanticscholar.org/paper/La-pizarra-digital-en-el-aula-de-clase%2C-una-de-las-Graells-Casals/2291f3dbfe6e3359631cbc35b0e06b2cc0df8a51

Hernández Sampieri, Roberto; Fernández Collado, Carlos; Baptista Lucio, Pilar Metodología de la Investigación. Mc Graw Hill, México 1997.

Arias-Gómez, J., Villasis-Keever, M.A., & Miranda N., M.G. (2016). El protocolo de investigación III: la población de estudio. Colegio Mexicano de Inmunología Clínica y Alergia. Revista Alergia México, 63(2), 201-206.

Baena P., G. (2017). Metodología de la Investigación. E-book: 978-607-748. San Juan de Tlihuaca, México.