

Student-Centered Educational Management Model to Optimize Learning at the Secondary Level: A Case Study at the Francisco Izquierdo Ríos Educational Institution

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This study was aligned with Sustainable Development Goal (SDG) number 4, which promotes quality, inclusive and equitable education. Its objective was to establish an educational management model to strengthen the teaching-learning process at the secondary level of the Francisco Izquierdo Ríos Morales Educational Institution - 2024. Applied research was carried out, with a non-experimental, quantitative, transversal and descriptive-propositional design. The population and sample consisted of 52 teachers from the institution. The survey technique was used and the instrument used was a questionnaire. The results highlight that educational management has strengths in organization and community commitment, but needs to improve in feedback and clarity of management vision. The general perception is that educational management is at a medium level, with a significant percentage tending towards high levels. The teaching-learning process shows acceptable performance in the use of methodologies and technologies. The predominant educational quality is intermediate. It is concluded that a comprehensive approach that encompasses different dimensions is key to improving the quality and effectiveness of educational management in a sustained manner.

Keywords: Educational management, teaching, learning, management performance, learning strategies.

1. Introduction

At a global level, the education system demands that academic institutions provide accurate responses to rapid technological advances and new methodologies for acquiring knowledge. Administration is perceived as a key component in unity of educational tasks, encompassing a variety of institutional processes, through its resources, goals and, mainly, the people who participate in this dynamic and constant interaction. Educational management encompasses set of actions carried out in the academic institution under the guidance of the director, who focuses on the objectives, and on ensuring that these are met effectively, in addition to

involving other members of the educational, managerial and social sectors (Ramírez González & Quesada Lacayo, 2019). This is consistent with contributing to the achievement of sustainable development purpose number 4, which involves ensuring excellent, inclusive and fair teaching, and promoting lifelong learning opportunities for all. In addition, recently, there has been a growing concern to improve educational quality through new initiatives, public policies and government programs, whose main objective is to optimize the educational service or management to cover the basic needs of the community. In this regard, the Ibero-American region largely faced challenge of achieving numerical goals in the education sector, meeting access goals to achieve the greatest coverage. Challenges that postponed other types of qualitative objectives that are still pending, such as, for example, quality, equity and inclusion (Inter-American Development Bank, 2021).

Disparity in access to education is therefore a significant issue affecting many developing nations. In United Republic of Tanzania, for example, only 3.5% of Grade 6 students have a reading book for personal use. In Cameroon, in Grade 2, there are 11 primary school students for every reading book and 13 for every math book. In addition, there is a significant lack of notebooks, worksheets, reading guides, and other support materials needed for students to learn their lessons. Teachers also lack resources to help them prepare and share lessons with students and guide them appropriately (Rueckert, 2019). This lack of educational resources severely limits the quality of education and perpetuates inequality in learning. To achieve significant educational improvement, it is essential to have a clear vision that guides efforts towards this goal (Adams, 2018). Leadership plays a key role in fostering the committed involvement of all participants in the educational process. Furthermore, it is essential to provide constant support and effective feedback to foster the progress and development of both students and teachers (González, 2020). Accessibility to adequate educational resources and materials is essential to facilitate an enriching learning environment (Martínez, 2017). The constant training and education of the educational team guarantees the updating of methods and knowledge, thus contributing to educational quality (López, 2021). Promoting collaborative work between teachers, learners, parents and society in general strengthens the educational process (Hernández, 2019).

Clarity in policies and organizational structure establishes a solid framework for the efficient operation of the institution (Díaz, 2018). The integration of principles and the promotion of civic involvement enrich learning beyond the classroom (Fernández, 2020). Establishing collaborative ties with other institutions and entities expands learning and growth opportunities (Pérez, 2016). The proper management of organizational procedures and the optimal management of financial inputs are essential for the effective functioning of the institution (Ramírez, 2021). Finally, continuous evaluation and monitoring allow progress to be measured and necessary adjustments to be made to ensure quality and constantly improving education (Torres, 2019). On the other hand, the pandemic has posed an unprecedented challenge for education, generating significant transformations in the educational field. Despite strong examples of resilience and adaptability in education and knowledge, the health emergency has profoundly disrupted educational processes, affecting the learning of nearly 1.6 billion students globally and the work of 63 million educators in 191 countries. This global crisis, as some experts have pointed out, runs the risk of becoming a true generational catastrophe due to the increase in training deficits, the widening of inequalities and the

widening of educational gaps (Gairín Sallán & Mercader Juan, 2021).

Likewise, at the national level, the supervision of educational excellence in Peru is in the updating stage. The results-based management process method, which involves striving to create a new public management that adopts the suggested changes in daily practice, is an example of this. Educational administration has also incorporated the concept of continuous improvement. This implies the promotion of continuous learning, experience-based learning, and long-term learning. In this perspective, it is essential to consider errors as opportunities to learn, instead of seeing them as failures so that you can critically analyze them and reflect on why you made them (Huapaya Capcha, 2019). Therefore, in the last decade, in our nation, education has gone through different scenarios in the process of obtaining knowledge. Educational administration has been essential, referring to the way to optimize the various resources that participate in the organization and operation of the educational system. In this sense, for government authorities, it has been a challenge to carry out various actions to address the emerging needs of the teaching-learning process (Tafur Puente & Soria Valencia, 2021). In Peru, over time, educational management has made progress, however, it still faces great challenges, among which stand out its limited efficiency, the persistence of vertical and autocratic approaches in its management, limitations in financial resources, and inequalities in access to education (Tenorio Polo & Pérez Viñas, 2023).

Finally, there is the drawback of the curriculum, which does not include crucial factors of orientation, levels of success in learning, as well as administrative documents and teaching performance. All of the above are nothing more than negative factors that will consequently lead to a poor level of educational quality in the institution, considerably affecting its students, limiting their academic performance, motivation and integral development, and hindering their ability to reach their full potential and to successfully overcome the challenges of adult life. Under this context, as a mechanism that seeks to solve the problems and challenges presented to educational excellence, the suggestion of a school administration model will seek to strengthen various elementary processes, such as organizational management, pedagogical coordination and executive administration, thus improving management performance, pedagogical-didactic, organization, communication and administration. In relation to the critical analysis of the problem. Poor educational management in Peru has serious consequences for the development of society, limiting people's possibilities for individual and professional growth, perpetuating social and economic inequality, and affecting the country's competitiveness and comprehensive and community progress. Therefore, it is essential to implement policies and programs that improve school management and ensure access to excellent education for all Peruvians.

In view of the identified problem, the general research problem was raised: To what extent does educational management model strengthen teaching-learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2024? In turn, the following specific problems were raised; a) What are characteristics of educational management in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2024? b) What are the characteristics of teaching-learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2024? c) What is the design of educational management model to strengthen teaching-learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2024? d) What is the result of validation by experts of the educational

management model to strengthen teaching-learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2024?.

This research was justified by convenience, given current panorama of secondary education in the institution. The need to optimize teaching-learning methods to ensure a complete education for students and adequately prepare them for the academic and work challenges of the 21st century is evident. In this sense, this educational management model provided the necessary tools to optimize available resources and raise the excellence of the teaching provided at the center. It also had social relevance, since the direct beneficiaries were definitely the school community of the Francisco Izquierdo Ríos Educational Center, including administrators, teachers, students and tutors. Thus, the administrator, or those who assume this position, will have at their disposal a novel administration model that they must manage and implement. Teachers will acquire a more complete vision of their responsibilities and students will have better learning opportunities.

It also has theoretical value, since it was based on the latest research and educational theories proposed efficient management models to improve educational quality, considering key and relevant authors such as Piaget. Thanks to this, the model was based on pedagogical, psychological, and sociological concepts have proven their effectiveness in other educational contexts and that, when adapted to the particular situation of the Francisco Izquierdo Ríos Educational Center, can significantly enhance instruction and learning methods. In practical terms, the educational management model had maximization of resources, perfection in curricular planning, the implementation of innovative pedagogical strategies, the strengthening of the link between the educational center and society, among others. All these actions contributed to raising the academic excellence of the educational center and promoted the comprehensive growth of the students.

Finally, it has methodological utility, since completely reliable techniques and instruments validated by experts were applied. Also, the presentation of a suggestion for a model of educational management, which will be based on a participatory and cooperative approach that will include all members of the educational community (administrators, teachers, students, parents, administrative staff, among others). This methodology was characterized by promoting reflection, reflective examination, the determination of consensual actions and continuous evaluation, which allowed adaptation of actions to specific needs of the educational center. Furthermore, the objective of research was to establish the educational management model to strengthen teaching-learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2024. Meanwhile, the specific objectives are: a) Identify the characteristics of educational management in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2025. b) Evaluate the characteristics of teaching-learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2025. c) Design the educational management model to strengthen teaching-learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2025. d) Validate by experts the educational management model to strengthen teaching-learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2025.

2. Theoretical Foundations of Research

In regard to the research background, the studies conducted by Kaso et al. (2021), Pacco and Dávila (2022), and Rohma et al. (2020) concur in emphasizing the significance of leadership and academic administration in promoting educational excellence. Kaso et al. emphasize the impact of democratic leadership and the implementation of strategies aligned with educational standards on the advancement of educational excellence. Pacco and Dávila underscore the necessity for transformational and distributive leadership, in addition to school management that proactively engages all members of the school community, to attain quality education. In their study, Rohma et al. examine the influence of school management on teacher performance, emphasizing the significance of teacher professionalism and the necessity of an environment that fosters professional growth and ongoing training to enhance educational excellence. When considered collectively, these studies reinforce the significance of efficacious leadership and suitable academic administration for educational achievement.

In a similar vein, Huong (2020) underscores the pivotal role of school principals in fostering a culture of shared responsibility and collaborative decision-making among teachers, which can yield substantial enhancements in educational quality. The study underscores the necessity for the Vietnamese government to reinforce the attributes of educational leadership in order to foster a positive influence on the culture of teaching and learning in the country's secondary schools. Similarly, the study by Marini et al. (2019) demonstrates the feasibility of implementing a school management approach that prioritizes character formation as an integral component of the educational process in secondary schools in Jakarta. This model not only reinforces academic education but also cultivates values and competencies that contribute to students' comprehensive growth. The study underscores the importance of integrating targeted strategies into the educational curriculum to actively promote character building. This approach provides students with the necessary tools and experiences to foster core values and social-emotional skills, which are essential for their personal and academic development.

According to Zamora et al. (2022) and Morales (2021), they emphasize the importance of broadening the understanding of methods for efficient pedagogical management, highlighting the fundamental role of the use of Information and Communication Technologies (ICT) to improve educational excellence, also indicating the urgency of an educational management that includes all members of the institution at different hierarchical levels, ensuring equitable access to human, technological and material resources, as well as time for the organization and coordination of tasks. This, in order to achieve beneficial results for the institution.

While Hernández and Tovar (2022) highlighted unfavorable effects of administrative management on the academic performance of students in primary and secondary school grades. On the other hand, Apaza and Rivera (2022), in their research, presented that the principal's management is considered as bad by 47.5%. These findings are supported by the research of Vislao (2021), who determined that a country's education has innumerable needs and requirements, which challenge to face them in a coherent and effective manner. With the purpose of obtaining significant learning results among students and society.

Regarding the theories that supported the study, starting with the variable, educational management, management is defined as the set of methods and activities carried out to achieve a specific objective (Westreicher, 2020). Meanwhile, Education is a complex and cultural

human process, it encompasses both the individual and the collective, the organic and beyond. It is active and tends to maintain itself through an external inertial energy (León, 2007). Therefore, educational management is defined as a systematic procedure aimed at strengthening educational institutions and their projects, with the purpose of improving pedagogical, management, community and administrative methods. This is achieved by preserving institutional independence to adequately address local, regional and global educational needs (Colombian Ministry of Education, 2020).

In other words, it is the set of processes and actions educational institutions implement to achieve their goals and objectives, based on a productive academic environment that seeks to elevate educational excellence and the promotion of projects for the benefit of their students (Farfán Cabrera & Reyes Adan, 2017). For its part, according to Ministry of Education of Peru (2014), academic direction is any action oriented to the achievement of institutional objectives, which were defined in student educational project. Education has evolved significantly throughout history, moving from teaching survival skills to ensuring equal opportunities for all individuals, and emphasizing principles such as compulsory, free and secular education. In the modern and contemporary era, the goal is to provide equal educational benefits to all, regardless of their economic situation or political and religious beliefs. This historical development of education is deeply intertwined with political, social and technological aspects, reflecting the dominant ideology and shaping attitudes and values of individuals.

In this context, the historical study of education implies a comprehensive and multidimensional approach, covering educational activities in school, family and social contexts, and requiring a historical, descriptive and explanatory analysis that considers the intricacy and the varied elements that affect the educational process. One example of this transformation is the Five Generations in Training for Advancement Scheme, adopted in Spain since 2007, which addresses the diversity of educational activities related to development (Mesa, 2022).

Educational management and educational administration have different approaches, they arise from real academic needs and focus on human, academic and institutional aspects, minimizing the business vision of education. In contrast, educational administration treats educational institutions as companies that provide services to clients. In addition, it studies and manages educational actions, activities, processes and projects in both private and public institutions, and covers everything from administrative staff to external educational entities influence the life of the institution (Tirado Gálvez & Heredia Llatas, 2022). Likewise, educational management emerges in a context where neo-Taylorist approach failed to obtain the expected results: optimizing the efficiency of educational systems and promoting economic growth of nations. The main restrictions were the limits on public spending and the arrival of the new Total Quality approach, which emerged in Japan as a competitive strategy for the Toyota company. The concept of educational management originated in the 1960s and appeared specifically in United States.

For the above reasons, during this period, the educational sector focused on pedagogical renewal, with the aim of leading the competition with the Russians in the race to the Moon (Sander, 2016). Among the theories that support the academic administration variable are: a) Theory of educational organization. This theory highlights the importance of understanding

how educators and educational administrators conceive and apply their roles (Gray, 2012). b) Theory of educational management. This theory emphasizes the need for a broad perspective that encompasses the state, regional, national and local levels, and that includes principles such as autonomy, co-responsibility, transparency and accountability (Gómez Ortíz & Topete Barrera, 2018). c) Theory of critical pedagogy. This theory highlights the political dimension of education and how it reproduces or questions the dominant ideology (Guichot Reina, 2006).

On the other hand, the regulations support academic administration in Peru are: a) (Education L. G.): This Law No. 28044 establishes the general guidelines of the educational field and establishes the administration of the educational system. b) (Minedu, National Educational Project, 2021): This document of the National Educational Project of educational policy defines the vision, strategic objectives, and policies to elevate educational administration and excellence in Peru. c) (Education C. N.): The Regional and Local Education Plan are decentralized management instruments that establish educational policy guidelines at the regional and local levels, aligned with the National Educational Project. d) (Minedu, National Curriculum for Basic Education, 2016): Establishes the exit profile, interdisciplinary approaches, competencies, and learning standards that guide academic administration in educational centers (Sablich Huamani, 2020). In this sense, educational management in Peru is based on a regulatory framework includes laws, policies, curricula and guidelines and procedures published by the Ministry of Education and regional and local authorities, with goal of promoting effective and excellent administration in the country's educational establishments.

Furthermore, educational management is characterized by adopting a holistic approach, considering each educational institution as an interconnected system in which each part interacts with the others. It recognizes the mutual dependence between the processes and individuals involved in the process of education and knowledge acquisition (Smith, 2018). It is based on the clear definition of goals and objectives, developing strategic plans that guide actions and decisions to achieve high-quality educational results (Jones, 2019). It is flexible and adaptable, capable of adjusting to constantly changing environments, innovating and adapting to new educational needs. It implements effective changes to face the challenges present in the educational field (García, 2020). It promotes the constant evaluation of processes and results, identifying areas for improvement and applying actions to continuously optimize educational quality (Martínez, 2017).

Likewise, educational management has the following dimensions and indicators, managerial performance. Managerial performance refers to how a director carries out his or her duties within an educational institution, influencing the entire organization and ensuring the fulfillment of institutional goals. This performance includes the responsibility of ensuring educational excellence and supporting both students and teachers in their teaching work (Sánchez Meza, 2020). Management involves leading, pedagogically managing, administering human talent and resources, and maintaining a positive institutional and organizational climate. All of this is crucial to ensuring quality learning for all students (Alfaro Astorima, 2022).

In addition, pedagogical – didactic, the educational phase can progress in an artisanal and intuitive way, as all civilizations have done throughout time, where there is virtual knowledge

in the educational experience that is part of its cultural heritage, known as "knowing how to educate." When this implicit knowledge is thematized and made explicit, pedagogy emerges. Pedagogy appears when one reflects on education and "knowing how to educate" becomes "knowing about education", encompassing its methods, reasons and objectives. The modernization of teaching as a discipline entails the organization of this knowledge, its methods and the determination of its purpose, configuring itself as a theoretical-practical discipline (Villa Díaz, 2019).

Likewise, the organizational dimension is defined as a systematic structure where individuals play different roles and responsibilities, all oriented toward achieving a specific objective. It is made up of two or more people who collaborate together to achieve a previously established goal and requires rules and regulations that improve the actions carried out in favor of the stated objectives (Euroinnova, 2016). In terms of administration, the second phase of the administrative process is implementation, where an organized control system is established to achieve the goals and objectives defined during planning stage. Organization in the administrative process involves making decisions based on planning, encouraging teamwork, assigning responsibilities to individuals, and establishing methods of communication and coordination (International Online Education, 2018).

Likewise, the community dimension conceptualizes community is not restricted only to the defined physical perimeter, but is a space where everyone collaborates with each other, pursuing a common purpose. Most of the educational tasks and experiences are carried out here, seen as a fundamental need of the human being from an integrative and balanced perspective with the universe and the natural environment, to live in harmony in a mutual and complementary way, where "individual effort contributes to collective well-being." (Mamani Cussy, 2012). In addition, they emphasize that the institution is integrated into the community environment, with the aim of promoting the involvement of groups in the effective and organized organization of school administration. This implies seeking optimal solutions to challenges that arise both in the school and in the community, in accordance with the principles established by current legislation.

Finally, the administrative dimension, Management, as an essential aspect prior to management, is a field that has gained relevance both in its application and in its study, since the Industrial Revolution, a historical event that facilitated the economic progress of multiple countries. (Flores Flores, 2021). In this way, management can be understood as a process that includes planning, organization, leadership and supervision of resources to achieve goals, focused on productivity and effectiveness in the management of these inputs. In short, it is a series of stages to solve administrative problems, addressing issues of organization, management and finding solutions through good planning, prior analysis and clarity in objectives, to ensure that the procedure is as simple as possible (Mendoza Briones, 2017).

Continuing with the teaching-learning variable, teaching is described as the set of actions that guide the student towards learning, focused on teaching and exercising their skills. Instruction is organized according to the study programs, is based on needs detected through evaluation, and is materialized through the training of educators (INEE, 2016). In the process, the teacher acts as a facilitator, encouraging and motivating students, providing guidelines, and evaluating individual and collective learning situations (Union of Education Workers, 2006). On the other

hand, learning is the procedure by which competencies, skills, knowledge, behaviors, and principles are obtained and perfected, resulting from analysis, practice, instruction, logic, and vigilance. It is a fundamental cognitive function in people, creatures, and synthetic systems, affected by various elements, such as the environment and family values (Ministry of Education of Guatemala, 2019).

Consequently, it is defined as a complex system of deliberate communication that involves the creation, elaboration, and implementation of teaching strategies to promote the acquisition of knowledge by students. This system comprises interaction of components such as instruction, learning, and education. Instruction focuses on the efficient transmission of knowledge, allowing students to acquire skills that make them competitive (Osorio et al., 2021). The educational process has changed significantly from the first educational systems depended on the oral transmission of knowledge and skills to contemporary educational systems use cutting-edge pedagogical technologies and techniques. Considering the historical evolution of variable in the Renaissance, the exploration of letters and artistic expressions was emphasized, while the memorization and repetition of sacred texts were main educational objectives during the Middle Ages.

In addition, technical and vocational schools emerged as a result of the need for a more applied and workplace-focused education, brought about by Industrial Revolution (Guzmán Sanhueza & Castillo Leyton, 2021). Likewise, it has been conceptualized and implemented differently in the 20th century as a result of learning theories including constructivism, cognitivism, and behaviorism. Today, it has revolutionized the way in which teaching and learning is done in the educational field by creating new opportunities for learning and teaching, including the ability to personalize learning processes, access online educational resources, and create virtual environments (Mantuano et al., 2021). This history of education is a reflection of how it has changed over time to meet requirements and demands, as well as the continuous search for more meaningful and efficient ways to promote acquisition of knowledge and encourage it to the academic progress of students.

On the other hand, in relation to the theories support the variable, there are: a) Behavioral theory. This approach focuses on the alteration of behavior through response to stimuli and positive reinforcement. Learning is described as the modification of behavior influenced by environmental stimuli. (Guerrero Hernández, 2020). b) Constructivist theory. This theory emphasizes the active involvement of the student in the educational process. Knowledge is built through experience and critical analysis. c) social learning theory. This theory focuses on the acquisition of knowledge through observation and how behavioral patterns can impact learning. d) Experiential learning theory. Theory that states that the acquisition of knowledge occurs through experience and critical reflection. e) Meaningful learning theory. It focuses on the process of acquiring knowledge and understanding meanings, and how these are incorporated into the way the student processes information. (García Betancurt, 2019).

Regarding its main characteristics in the educational process, the following key aspects are found: a) Active and constructive approach: Students generate new knowledge based on what they already know. It involves the internalization of information to create meaningful mental representations. b) Based on 2 aspects: personal, where each student reconciles the new with what they already know, and another social, the process is carried out within a social and

cultural environment. c) Directed by the teacher: Who plans the instruction according to the academic programs and the identified requirements. The teacher guides the process, raises stimulating questions and offers help tailored to the cognitive, motivational and emotional resources of the students. d) Use of methodological strategies: The problem-based learning approach, case analysis, simulations, collaborative work, interactive classes, emphasizing inquiry (Vega Flores et al., 2021).

Finally, the educational curriculum dimension is a text that reflects the perspective of education towards students. In this sense, it includes the knowledge and guidelines for their education, with the purpose of allowing students to develop in their current and future lives. In addition, it is essential for education, since it indicates towards which areas the efforts of the State and the different members of the school community should be directed. Despite being an official document, it must have an educational function that supports the teacher in his daily work. At the national level, it represents the educational policy of primary education that describes the knowledge that students are expected to acquire during their basic education, in line with the objectives and principles of instruction in Peru, and the National Educational Strategy (Ministry of Education, 2016). Thus, the general hypothesis of the study was formulated: The educational management model strengthens teaching and learning in secondary school, Francisco Izquierdo Ríos Morales Educational Institution - 2024.

3. Methodology

The research was conducted in accordance with the methodology outlined by CONCYTEC (2018), which aimed to enhance the quality of teaching and learning at the Francisco Izquierdo Ríos Educational Institution. The non-experimental, quantitative, cross-sectional, descriptive propositional design was employed because there was no manipulation of the independent variable to ascertain its effect on the dependent variable. Additionally, a descriptive diagnosis of the extant state of educational management in an educational institution was conducted, analyzed, and ultimately a proposal was formulated that responds to the reality and current situation identified. As Chávez (2007) notes, the non-experimental design enables the observation of phenomena and their progression in their natural state, without the manipulation of variables. Given its objective, the research was inherently quantitative, employing data collection and analysis techniques based on numerical measurement and statistical inference to test formulated hypotheses.

The variables were V1, which pertains to educational management, and V2, which pertains to teaching and learning. The descriptions of these variables can be found in the Variable Operationalization Matrix, which can be found in Annex 1. The population was constituted by all the elements (persons, objects, organisms, narratives, and reports) that were involved in the phenomenon that was defined and delimited in the analysis of the research problem (Bernal, 2010). The study population consisted of 52 teachers from the Francisco Izquierdo Ríos Educational Institution, with data collected from the institution's administration. Inclusion criteria included students at the initial level, both male and female, adolescents aged five years, and informed consent from parents or legal guardians. Exclusion criteria included students with any respiratory disease or illness that could pose a risk to others (e.g., those with confirmed or suspected cases of SARS-CoV-2 infection), as well as students with disabilities

that would prevent them from responding to the instruments applied.

The sample is a representative subset of a population. It is representative because it faithfully reflects the characteristics of the population when the appropriate sampling technique is applied (Arias, 2012). The sample consisted of the entire population, that is, the 52 teachers of the Francisco Izquierdo Ríos Educational Institution; therefore, the sample was a census sample. It was not necessary to apply any sampling procedure. The survey technique was applied, it consists of the collection of data through questions to individuals whose purpose lies in obtaining information derived from a previously constructed research problem (López and Fachelli, 2015). The Likert scale questionnaire was used as an instrument. This consists of a set of questions or other types of indications with the objective of collecting information or quantitative data from a respondent (QuestionPro, 2020).

Similarly, the instruments were validated using the technique of expert judgment, which was conducted by five specialists in the research topic. These experts provided their evaluation of the instruments presented. Content validation was conducted using Aiken's V test, which yielded a value of 0.963 for the initial questionnaire and 0.969 for the subsequent one. As Voutilainen and Liukkonen (1995) posit, if the V test According to Aiken (2004), an alpha coefficient greater than 0.8 indicates that the instrument is valid. Cronbach's alpha coefficient was employed, with a requisite value of 0.7 or above for an instrument or construct to be deemed reliable. Additionally, the Cronbach's alpha statistic was utilized with a pilot test sample of 20 teachers. The results demonstrated the reliability of the questionnaires. The first variable, educational management, yielded an alpha value of 0.842, while the second variable, teaching and learning, exhibited an alpha value of 0.782. Consequently, both questionnaires demonstrated sufficient reliability for their intended use.

The study was conducted in two phases. The initial phase, designated as the diagnostic phase, was primarily concerned with the delineation of the issue at hand within the population and the educational institution under examination. During this phase, the fundamental concepts associated with educational management were conceptualized, and the data collection instruments were developed. Likert-type questionnaires were administered to the 52 teachers at the Francisco Izquierdo Ríos Morales Educational Institution. The findings from this phase enabled the identification of the existing characteristics of educational management and the teaching-learning process, thereby facilitating a comprehensive diagnosis of the areas requiring improvement.

The second phase of the proposal involved the formulation of an educational management model for the Francisco Izquierdo Ríos Morales Educational Institution. The model was developed in order to address the issues and requirements that were identified during the diagnostic phase. The proposed model was validated by a panel of experts in the field of education, who attested to its potential for enhancing the quality of the teaching-learning process at the institution. The instruments applied in both phases provided quantitative data that were analyzed statistically, thus enabling the evaluation of the impact of the model and the implementation of any necessary adjustments prior to its implementation. Likewise, descriptive statistics were used to analyze the data, taking into account measures such as frequency and percentage. The data were processed using the SPSS statistical program, version 25, and the results were presented in Word and Excel formats.

In conclusion, the tenets of international ethical principles were upheld at all times. The principle of autonomy was upheld to guarantee that participants acted voluntarily and with comprehensive awareness of the study's objectives. The principle of beneficence was reflected in the implementation of measures designed to safeguard the physical and emotional integrity of the participants, while the principle of nonmaleficence ensured that no harm or risk was done to them. The principle of justice was upheld by ensuring that all participants were treated equally and without discrimination. Furthermore, the confidentiality of information collected was ensured, guaranteeing that data were handled in strict confidence and that anonymity was preserved. In conclusion, the ability of study subjects to participate freely was of paramount importance. This ensured that they were able to autonomously decide whether or not to take part in study, and to answer each question at their own discretion.

4. Results

Table 1 Characteristics of educational management.

CONVERSION TABLE

Criterion	Conversion
TD	Very bad
D	Bad
DA	Average
A	Good
TA	Very good

STATEMENT	TD		D		DA		A		TA		TOTAL	
	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
Management performance												
The director of the institution provides a clear vision for educational improvement.	3	5.80%	10	19.20%	17	32.7%	11	21.2%	11	21.2%	52	100%
The director leads the active participation of teachers in decision-making.	5	9.60%	13	25%	13	25%	12	23.1%	9	17.3%	52	100%
The manager establishes clear performance expectations for teachers.	7	13.50%	18	34.60%	7	13.5%	12	23.1%	8	15.4%	52	100%
The director of the institution offers effective feedback to teachers.	13	25%	13	25%	11	21.2%	9	17.3%	6	11.5%	52	100%
Pedagogical-didactic												
The institution provides adequate resources for the development of teaching.	4	7.70%	13	25%	18	34.6%	9	17.3%	8	15.4%	52	100%
Teachers receive guidance in the implementation of innovative teaching methodologies.	5	9.60%	9	17.30%	19	36.5%	8	15.4%	11	21.2%	52	100%
The organization promotes the continuous training of teachers.	5	9.60%	12	23.10%	17	32.7%	8	15.4%	10	19.2%	52	100%

Organizational												
The entity promotes teamwork among teachers.	3	5.80%	10	19.20%	18	34.6%	11	21.2%	10	19.2%	52	100%
The school complies with the policies provided by the Minedu	4	7.70%	8	15.40%	21	40.4%	11	21.2%	8	15.4%	52	100%
The school has a clear organizational structure	4	7.70%	8	15.40%	17	32.7%	12	23.1%	11	21.2%	52	100%
Community												
The institution encourages the integration of values in students.	5	9.60%	12	23.10%	17	32.7%	9	17.3%	9	17.3%	52	100%
The organization is concerned with establishing collaborative ties with other institutions	6	11.50%	13	25%	15	28.8%	8	15.4%	10	19.2%	52	100%
The entity promotes community participation in educational activities.	5	9.60%	20	38.50%	10	19.2%	10	19.2%	7	13.5%	52	100%
Administrative												
The administrative processes of the institution are carried out efficiently.	5	9.60%	12	23.10%	13	25%	9	17.3%	13	25%	52	100%
The institution efficiently manages the assigned economic resources.	7	13.50%	13	25%	9	17.3%	8	15.4%	15	28.8%	52	100%
The entity establishes mechanisms for evaluating its management.	7	13.50%	13	25%	11	21.2%	8	15.4%	13	25%	52	100%

Source: Own data from the study.

Table 1 shows the characteristics of educational management at the Francisco Izquierdo Ríos Educational Institution from the teachers' perception. Regarding management performance, there is a moderate consensus that management leadership needs improvement, especially in feedback to teachers, where more than 50% rate it as Bad or Regular. In effective feedback to teachers, 50% of respondents rate it as Bad (25%) or Very Bad (25%). This percentage is the most negative in this dimension, which highlights the need to implement more efficient feedback systems. Regarding establishing clear expectations, 48.1% of respondents consider that expectations are Bad (34.6%) or Very Bad (13.5%). It is evident that clear performance indicators are needed for teachers. Regarding pedagogical-didactic aspects, the institution provides some adequate resources and guidance in innovative methodologies, but not all teachers perceive continuous training as adequate. In terms of adequate resources, 32.7% perceive this aspect as Bad (25%) or Very Bad (7.7%). This highlights an inefficient distribution of resources. Regarding innovative methodologies, although 51.9% think they are Good or Very Good, 27% consider this aspect to be Average or worse, showing a need for more specific training.

Regarding the organization, there is recognition of the importance of teamwork and compliance with policies, although not everyone considers the organizational structure to be clear. The organizational structure is a weak point, with 46.2% rating it as Bad (15.4%) or Average (32.7%). Regarding the community dimension, the integration of values and community participation are encouraged, although collaborations with other institutions can be improved. In collaboration with other institutions, 36.5% of negative perceptions show a

disconnection between the institution and its environment. Finally, regarding the administrative aspect, administrative efficiency and resource management present mixed opinions, with improvements suggested in the management evaluation. In the management of economic resources, 36.5% of negative perceptions show a disconnection between the institution and its environment.

Table 2 Level of educational management at the Francisco Izquierdo Ríos Educational Institution.

Level	Interval	N	%
Low	16-36	10	19.2
Medium	37-58	23	44.2
High	59-80	19	36.5
		52	100%

Source: Own elaboration

Table 2 shows the level of educational management from the perception of the teachers of the educational institution; it is evident that a large percentage places it at the “medium” level 44.2% with a tendency to “high” 36.5%. This means that, although there are strengths, there are also areas that need to be optimized to achieve higher levels of performance in educational management.

Table 3 Characteristics of the teaching-learning process.

CONVERSION TABLE

Criterion	Conversion
TD	Very bad
D	Bad
DA	Average
A	Good
TA	Very good

STATEMENT	TD		D		DA		A		TA		TOTAL	
	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
Teaching Methodology												
The teaching methodologies used promote active participation of students.	4	7.7%	10	19.2%	20	38.5%	13	25%	5	9.6	52	100%
Teaching activities are adapted to the needs of students.	2	3.8%	9	17.3%	22	42.3%	12	23.1%	7	13.5	52	100%
Didactic materials are used to enrich the teaching process.	4	7.7%	12	23.1%	16	30.8%	15	28.8%	5	9.6	52	100%
The teaching methodology used encourages critical thinking.	5	9.6%	12	23.1%	20	38.5%	13	25%	2	3.8	52	100%

Constant feedback is provided to students to improve their learning.	5	9.6%	15	28.8%	18	34.6%	12	23.1%	2	3.8	52	100%
It encourages critical thinking in my students.	6	11.5%	15	28.8%	17	32.7%	12	23.1%	2	3.8	52	100%
They use various teaching techniques to address different learning styles.	3	5.8%	20	38.5%	13	25%	13	25%	3	5.8	52	100%
Learning Strategies												
The learning strategies used stimulate creativity.	6	11.5%	13	25%	19	36.5%	9	17.3%	5	9.6	52	100%
Metacognition is encouraged as part of the learning process.	8	15.4%	11	21.2%	20	38.5%	6	11.5%	7	13.5	52	100%
Students are motivated to develop study skills.	12	23.1%	10	19.2%	12	23.1%	6	11.5%	12	23.1	52	100%
Technological Media and Resources (ICT)												
The technological resources available in the institution support the teaching learning process.	-	-	15	28.8%	20	38.5%	6	11.5%	11	21.2	52	100%
They effectively use information technology (ICT) in the classroom.	3	5.8%	11	21.2%	16	30.8%	15	28.8%	7	13.5	52	100%
ICT is used to enrich teaching resources.	4	7.7%	9	17.3%	12	23.1%	20	38.5%	7	13.5	52	100%
Educational Curriculum												
The institution's curriculum is aligned with educational standards.	6	11.5%	13	25%	12	23.1%	10	19.2%	11	21.2	52	100%
The learning objectives set out in the curriculum are clear and achievable.	8	15.4%	9	17.3%	15	28.8%	13	25%	7	13.5	52	100%
The curriculum includes the inclusion of students with different educational needs.	8	15.4%	17	32.7%	14	26.9%	6	11.5%	7	13.5	52	100%
The curriculum considers inclusion in access to education.	13	25%	12	23.1%	15	28.8%	4	7.7%	8	15.4	52	100%

Source: Own data from the study.

Table 3 shows the characteristics of the teaching-learning process at the Francisco Izquierdo Ríos Educational Institution from the teachers' perception. Regarding the teaching methodology, there is a balance in the perception of the effectiveness of the methodologies used, with a large part considering them Regular or Good, but opportunities are still identified to improve the participation and critical thinking of students. In active participation of students, 38.5% rate it as Regular, highlighting a lack of attractive strategies. In critical thinking, only 3.8% consider that it is encouraged Very Well, which highlights a critical weakness. Regarding learning strategies, the stimulation of creativity and metacognition are

areas where opportunities for improvement are perceived, especially in the motivation to develop study skills. In study skills, 42.3% rate this dimension as Regular or worse, reflecting a lack of methodologies to encourage autonomy. Regarding technological resources and media (ICT), the use of ICT is valued positively, although effective integration in the classroom could be enhanced. Although 82.8% rate it as Regular or better, the integration of ICT in the classroom can still be improved. Finally, regarding the educational curriculum, alignment with standards and clarity of objectives are areas that require attention to fully meet educational expectations. 36.5% rate the alignment of the curriculum with standards as Regular or worse, suggesting necessary revisions.

Table 4 Level of the teaching-learning process at the Francisco Izquierdo Ríos Educational Institution.

Level	Interval	N	%
Low	17 - 39	11	21.2
Medium	40 - 61	25	48.1
High	62 - 85	16	30.8
		52	100%

Source: Own elaboration

Table 4 shows the level of the teaching-learning process in the Educational Institution, from the perception of teachers; a large percentage places it at the medium level 48.1% with a tendency to high 30.8%. Which indicates the need to reinforce practices to improve the quality and effectiveness of the educational process.

Table 1 Design of the educational management model to strengthen teaching learning.

Start	Process	Results
Lack of clarity in the educational vision	Design a participatory strategic plan with clear and measurable goals.	A shared educational vision that guides continuous improvement.
Poor effective feedback	Implement a continuous feedback system with clear and objective criteria.	Greater teacher satisfaction and performance, reflected in pedagogical improvements.
Insufficient technological teaching resources	Manage new resources, update materials and train teachers in the use of ICT.	Improved quality of learning and perception of the educational environment.
Poor promotion of collaborative work	Organize interdisciplinary workshops and projects to promote teamwork.	Increased teacher cohesion and effectiveness of educational practices.
Poor inclusion of innovative pedagogical methodologies	Implement periodic training on active and innovative methodologies.	Greater participation and critical thinking in students.
Deficiencies in the curriculum regarding standards and diversity	Update the curriculum with an inclusive approach and aligned with national and international standards.	Increased relevance of the curriculum and satisfaction of educational needs.
Lack of collaboration with the community and institutions	Establish agreements and joint activities with external organizations and the community.	Strengthening collaborative networks and improving shared resources.
Inefficiency in administrative	Optimize administrative processes and establish	Efficiency in the use of resources and

Start	Process	Results
management	clear management indicators.	improvement in educational infrastructure.

The lack of a clear educational vision in the institution limits the strategic orientation and motivation of the teaching staff. To solve this problem, it is essential to design a participatory strategic plan that includes clear, specific and measurable goals, involving all educational actors. The expected result is a shared educational vision that guides institutional work towards continuous improvement and guarantees the commitment of all those involved. The absence of constant and objective feedback affects the perception of support from teachers and limits their professional improvement. As an action, a continuous feedback system must be implemented that uses clear and objective criteria, with a focus on the development of competencies and teacher motivation. This will result in an increase in the professional satisfaction of teachers and in a significant improvement of pedagogical practices.

The lack of adequate resources, both material and technological, negatively affects the quality of teaching and learning strategies. To address this situation, updated resources must be managed, modern technological tools implemented and teachers trained in their effective use. As a result, a more dynamic educational environment is expected, where learning is enriched with appropriate materials and integrated technologies. Limited collaboration between teachers weakens team cohesion and reduces the effectiveness in the implementation of educational projects. To encourage teamwork, interdisciplinary workshops and projects can be organized that encourage interaction between teaching staff. This will increase team cohesion, achieving a collaborative environment that enhances the quality of educational practices.

The predominant use of traditional approaches in teaching limits active participation and the development of critical thinking in students. As a solution, periodic training should be offered to teachers on innovative and active pedagogical methodologies that focus learning on the student. This will result in more engaged students, with strengthened critical skills and greater participation in their learning process. The current curriculum is not fully aligned with educational standards and does not meet the needs of students with educational diversity. It is essential to update the curriculum so that it incorporates inclusive approaches and is aligned with national and international standards. This will allow the curriculum to be relevant, respond to current educational needs, and ensure the inclusion of all students.

The poor relationship with other institutions and the community limits the exchange of resources and experiences that could enrich education. To solve this, collaboration agreements must be established and joint activities organized that encourage active community participation. This will strengthen collaborative networks, allowing for greater exchange of resources and knowledge that will benefit the entire educational community. Problems in administrative management hinder the efficient use of resources, directly affecting other critical areas of the institution. In response, it is necessary to optimize administrative processes by implementing clear management indicators and more effective control mechanisms. The result will be efficient administration that maximizes the use of available resources and allows investment in priority areas to improve educational quality.

The table integrates a holistic approach that addresses current weaknesses in educational management and the teaching-learning process. Each identified problem has a proposed action aligned with specific results that seek to strengthen both teaching and institutional management. This model allows the institution to not only address its current problems, but also establish solid foundations for continuous improvement.

Table 2 Expert validation of the educational management model to strengthen teaching learning.

Expert	Assess whether the theoretical concept of the proposal reflects the theoretical principles that support it.	Assess whether the structural conceptual favors the achievement of the objective for which it was developed.	Assess whether the stages stated in the component of the processes proposed for solving the problem have been ordered according to the logical and methodological criteria of the discipline.	Assess whether the guidelines for the methodological treatment of the actions to be developed in each component of the proposal are reflected with quality and precision.	Assess indicators and categories of the science, technology and research system are accurate and measurable the fulfillment of the expected objective.	Assess the level of practical satisfaction that the proposal could present as a solution to the problem and the real possibilities of its generalization in scientific practice.	Assess whether there is a correspondence between the complexity of the activities to be developed in the activities and the particularities of their scientific training.	Assess the contribution that the proposal makes to the formation of personal qualities in the intellectual, affective-volitional and moral spheres.	Assess the contribution that the proposal makes to the knowledge of the processes and phenomena of social practice in the social, economic and environmental spheres.
E1	8	9	9	9	7	9	8	8	8
E2	9	9	9	9	9	9	8	9	9
E3	9	9	9	9	8	8	8	9	8
E4	9	9	9	8	9	9	8	9	9
E5	9	9	9	9	8	9	9	8	9
Average	43	45	45	45	41	44	41	43	43
Percent age	86%								

Source: Database

The assessment carried out by the experts on the doctoral proposal yielded an average score of 43, which indicates that the proposal is considered valid, viable and applicable within the context of the educational institution evaluated. This result reflects that the experts perceive that the proposal is aligned with the needs and the institutional reality, offering a pertinent and

well-founded approach to strengthen the teaching-learning process. The experts determined an applicability of 86%, which shows a high level of acceptance and support towards the implementation of the model. In conclusion, the proposal demonstrates a solid potential to generate a positive impact in the educational field, complying with the theoretical and methodological criteria necessary for its validation.

5. Discussion

The analysis of the characteristics of educational management has identified several critical areas that require immediate attention in order to improve the quality of the institution. In terms of managerial performance, the data indicate that 57.7% of teachers perceive the clarity of the principal's vision to be fair or below (32.7% perceive it to be fair, 19.2% perceive it to be poor, and 5.8% perceive it to be very poor). This suggests deficiencies in strategic communication and leadership ability to set clear objectives. Furthermore, the provision of effective feedback is perceived as less effective, with 71.2% of respondents rating it as fair to very poor. These figures highlight the necessity for enhanced strategic planning and the development of more effective communication skills among managerial leaders. In the pedagogical-didactic dimension, 67.3% of respondents indicated that teaching support was fair, while 32.7% perceived specific deficiencies, particularly in the provision of adequate materials. While 51.9% of respondents indicated positive perceptions regarding the orientation in innovative teaching methodologies (rated as "Good" or "Very Good"), 27% expressed dissatisfaction, suggesting that these training programs may lack sufficient depth or accessibility for all teachers.

These findings align with those of Kaso et al. (2021) and Rohma et al. (2020), who assert that clear and collaborative managerial leadership is a crucial determinant of educational quality. The perceived inadequacies in strategic vision and feedback may be attributed to a lack of specialized leadership training and structural issues within the school organization. In both cases, the influence of leadership within the school organization is emphasized. However, the specific research findings indicate a perception of insufficient vision and managerial feedback, which may be limiting the effectiveness of leadership and, therefore, educational excellence. While studies such as those conducted by Kaso et al. (2021) and Huong (2020) highlight the positive impact of well-defined and collaborative leadership, the results of this study indicate that the majority of teachers perceive deficiencies in the clarity of vision and strategic planning. This may be attributed to a dearth of specialized leadership training or the presence of structural impediments that impede the implementation of efficacious leadership.

The absence of clarity in vision and the paucity of feedback indicate deficiencies in managerial leadership communication and strategic planning. This may be attributed to a dearth of leadership training opportunities or an administrative burden that constrains the director's capacity to dedicate sufficient attention to these domains. The disparate perceptions of resource availability and guidance in new methodologies indicate an unequal distribution of training materials and opportunities. It is conceivable that some teachers lack access to the same resources or that the training provided is not sufficiently comprehensive or practical. Additionally, the favorable assessment of teamwork indicates a positive disposition toward collaboration.

With regard to the organizational dimension, 74.8% of respondents rated teamwork positively (i.e., as "fair" or better). However, 46.2% of respondents indicated that they perceived insufficient clarity regarding the organizational structure. With regard to the community dimension, the integration of values is perceived favourably by 67.3% of respondents (classified as fair or better), whereas collaboration with other institutions is less favourably viewed, with 36.5% of negative responses. Finally, with regard to the administrative dimension, namely resource management, 44.2% of respondents expressed negative opinions, thereby indicating potential areas for improvement in the optimization of processes and the use of resources. In general terms, 44.2% of the teachers at the Educational Institution consider the level of educational management to be medium, with a tendency towards the high level (36.5%). This indicates that, while certain strengths are acknowledged, there are still limitations that impede the attainment of optimal performance.

The studies conducted by Hernández and Tovar (2022) and the aforementioned research both indicate that problems exist in the administration of resources, which may have a detrimental impact on academic performance. In this study, deficiencies in resource management and a negative perception of feedback and planning were identified, which aligns with the observations of other studies emphasizing the necessity for more efficient administrative management. Furthermore, the study by Hernández and Tovar (2022) indicates a direct correlation between inadequate administrative management and diminished academic performance. However, in the research conducted, although deficiencies in resource management are identified, the impact on academic performance is not explicitly emphasized. This may indicate that other factors, such as collaboration among teachers or the use of ICT, are serving to mitigate the negative effects.

The organizational structure appears to lack sufficient definition, which may contribute to confusion or the replication of functions. While the school is effectively promoting values, it may be missing valuable opportunities for collaboration with other institutions, which could limit the potential for sharing resources and educational experiences. In conclusion, the perception of inefficiency in resource management indicates that the institution may be experiencing difficulties in optimizing its administrative processes, which in turn affects the availability of resources for other critical areas.

On the other hand, regarding characteristics of the teaching-learning process. Regarding the teaching methodology dimension, the results indicate that 63.5 % rate it as Fair or better in terms of student participation, with opportunities for improvement in critical thinking, where only 3.8 % rate it as Very good. Meanwhile, in terms of learning strategies, the stimulation of creativity has 36.5 % of positive responses, but the development of study skills is low, with 42.3 % rating it as Fair or worse.

As evidenced by the findings of Huong (2020) and Marini et al. (2019), which underscore the significance of cultivating collaboration and character development, the research findings suggest the presence of values within the institution. However, there is a notable absence of integration with other entities. This evidence suggests that educational management should adopt a more holistic approach, addressing not only internal aspects but also establishing external linkages for a broader educational impact.

The prevailing pedagogical approaches may prioritize the transfer of knowledge without

adequately fostering critical thinking abilities, which are essential for students' comprehensive development. Similarly, the low valuation of the development of study skills indicates that students are not receiving adequate training in techniques that would facilitate their autonomy and ability to learn independently.

In terms of technological resources and media (ICT), 82.8% of respondents indicated that the use of ICT is either fair or better. However, there is room for improvement in terms of effective integration in the classroom. In conclusion, with regard to the educational curriculum, 36.5% of respondents consider it to be aligned with the standards to a fair or lesser extent, which underscores the necessity for a review and potential adjustments to the curriculum. In general terms, 48.1% of the teachers consider the teaching-learning process to be at a medium level, with 30.8% rating it as high. This highlights the necessity for the optimization of teaching strategies with the objective of enhancing the quality of education.

The findings align with those of Zamora et al. (2022) and Morales (2021), indicating a favorable evaluation of ICT utilization, though with potential for enhancement. The perception of ICT uses as "fair" or better in the research indicates that, despite efforts to integrate these tools, the available technological opportunities are not being fully utilized. In contrast with the recommendations of Marini et al. (2019) regarding the importance of integrating character formation into the curriculum, the findings of this study indicate that the curriculum is perceived as being in alignment with the standards to a lesser extent. This discrepancy may be attributed to a dearth of curricular updates or the constrained implementation of strategies oriented towards holistic student development.

While there is a general positive perception of technology use, it is likely that ICTs are not being employed in an optimal manner to enhance the learning process. Rather, they are utilized primarily as supplementary tools rather than as integral resources in teaching. Ultimately, the extant curriculum may not be sufficiently updated or aligned with contemporary educational requirements, which constrains the institution's capacity to provide relevant and high-quality education.

The Francisco Izquierdo Ríos Educational Institution demonstrates a typical level of academic achievement. However, there are notable areas that, when enhanced, have the potential to significantly enhance the institution's overall educational quality. Improvements in strategic communication and resource management, together with more robust teacher training and an updated curriculum, are indispensable for the effective and sustainable functioning of educational management and the teaching-learning process. These dimensions should be integrated into a participatory and results-oriented management model, wherein the deployment of information and communication technologies (ICTs) serves to reinforce the learning environment and optimize the impact of pedagogical practices. Such an approach would not only enable the institution to respond to current challenges, but would also facilitate the enhancement of the skills and competencies of the teaching staff and students, thereby propelling the institution towards a higher quality educational standard.

From an interdisciplinary perspective, the findings indicate the necessity of addressing educational management and the teaching-learning process in an integrated manner. From the perspective of educational management, the identified shortcomings in leadership, feedback, and resource management indicate a necessity for the implementation of administrative and

organizational approaches with the objective of enhancing effectiveness. This implies the incorporation of transformational leadership strategies, strategic planning, and a robust evaluation system. From the perspective of pedagogy and didactics, the analysis indicates a pressing need to integrate pedagogical approaches that foster critical and creative competencies. This is consistent with the use of active methodologies, such as project-based learning, and the incorporation of technology as a mediator of learning. From the standpoint of educational technology, the restricted incorporation of information and communication technologies (ICTs) underscores the necessity for teacher training in their optimal utilization to enhance learning experiences. This indicates the necessity of an interdisciplinary approach that integrates resource management, technology, and pedagogy. In conclusion, the paucity of collaboration with the community and other institutions, as observed in the sociology of education, reflects an isolation that constrains the social impact of education. It is of the utmost importance to cultivate inter-institutional alliances and community participation activities.

The Francisco Izquierdo Ríos Educational Institution demonstrates an average level of educational performance, with critical areas that include managerial feedback, the provision of resources, pedagogical methodologies, and community collaboration. These dimensions must be integrated into a participatory educational management model that incorporates leadership, an updated curriculum, and the effective use of ICTs to promote sustainable and quality learning. An interdisciplinary approach will enable the institution to meet the challenges of the present era and achieve a higher standard of education.

6. Conclusions

The implementation of a comprehensive model that addresses multiple dimensions, including participatory leadership, resource optimization, the appropriate use of information and communication technology (ICT), and curriculum updating, is essential for enhancing the quality and efficacy of educational management at the Francisco Izquierdo Ríos Educational Institution.

The characteristics of educational management at the institution are predominantly at a medium level (44.2%), indicating progress in some aspects but also revealing significant weaknesses that limit its performance. It is imperative to prioritize the improvement of two critical areas: effective feedback to teachers, which was rated as poor by 50% of respondents, and the efficient management of economic resources, which was perceived as inadequate by 36.5% of respondents. These shortcomings directly impact the organizational environment and the perception of teachers, thereby limiting their capacity to perform at their optimal level.

The teaching-learning process at the institution is rated as average by 48.1% of respondents, with some progress but also significant challenges. The area of critical thinking is identified as a significant weakness, with only 3.8% of responses indicating a rating of "very good." Similarly, the curriculum's alignment with educational standards and the incorporation of students with special educational needs received 36.5% of negative perceptions, indicating a necessity for a more inclusive and adaptive approach. These shortcomings impact the quality of learning and the comprehensive formation of students.

The design of the educational management model reflects a comprehensive approach that

encompasses participatory strategies, process optimization, and the integration of technology to address the identified weaknesses. The proposed actions, such as the implementation of training in innovative methodologies and curricular updating, are designed to address the needs of both teachers and students. The model has the potential to markedly enhance educational outcomes and fortify the cohesion of the educational community, thereby preparing the institution to respond effectively to current and future challenges.

The validation of the educational management model by thematic experts yielded positive results, thereby certifying the applicability, efficacy, and adaptability of the proposed model to the distinctive characteristics of the institution. This model is poised to facilitate a sustainable enhancement in educational management and the teaching-learning process for the Francisco Izquierdo Ríos Educational Institution.

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