

Model of educational management for the Career of Commercial Engineering of The Universidad Mayor Real y Pontificia de San Francisco Xavier de Chuquisaca

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Abstract

This article presents a model of educational management for the Career of Commercial Engineering, whose construction has identified the trends of educational management adopted in different contexts; Described the leadership style and predominant organizational climate; and identified difficulties in educational management from the perspective of experts. Therefore, the instruments applied to obtain information were, the Organizational Climate Descriptive Questionnaire, applied to measure the organizational climate; The Multifactor Leadership Questionnaire, which made it possible to measure leadership style; an interview with experts with experience in the field of educational management, which was articulated according to the following areas: Directive; Financial; Academic; Investigative; Extension and Social Interaction. The proposed model is structured according to the areas of management, financial management, academic management and management of coexistence and community, as well as being supported by values, focused on service and satisfaction of stakeholders. Therefore, it is a management tool that can be used by authorities and managers not only of the Career of Commercial Engineering, but of different university careers.

Educational management, Organizational climate, Leadership style, Directive management, Financial administration, Academic management, Community coexistence

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Introduction

In Higher Education Institutions (IES), Educational Management, understood as a "process through which the affective, social and academic interactions of the individuals who are actors of the complex educational processes are organized and who construct the educational institution to achieve the formation of individuals and groups "(Sañudo, 2006).

Is in a period of transformation, the framework in which they make their decisions changes, due to the increase in the demands of society and the control exercised by governments over them, however, their autonomy in financial management.

This transformation must respond to the following aspects: the backwardness of education regarding socio-economic and cultural development; reduction of financial resources received by governments; weak correspondence between the needs of the socio-economic environment and the academic offer of HEIs; and the criticism of these for not considering the multiethnic, multiracial, multicultural and plurilinguistic character of the peoples (Valcárcel & Rodríguez, 2008, García de Fanelli, 2001, Vries & Ibarra, 2004).

According to the Colombian Foundation "Luis Amigó" (sf), Educational Management is composed of four important areas:

- Management (referring to the direction of the human team, design, implementation and appropriation of the institutional horizon)
- Administrative and financial management (which includes the design
- Planning, operationalization and flexibilization of the organizational structures.

The systems of rules and budgets and investments required to respond to the purposes of the institutional educational project), academic management (design, implementation and evaluation of relevant, flexible and dynamic curricula that ensure the integral formation of the human being) and management of coexistence and community (referred to the indissoluble university-society relationship).

Therefore, it plays a vital role in the higher education sector, since it allows improving the efficiency and effectiveness indexes, as a contribution to the improvement of the quality of education, constituting a competitive advantage (Blanco & Quesada, 2014).

Since it allows the concretion of the educational policy in a certain organizational framework based on how it acts in the administration of the processes (Valcárcel & Rodríguez, 2008).

It is undeniable that many universities and careers are going through a crisis that manifests itself in such aspects as: academic offer that does not respond to the demand of the labor market; teaching-learning processes disconnected from the economic and social context; scarce work practice that hinders the formation of necessary skills in students; poor management of research, which is evidenced in a limited scientific production not related to the needs of the socioeconomic environment; very poor international relationship; among many others, that make urgent the introduction of structural and radical changes if it is intended to keep them at the service of society.

The Universidad Real Real and Pontifical University of San Francisco Xavier de Chuquisaca (UMRPSFXCH), is no stranger to the aforementioned problems.

Which reveals the urgent need to implement reforms and transformations aimed at improving the situation in which it is located, as well as, have the tools of Educational Management that make it possible to reorient the processes of teaching - learning, research, extension and social interaction.

Consequently, the present study intends to contribute to this purpose with the development of an Educational Management Model for the Commercial Engineering Career (CIC), which can be applied by the different careers that make up the UMRPSFXCH. To this end, trends in educational management adopted in different contexts have been identified; described the leadership style and the predominant organizational climate; and identified the difficulties in educational management from the perspective of experts.

Methodology

According to the complexity and characteristics of the object of study, a qualitative and quantitative approach was taken and a descriptive - proactive research was carried out, using, mainly the measurement method, which allowed to obtain numerical information about the leadership style, predominant organizational climate and the perception of authorities, teachers, students and administrators, regarding the different areas involved in the management of the CIC; and the method of modeling, for the analysis, study and discovery of the qualities, relationships and principles of the different variables and components of the proposal as concretion of the Educational Management model for the CIC. The survey and the interview constituted the main information gathering techniques.

Among the instruments applied, the following were used:

- Organizational Climate Descriptive Questionnaire (OCDQ), originally proposed by Halpin and Croft (1963), which allowed to measure the predominant organizational climate in the CIC, from the point of view of the teachers.
- Multifactor Leadership Questionnaire (MLQ 5X), developed according to the proposals of Bass (1994), which made possible the measurement of the leadership style exercised in the CIC.
- Interview with experts with experience in the field of educational management, which was articulated according to the areas: Directive; Financial; Academic; Investigative; Extension and Social Interaction.

Given the small size of the population of authorities, teachers and administrators, a census was applied.

In the case of the student population, stratified random sampling was used, with 365 surveys. On the other hand, 15 interviews were conducted with experts in educational management.

For the systematization of data, the statistical package SPSS Version 22.0 was used, which enabled the preparation of frequency distribution tables, radial type charts, determination of arithmetic means and variances.

Trends in university careers management

The management of universities is in a process of transformation, various studies and experiences highlight their need for change and adaptation to the current context, highlighting the application of different approaches.

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And tools for their approach, such as strategic planning, quality control, reengineering and benchmarking (Ferrer & Pelekais, 2004), knowledge management (Estrada & Benítez, 2006), organizational climate, transformative leadership and democratic and participative leadership styles (Hoy, Smith & Sweetland, 2003). Being essential the incorporation of Information and Communication Technologies (ICTs) as a tool and instrument to support university management (Donini, 2014, Sosa et al, 2014).

Another current global trend is the use of management models in the education sector, having developed proposals that are supported by ICTs (Sosa et al, 2014), management models focused on administrative academic processes for higher education institutions (Gómez Mora & Pérez, 2008), systemic models composed of input elements or inputs, processes and outputs (Blanco and Quesada, 2014), models of integrated control of academic management for university careers, focusing on the administrative control component (Uribe, 1997), among others. The models developed, undoubtedly present advantages and solutions to the problems that arise in the field of management of a university career, but, these respond to realities and educational environments totally different to that of the careers of the UMRPSFXCH, aspect that makes it difficult appropriation and make necessary the construction of a model appropriate to the characteristics of the context.

Organizational climate and predominant leadership style in the CIC

Having knowledge about the organizational climate and the type of leadership exercised in the organization is fundamental, to establish proposals for action tending to improve management and the achievement of institutional objectives.

Through the Organizational Climate Descriptive Questionnaire (OCDQ), the different organizational climate components that characterize the work of the CIC teachers were analyzed, for which the arithmetic means of the variables were determined: union, friendship, contact, emphasis on the performance, exemplariness and consideration.

Variables	Average	Variance
Union	3,2265	0,9253
Friendship	3,2265	0,9253
Contact	3,3179	1,6151
Emphasis on performance	3,3187	1,3644
Exemplariness	3,5698	1,3051
Consideration	3,7619	1,2957

Table 1. Organizational Climate CIC

Source: Self made

The CIC has a relatively harmonious work climate, since all the scores are above the average, but it is necessary to improve the organizational climate, in specific elements such as union and friendship, where the lowest scores have been obtained, in order to achieve greater cohesion among the teaching staff.

On the contrary, the qualifications must be maintained where there is a good performance, that is to say, the individual consideration that the teachers perceive of the authorities of the Career and Faculty towards their work and on the exemplariness.

Knowing and understanding the variables that determine the organizational climate is extremely important, because it provides feedback about the processes that determine organizational behaviors, also allowing to introduce planned changes in the organizational structure or in one or more of the subsystems that comprise it.

The type of leadership measured through the Multifactor Leadership Questionnaire (MLQ) indicates that the predominant leadership style in the CIC is transactional, given that the average of the career director's responses (3.83) has been included in the range corresponding to 3 and 4, which corresponds with this characteristic in the management style, marked by the establishment of objectives, monitoring and control; where the members of the organization must fulfill their activities and make some additional ones, in order to obtain a reward, which in general is translated in addition to the salary in the issuance of certifications to obtain a score in the teaching career ladder.

The leadership style of the CIC Director has been analyzed from the identification of the predominant characteristics in the transactional leadership.

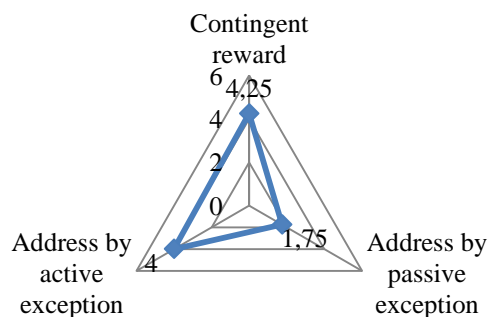


Figure 1. Analysis of the Transactional Leadership Style CIC
Source: Self made.

According to the above table we can see high averages in the factors corresponding to contingent reward and direction by active exception, which indicate that the leadership of the CIC director is characterized by clarifying the expectations of his followers and providing recognition when the objectives are achieved.

As well as, to correct the failures and deviations of the employees at the time of achieving the objectives proposed by the organization.

Difficulties in educational management from the perspective of experts

To determine the main difficulties and needs in the management of university careers, a structured interview was used, which was applied to a group of experts, which was composed of former university authorities, therefore, with experience in the field of educational management in the UMRPSFXCH. Among the areas under analysis are: Directive; Financial; Academic; Investigative; Extension and Social Interaction.

Areas	Difficulties and needs
DIRECTIVE	<ul style="list-style-type: none"> - Excessive bureaucracy and decisions concentrated at the central level, make management difficult. - Little predisposition and commitment of the teaching sector regarding the creation of groups and work teams to support management. - Difficulties and need for greater transparency in the processes of teacher recruitment. - Conflicts between the estates, affect the decision making. - Little attention from the university authorities to the requests of the races.
FINANCIAL	<ul style="list-style-type: none"> - Impossibility of using IDH funds due to existing regulations. - Financial resources limited to the payment of teachers, which do not consider training activities and teaching updating, research, extension and social interaction. - Lack of financial autonomy - Scarce leveraging of resources through the presentation of projects.

ACADEMIC	<ul style="list-style-type: none"> - Permissive regulation that does not allow to increase the levels of academic demand. - Massification in the registration of the races. - Difficulties in the standardization of analytical programs of subjects, due to lack of coordination and teaching individualism. - Low commitment and aversion to change the teaching staff. - Pressures of the student body to the teachers. - Difficulties in the control of the teaching activity.
INVESTIGATION	<ul style="list-style-type: none"> - Scarce budget allocated for investigative activities. - Few incentives for the development of research by the teaching staff. - Low level of application of specific university policies to promote research activity. - Little relevance of the research activity with the problems of society.
EXTENSION AND SOCIAL INTERACTION	<ul style="list-style-type: none"> - Difficulties to sign agreements. - Limited financial resources for the development of extension and social interaction. - Projects and proposals do not respond in a relevant way to social problems. - Low level of application of specific university policies to promote the activity of extension and social interaction.

Table 2. Difficulties and needs in educational management

Source: Self made.

Educational management model proposed for the Commercial Engineering Degree (CIC)

The educational management model proposed for the CIC aims to: Contribute to the improvement of teaching-learning, research, extension and social interaction processes.

Establish a management tool that makes it possible to improve the quality of the services provided, in a comprehensive manner, orienting it to the satisfaction of stakeholders or key groups (State and society, students, parents and guardians, employers, teachers and administrators); Assist in the processes of self-evaluation, external evaluation and accreditation.

One of the first steps for the construction of this model is to establish the values or principles that the CIC must internalize among the teaching and administrative staff for the provision of the service, which are referred to relevance, honesty, competitiveness, quality and human talent, responsibility and compromise. Considering the incorporation of values as a basis for the proposed management model, highlights the humanistic philosophical nature of the proposal (Chanto & Durán, 2014).

The educational management model proposed for the CIC, at a first level, demonstrates its focus on the service and the values identified, as fundamental aspects for the management of an HEI. In a second level, the elements that make up the integral educational management are included, that is to say: directive management, financial administrative management, academic management and coexistence management and community; which must be subject to a process of planning, execution and evaluation by the members of the organization, processes that are presented at a third level, which considers the resources available to the IES, which can be classified into: financial capital, human capital, relational capital, technological capital and organizational capital. In the fourth level the tasks inherent to the educational management, which specify the components, of the second level, are disaggregated.

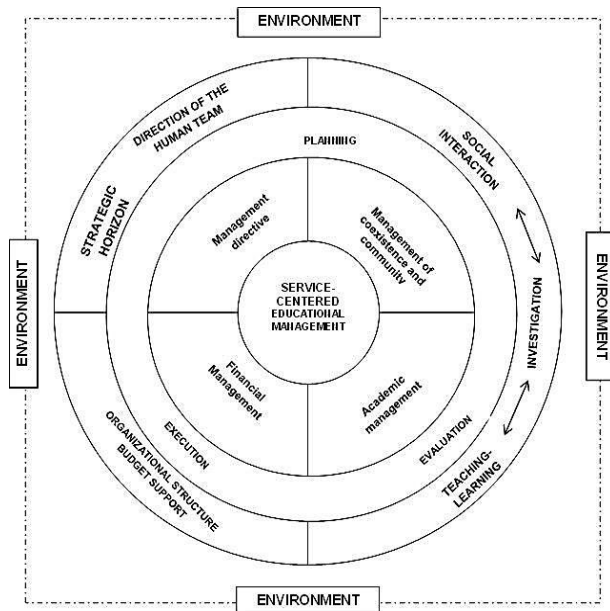


Figure 2. Educational management model CIC
Source: Self made.

1. Directive Management Component

The managerial management has for work the planning, organization, integration, direction and control of the substantive processes that are developed in a university career, for which, it is important to establish the strategic horizon that the organization aims to achieve in the long term, as well how to manage human talent in an appropriate manner, generating a favorable work environment, which encourages the involvement of staff with the stated institutional objectives.

It is necessary that the leader of the organization assumes a transformational leadership, in which elements such as the idealized influence, (charisma), inspiring motivation, intellectual stimulation and individual conspiracy are fundamental; added to the values that should characterize its action towards authorities, teachers, administrators and students.

Within the directive management, the political management must be developed, to face the diverse interests that exist between the estates that compose the university, in this respect the behavior of the leader is fundamental, which must be characterized by a dialogical attitude, transparency, impartiality, objectivity and interest solely for the well-being of the race, beyond the group objectives that could exist between the different classes. Operational management is based on intellectual capital, more precisely on human, relational, organizational and technological capital.

2. Administrative Financial Management Component

The administrative financial management aims to provide the economic resources necessary for the operation of the career and the processes that are developed in it; therefore, given the scarcity of resources that characterizes organizations, this component seeks efficiency and productivity.

It is important to develop a proactive financing management, characterized by the development of activities aimed at obtaining resources mainly based on the presentation of projects and the generation of own resources. To obtain financial resources is fundamental human capital, consisting of the knowledge and skills of teachers who are the main actors in the development of projects, the career director must present them to the corresponding instances, follow up on the processes of evaluation and to manage before the higher authorities the approval of the same ones, making possible the disbursement of resources and execution of projects according to the regulation and current regulation, that will contribute to the achievement of institutional objectives and therefore to the satisfaction of the interest groups identified for the career.

In the case of obtaining external cooperation resources, relational capital is important, since this will allow taking advantage of the positioning of the Career and the University in the middle, to manage the financing of specific projects by institutions with which have institutional relations.

3. Academic Management Component

Academic management is mainly related to the design, implementation and evaluation of relevant, flexible and dynamic curricula that ensure the integral formation of the human being, is of utmost importance in educational management, since it is inherent in the fundamental or essential service that every educational institution provides to society.

Therefore, it is important that careers have a relevant curricular design that guarantees that knowledge, skills and values contribute to the achievement of a professional profile that responds to the demand of the labor market.

It must have a relevant and updated curricular design, for which a process is proposed, in which a curricular redesign commission develops a proposal based on the needs of the local, regional, national and international socioeconomic context, which is disseminated and consensus between the teachers of the race and the student representatives; work that will allow collecting contributions that will enrich the proposal.

Once the corresponding adjustments have been made, it is necessary to present the curricular redesign in a general teaching meeting, where it is approved through the signing of a record, which will serve as a supporting document in the procedures that will be followed for approval in the different instances university.

Throughout this process it is imperative that the career director assumes a dialogical attitude, to enable the generation of consensus that favor the updating and curricular adjustment, since conflicts of interest will arise in both the teaching and student sectors, which may arise. consider this process harmful, due to the natural resistance to change that exists in organizations.

With regard to the planning, implementation, monitoring and control of curriculum management it is important to take into account the following elements:

- Planning, during the curricular redesign stage the political, social, economic and technological context must be considered; the demands of professional training of the environment; and the scientific and technological progress that is presented in the area of knowledge, this analysis will allow the formulation of an adequate professional profile that considers the knowledge, skills and values that the socioeconomic environment demands of the professional
- On the other hand, it is important that the subjects of the curriculum are classified according to their type (basic, specific basic and professional practice) and belonging to a specific discipline.
- Implementation, at this stage the decision must be made to implement the curricular redesign at all levels or to carry out a gradual implementation of it, for both cases it is essential to have a transition plan where measures are established to facilitate the change of plan studies, as well as a plan of homologations of subjects.

- Follow-up and control, it is important that through career management a follow-up and control of the curricular development is carried out, this implies a series of activities such as: filling in progress reports of the subject, designation of coordinators of levels and discipline, Conduct coordination meetings and content adjustment by disciplines and levels. This type of activities will allow to strengthen the teaching-learning processes, through the fulfillment of the subject programs, incorporation of teaching methods according to the discipline, assignment of practical and investigative activities in coordination with different subjects, among others.
- Feedback, at this stage it is important to track the graduates of the race, since they are the target group that according to the work activity that develops can provide information on the degree of usefulness of the knowledge and skills acquired during the race. This information can be used to take corrective measures aimed at achieving the professional profile and therefore of the identified stakeholders or stakeholders.

In order to properly develop curricular management, human capital and organizational capital are important, the first represented by the capacity and knowledge of the teachers who are the main responsible for the implementation of the curricular redesign; and the second represented by the regulations issued by the different instances of co-government that regulates the monitoring and control processes to be developed by career management.

4. Coexistence and Community Management Component

The management of coexistence and community, contemplates the indissoluble university-society relationship, which is evident through different teaching-learning processes (previously addressed), research, extension and social interaction, for whose development are necessary human, relational, organizational and technological.

4.1 Research Management

The research activity is essential in educational management since it fosters the generation of knowledge, which will be transmitted to students through the teaching - learning processes; as well as, it allows to transfer knowledge to the socioeconomic environment. Certainly, the conditions in which teachers develop their work do not facilitate research, however, it is important to take advantage of the qualification of the teaching ladder as a motivating aspect, which makes it possible to involve more teachers in the research processes. Next, some elements that should be considered in the management of the research are described, which are considered to allow their dynamization and strengthening.

- Normative instruments, it is important that the academic units conform commissions headed by the career director, with the purpose of formulating regulations and plans that allow orienting and organizing the research activity. In this regard, the following regulations must be in place: Research Regulations; Operating Regulations of the Career Research and Interaction Unit; Regulation of Updated Graduation Modalities; Regulation of tutorials; among others.

- Planning and operational instruments, it is necessary that career management and teachers work on the preparation of documents that allow planning and facilitating the research work, such as: Plan for Strengthening the research activities and extension of the Career; Research lines formulated in coordination in institutions of the socioeconomic environment; Follow-up forms for research fellows; among others.
- Logistical support, one of the factors why teachers do not want to be involved in investigative processes is the excessive bureaucracy and time that is required from the formulation of the research project, approval, disbursement of resources, execution of the project and closure; This is why the Career Research and Interaction Unit must provide the necessary logistical support during this process, with the teaching-student team responsible for the investigation being solely responsible for the stages concerning the realization of the investigative process itself, in the framework of the research lines defined by the Career.
- Dinamización, This work should be headed by the direction of Career, it has as an aim that the teachers go from being subjects not active in the research work to being informed, sensitized and involved in this type of activities.
- Dissemination and transfer, it is essential the dissemination and scientific transfer work that must be carried out once the investigative processes are concluded, therefore, the mechanisms for the effect must be managed.

This work will allow the Career to acquire greater presence in the socioeconomic environment, improve its positioning and strengthen its relational capital.

4.2 Management of Extension and Social Interaction

The extension and social interaction activities must be developed assuming a conception of integral development, which seeks to contribute to the democratization of knowledge and the greater and better quality of life of society, from an interactive and multisectorial dialogue with the different actors involved in the relationship.

Thus, the extension and social interaction must contribute to the social and economic transformation and with it to the own transformation of higher education institution that develops it.

The activities of extension and social interaction must contribute effectively to society, as well as to the Career by increasing their relational capital and generating a more favorable image and position in the socioeconomic environment.

Extension and social interaction activities must be developed from the Career Research and Interaction Unit, which provides the necessary logistical support to the different projects that are in execution, in the regulatory, planning and operational framework, described in the previous subtitle.

With the execution of the extension and social interaction projects, the following objectives should be sought:

- To provide services to the socioeconomic environment;

- Facilitate the development of work practices for students;
- Transfer information and scientific knowledge, which is an input for decision making in organizations;
- Sign agreements that strengthen existing projects and the generation of new projects;
- Improve the relationship and relationship of the Career with institutions and companies;
- Develop social responsibility activities that strengthen the position of the Career in the socioeconomic environment;
- Among others.

The development of activities of extension and social interaction will undoubtedly allow to satisfy the interest groups or stakeholders defined for the Career, and its development must be in charge of the teachers who will benefit from said projects, having a space for the labor practice and relationship for students, which will affect their evaluation and score in the teaching ladder.

5. System of Indicators of Educational Management Model

Educational management is a continuous process of decision making, in which risk and uncertainty are factors that will always be present, however, to mitigate them, it is imperative to have updated data and information regarding the problem to be addressed.

The model proposed, proposes an "informed management", where managers must make decisions, using as input information that is characterized by being sufficient, relevant, accurate, available, updated and predictable (Pedret, et al 2002: fifteen).

Therefore, a system of indicators has been developed that are grouped into the following areas: management, management, financial administration, academic management and coexistence and community management.

It should be clarified that the system of indicators that has been built is not a quality management model, but will allow the career director to evaluate the educational management on an annual basis, while providing information to make decisions aimed at to the improvement of the substantive educational processes, thus contributing to improve the quality of the educational service provided to the stakeholders or stakeholders.

It is important to mention that there are systems of indicators that consider multiplicity of variables, however, in the proposed system the most relevant variables in educational management are included, which will provide the manager with timely information to apply corrective measures if the case requires it, or on the contrary, maintain the efforts made.

MANAGING DIRECTORS	<ul style="list-style-type: none"> - University regulations - Planning instruments - Institutional Policies - Leadership and work climate - Communication system - Management support system
FINANCIAL ADMINISTRATIVE MANAGEMENT	<ul style="list-style-type: none"> - Administrative organization - Regulation and support system for financial administration - Access to financing sources

ACADEMIC MANAGEMENT	<ul style="list-style-type: none"> - Curriculum management - Teachers - Students
COORDINATION AND COMMUNITY MANAGEMENT	<ul style="list-style-type: none"> - Support structure for research, extension and social interaction activities - Research management - Extension management and social interaction

Table 3. Variables of the Indicator System
Source: Self made.

Discussion

There are different management models applied in different universities, however, before selecting one of them and promoting their application in the careers of the UMRPSFXCH, one must carefully plan their factors and elements, taking into account the characteristics of the teaching functions, research, extension and social interaction, as well as the phases of planning, organization, direction and control; they must keep the necessary correspondence with the local and national socioeconomic context, as well as with the characteristics of the institution.

The objective of human resources management is the development of personnel and their relationships in the organization, which is why an optimal organizational climate must be achieved and maintained, making workers feel motivated, satisfied so that they can develop their skills and abilities, which will contribute to the individual development of each one of them and therefore the organizational growth will be reflected (Cervera, 2012).

In the CIC there is a favorable organizational climate that can contribute to the achievement of the institutional objectives, by making it possible to involve more teachers in the planned activities, to achieve this, the leadership style is a fundamental element (Cortés, 2004 Alho da Costa, 2013).

In this regard, the CIC presents a style of transactional leadership predominantly characterized by the application of contingent rewards and direction by active exception, which in no way is inadequate, however, organizations currently require transformational leadership, characterized by the demonstration of attention and individual consideration of the leader on the staff, worry about their needs, support their growth and development.

Brunet (2004) indicates that this type of leadership can contribute to generate a more harmonious organizational climate and achieve the objectives pursued by the institution.

Among the difficulties in the management area, there is evidence of the need for greater decentralization in decision-making related to the processes inherent to academic activity, which makes it necessary to de-bureaucratize in terms of procedures and processes inherent to the teaching staff, curricular redesigns, approval of projects, among others. It is necessary to highlight the problem of the organizational climate prevailing in the academic units, which manifests itself in the scarce teacher commitment.

The difficulties existing between the estates that make up the cogovernment - teacher and student - highlight the need for a transparent political management, based on ethical values and oriented to institutional welfare as the main negotiation and development mechanism.

The main problems identified in the financial area are the few budgets for the area of research, extension and social interaction, the lack of financial autonomy.

It will be difficult to count on sufficient budgets, due to the application of the zero enrollment and the excessive benefits to which students can access, without the requirement of an optimal academic performance.

Faced with this panorama, the university careers must finance the activities incorporated in their annual operations program, through the sale of services such as: seminars, workshops, consultancies, among others; demanding from the managers an additional work, if it is to obtain the necessary resources for the execution of the planned activities.

Likewise, it is necessary to leverage resources through the signing of agreements, where the counterpart of university careers can be constituted by the teaching human resource, approved resources for research and extension projects, own resources obtained from the sale of services, among others.

In the academic area, one of the most important problems is the massification of the enrollment in the careers; the difficulty of updating, standardizing and monitoring compliance with the analytical programs of the subject; and the permissive regulation that does not allow to increase the levels of academic demand.

In this area, the need for a greater teaching commitment, manifested in the fulfillment of their academic activities and constant and coordinated updating of their analytical programs, is again evident, in parallel with the progress of science and technology.

The areas of research, extension and social interaction are related to the management of coexistence and community, for the relevance that the socio-economic environment demands of these processes, which contribute and feed back into the teaching-learning processes.

The difficulties identified in this area are the non-application of university policies for the development and incentive of research, extension and social interaction; scarce allocation of specific budgets; and the need for greater social relevance.

To strengthen these areas, the directors of university careers can access resources from the Directorate of Science and Technology (DICYT) and the Directorate of Extension and University Social Interaction (DIESU), which will never be enough, but can be used to leverage resources through agreements with institutions such as the Municipal Government, the Departmental Government, non-governmental organizations, among others.

The proposed management model has the characteristic of being systemic, holistic and based on an axiological basis that favors the rendering of the service and satisfaction of the stakeholders or stakeholders.

It is also focused on the service as a fundamental aspect of HEIs and incorporates in each of its areas the different components of intellectual capital, ie, organizational capital, human capital, technological capital and relational capital, as essential inputs for educational management.

It also includes a system of indicators grouped in the areas of: management, management, financial administration, academic management and coexistence and community management.

This system is not a model of quality management itself, but will allow the career director to evaluate the educational management on an annual basis, while providing information to make decisions aimed at improving substantive educational processes, thus contributing to the improve the quality of the educational service provided to interest groups or stakeholders.

The operationalization of the model involves the preparation of strategic and operational documents to guide decision-making, these documents are constituted by the Institutional Development Plan that defines the strategic guidelines for the four areas of management, which are operationalized by the Operational Plan Annual; the Curricular Design and the Plan for the Strengthening of the Research and Extension Activities, which are formulated to guide respectively the academic and coexistence management and community.

The Self-Assessment Report is an integral diagnosis of the Career, from which the Improvement Plan emerges, which involves decision-making and carrying out specific activities in the different management areas. Educational management is a permanent task, just as the search for quality in education, which is why it is necessary to have management tools, such as the proposed model, to guide the actions of IES managers and contribute to overcome The challenges and challenges that arise daily in university careers.

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