

# Teaching Accompaniment in Colombia's Official Educational Institutions

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**Abstract** – This article presents an analysis of the quality principles for the teaching accompaniment of the official educational institutions of the city of Montería. A questionnaire with 36 reagents (Likert type scale) was applied to 341 teachers and their answers were analyzed through descriptive statistics. Additionally, the chi-square test and V Cramer were used to determine the existence of relationships and their strength. The main results refer to the existence of a relationship between the principles of quality and teacher accompaniment in the official educational institutions of the city of Montería.

**Keywords** – teacher accompaniment, principles of educational quality, official educational institutions and educational planning

## 1. Introduction

The various changes generated in developed societies, such as globalization and the rise of technology, constitute a reference for educational institutions in developing countries, which have had to take on the challenge of improving the quality of their academic and administrative processes.

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According to the United Nations Organization, quality is the most important reference to judge the development of these institutions, which translates into the need to permanently evaluate the Colombian educational system, leading to integrate the educational actor's management and performance. [1], [2].

Education is the main vehicle for the promotion of knowledge and the know-how for its dissemination, originating in the formation of values: social, cultural, and collective that guide the human being towards cooperation, collaboration, and respect for others. This approach requires an education model that guarantees a permanent quality accompaniment to teachers and rethinking the pedagogical concept, which directs it towards a quality education and places it at the level of the user's needs, their personal, social, economic, and cultural development placing it at the level of developed countries [3].

According to the constructivist model in Law 115/1994 of the Institutional Educational Project (IEP), it is important to achieve a formative development that guarantees a permanent approach involving all members of the educational community and the transformation of its structure with pedagogical benefit, allowing the learning of new knowledge and transforming attitudes and aptitudes; this could be achieved through educational accompaniment and the restructuring of the governing body of education in the country.. Consequently, it will allow to achieve the desired changes according the new rapid and deep changes reality, to be at the level of first world countries and break the gap that separates us in the technological and educational field [3].

This accompaniment can produce benefits to achieve a significant transformation, requiring that educational institutions raise awareness of the need for change in their administrative aspects and their pedagogical dimension, fostering new visions, ideas and practices framed in a dynamic of quality execution. Within the framework of the challenges posed for addressing educational processes, the

incorporation of new trends in Latin American countries should be considered, referring to countries with a higher level of development such as the United States, European and Asian countries such as Japan, Korea South and Singapore, without neglecting the technological and educational development of Israel. [5].

For this fundamental reason, the quality and accompaniment of teachers constitute an effective route for institutional, professional, and personal growth, as well as allowing for renewal and relevance in the development of the processes. In this way, the accompaniment of transformative action strengthens the performance of teachers through a participatory process in the search for strategies that generate new school practices, breaking their rigidity and allowing a greater concentration of efforts and impulse to break down barriers. that cause slow changes in the institutional transformation process and in the performance work of teachers, generating changes in their processes [8], [9].

It has been observed in educational institutions that there are shortcomings such as: there is no continuity and coherence in the transformative processes that are being developed within the institutional framework, due to the fact that this is a difficult task that demands time, effort and energy from the people involved: rigid processes executed like a recipe book; inflexibility in the development of the work, as well as little community participation, and poor communication, non-existent teamwork, ineffective academic processes, deep demotivation, and irrelevant interpersonal relationships, as well as little commitment to the activities carried out. These would be the most relevant problems to be solved, in a peremptory time frame, if a change of this reality is desired [10], [11].

An institution cannot be managed with a reduced number of variables; it will demand dynamic development processes that allow it to overcome difficulties in order to achieve its goals and at the same time apply quality management by managing its goods and services in a satisfactory manner. In relation to the above, all these elements could be considered as one of the various problems faced by the Colombian education, since they could be located in most educational organizations. However, there is an educational policy in Colombia called "Quality Education, the Road to Prosperity", in compliance with the National Development Plan, which focuses on improving the quality of education and states that it should be a national purpose [10], [12].

Within that purpose, quality changes are recommended in the axis of strengthening and modernizing the management of the Secretariats of Education, it is proposed to move from 55 to 100% certified, which implies managing in this same

direction the country's educational establishments [3].

Since 2008, Guide 34 (Guide for Institutional Improvement), issued by the Ministry of Education, has established the basic processes of institutional self-evaluation, improvement plans and follow-up plans as the basis of the school management improvement model. In spite of all these initiatives, no mechanisms have been established to improve the institutions in the city of Montería, corresponding to the official sector, no significant changes have been generated and this is related to the deficient accompaniment of teachers in the development of academic-administrative processes.

Within this framework, professional behavior and follow-up is suggested, promoting accompaniment, so that teachers would have the guidance and control of an advisor or tutor to make their professional development or performance viable. In this way, a continuous and contextualized planned advising or tutoring would be achieved, which would strengthen the improvement of the quality in the processes. Any educational institution, accompaniment can be considered as a process developed under the direction of competent and highly experienced people, who provide timely advice or tutoring, support that strengthens teacher performance in practice for the improvement of educational service and in this way, raise quality indices in the institutions [10].

In fact, the quality of the teacher's accompaniment processes is constituted as a type of strategy used by managers, advisers and tutors for the development of their professional practice, in order to achieve the transformation of the knowledge contemplated in their curriculum, allowing the socialization and comparison of information, ideas and experiences, based on difference, autonomy and tolerance, to enable and focus school action on creativity, reflexivity and criticism, achieving continuous improvement and academic-administrative productivity [13].

The directors of the educational institutions must be guarantors of promoting an education framed within quality principles in the accompaniment of the teachers with the purpose of achieving personal and professional growth of the teachers, as well as, to adapt to the requirements that the society of information and knowledge imposes. Therefore, it must achieve that the advisors or tutors are committed to the permanent orientation of the planning, coordination, execution and control of the activities to prevent deviations [14].

Hence, the need to achieve quality through participatory accompaniment in the Official Educational Institutions of the city of Montería in order to solve the observed weaknesses, where the

most evident are: compliance with inefficient processes, non-pertinent accompaniment in the matter of activities of administrative planning, coordination, execution in the processes and control, weaknesses in the pedagogical practices developed and limited use of new technologies. From such approaches, the need to carry out this research arose with the purpose of analyzing the principles of quality and the processes of accompaniment in the teachers of the city of Montería, which is of vital importance for the optimal development of the teaching action and dynamics of execution of the diverse processes that are materialized in it.

**Quality in Educational Processes**

Quality is, in itself, a multidimensional concept, it is considered to have many facets to be considered according to the optics that are used. In this case, it refers to the quality of the accompaniment processes in the official educational institutions of the city of Montería, Córdoba in Colombia, where these actions have a great influence on the consideration of these dimensions. Specifically, this research refers to two major dimensions of quality: those within the institution and those related to its context [4], [15]. These refer to the relevance and social relevance of the processes, social satisfaction of the users, relevance, efficacy, and efficiency of the process of formation of the subjects: excellence in knowledge; availability of resources; conditions of excellence of the processes, such as: accompaniment, planning, execution, coordination, and control.

Quality is the pursuit of continuous improvement of learning outcomes. In educational development, quality will be determined by the relevance of the purposes, objectives, and goals, which must be of interest to the institution, people and the context and thus be able to provide answers to the problems and needs surrounding the environment, that is to achieve efficiency, effectiveness and efficiency for a satisfactory quality management [16].

**Processes of Teaching Accompaniment**

The accompaniment is defined as an advice given to the teachers through different actions. These involve processes that improve teachers' pedagogical practices. Through these, changes can be generated in the teaching-learning processes in the classroom to improve and awaken reflective processes through dialogue for a better development in their pedagogical practices [17], and that accompaniment refers to the help and support that is provided to teachers for their professional development and productivity. [18]. The current situation in the educational area is still worrisome, since the results

have not been the best and such condition may have its origin in the lack of accompaniment to teachers as a fundamental strategy for promoting the quality of teaching action [7].

Seen from this perspective, the teacher requires permanent accompaniment that facilitates the strategies and pertinent tools to respond to the diversity of needs presented in their daily practice. The system of accompaniment should support and enrich the teachers, it establishes that the tutor or advisor is a friend and companion of the teacher, who build together pedagogical tools for the development of processes such as: advice, mediation, reflective processes, planning, coordination and control [19] (see Table 1.).

*Table 1. Operationalization of the variables*

Objective	Variables	Indicators	Items
Analyzing the principles of quality for the teaching accompaniment of the official educational institutions of the city of Montería	Procesos de acompañamiento	Consulting	1, 2, 3
		Reflective Processes	4, 5, 6
		Meditation	7, 8, 9
		Planning	10,11,12
		Coordination	13,14,15
	Principios de calidad en los procesos de acompañamiento	Control	16,17,18
		Leadership	19,20,21
		Strategic thinking	22,23,24
		Resources	25,26,27
		Communication	28,29,30
	People's development	31, 32, 33	

**2. Materials and Methods**

The present study was framed in the quantitative methodology, under a non-experimental, transectional field design, where a survey was applied (questionnaire with 36 items with Likert scale type validated in the opinion of 5 experts and with a Cronbach's Alpha coefficient of 0.906(Excellent)) to a population of 3009 teachers in the city of Montería. A probabilistic sampling technique was applied with a margin of error of 10% with a confidence level of 90% for a total of 340 teachers in the city of Montería between the period: 08/2019 to 10/2019. The data were analyzed by descriptive statistics to know the behavior of the variables under study, then the chi-square statistic was applied in order to test hypotheses referred to frequency distributions.

H0= There is no relationship between the principles of quality and the processes of teacher accompaniment in official Colombian educational institutions

H1= Whether there is a relationship between the principles of quality and the processes of teacher accompaniment in official Colombian educational institutions

Asymptotic significance (bilateral): 0.05

If H1 is accepted, V Cramer is considered to measure the intensity of the relationship between variables.

### 3. Analysis and Discussion of Results

Once applied the instrument concerning the variables: Principles and Processes accompanying quality accompanying processes, in order to respond to the proposed objective, the data were processed through IBM - SPSS version 25, and the following results were obtained:

Table 2. Descriptive statistics of the variable Teaching Accompaniment Processes in the educational institutions of the city of Montería

		Frequency	Percentage	Percentage valid	Cumulative percentage
Valid	Regular accompaniment processes	123	36,2	36,2	36,2
	Good accompaniment processes	181	53,2	53,2	89,4
	Very good accompaniment processes	36	10,6	10,6	100,0
	Total	340	100,0	100,0	

In Table 2., it can be seen that 53% of the teachers in the city of Montería consider that there is a good process of teacher accompaniment, 36.2% state that they have a regular process of teacher accompaniment. In other words, through the detail of the indicators: Assessment, Reflective Processes, Mediation, Planning, Coordination and Control, the detail in Table 3. can be observed.

Table 3. Details of the descriptive statistics of the variable Teaching Accompaniment Processes in the educational institutions of the city of Montería

	N	Minimum	Maximum	Average	Desv. Deviation
Advice	340	2	5	3,24	,779
Reflective Processes	340	3	5	4,16	,674
Mediation	340	3	5	4,23	,534
Planning	340	3	5	3,58	,676
Coordination	340	3	4	3,55	,498
Control	340	3	4	3,41	,492
Valid N (by list)	340				

As for the dimensions of the processes of teaching accompaniment in the educational institutions of the city of Montería, the average of the dimension is observed: Consultancies is 3.24, which indicates that according to those surveyed, they receive moderately

adequate consultancy in relation to their growth in their specific area and in the administrative academic processes. Although they point out that, if good interpersonal relationships are established this allows the institutional climate to improve. Coinciding with what has been established by [20], [21], who indicate that the consultancy should focus its instructional effort on controlling the entry of information and pedagogical processes, in order to guarantee the mastery of the established contents and also through advice and motivational support. Likewise, according to [22], it favors communication and interaction, which promotes a good institutional climate.

On the other hand, the dimension of reflective processes is considered adequate according to the average of the indicator, it can be deduced that the teachers consider that the processes of accompaniment lead to reflective processes that allow them to give meaning to the teaching task, likewise they manifest that within the accompaniment they respect the values of each individual. Coinciding with what was stated by [23], [24], who express that the benefits of the use of reflective processes is what makes possible the systematic work and invention: as well as giving meaning to the action that allows to give meaning to the teaching task.

With regard to mediation, the average of the Mediation indicator is 4.23, which, according to the established scale, is considered adequate. This means that teachers consider that they could improve these processes to achieve appropriate spaces for the exchange of ideas, reorienting their educational practices. It was evident from the responses that the mediation process that takes place in the institution does allow them to share their experiences as teachers. As indicated [2], [11], [17], in the educational space or area, the mediator establishes interaction with the institution, the actors and the community, using and applying their skills, knowledge and abilities with the intention of capturing interests, resources, visions to achieve understanding and meaning as basic elements of learning.

Likewise, it is possible to observe the planning processes according to their average, it is possible to consider the planning as adequate, because it is carried out considering the aspects to be improved in the educational practice, based on quality criteria established within the Education Law. However, not all the activities planned for the development of teacher accompaniment are fulfilled.

In this sense [6] point out that the advisor or tutor must have a futuristic and multifaceted vision, which gives meaning to their performance as a person and professional capable of leading, energizing and committing their team of teachers as entities jointly

responsible for the achievement of the objectives proposed by the institution, giving continuity to the programmed planning and its content. As for the coordination component, it is evident in Table 3. that when analyzing the results obtained, it is located as adequate, according to its average, it can be indicated that the teachers consider that the tutor and the director work together so that the activities are carried out satisfactorily. It can be deduced that the unforeseen events are resolved as they arise throughout the activities, besides that the convergence of ideas among the members of the institution is not promoted. These results are not in line with what [13] established, who state that coordination means harmonizing the efforts of different people who make up a unit with the plans set in advance and the resources allocated to achieve the objectives.

Finally, when analyzing the Control dimension, according to its average it is catalogued as moderately adequate. It is evident according to the results that there is no evaluation of what is done with what is established in the proposed objectives. The results achieved in teaching accompaniment are not shown, and the institution uses few control mechanisms to verify if the results were as expected. In this regard, [11] indicates that to achieve the success of the control exercised it should be raised in conditions of respect and among equals, so that those who operate the processes for achieving the objectives do not feel adjusted only by knowledge, but also take into account the activities, values, feelings of individuals. In addition, the tutor or advisor must establish management controls during the development of the proposed activities, since these processes are recurrent and reciprocal, and if there are failures in the results, they must immediately be fed back to what was previously planned, in order to channel it and show the results achieved in the teaching accompaniment.

Table 4. Details of the descriptive statistics of the variable: Principles of quality in the processes of Teaching Accompaniment in the educational institutions of the city of Montería

Frequency		Percentage	Percentage valid	Cumulative percentage	
Valid	Good application of quality principles in the accompanying processes	238	70,0	70,0	70,0
	Very good application of quality principles in the accompanying processes	102	30,0	30,0	100,0
	Total	340	100,0	100,0	

In Table 4., it can be seen that 70% of the teachers in the Official Educational Institutions of the city of Montería, consider that there is a good application of

the quality principles in the processes of teacher accompaniment and 30% state that this practice is very good. This allows for reflection on the processes of Leadership, Strategic Thinking, Resources, Communication, Development of People and Creativity. According to the details described in Table 5.

Table 5. Descriptive statistics of the variable Principles of quality in the processes of teaching accompaniment in the educational institutions of the city of Montería

	N	Minimum	Maximum	Average	Desv. Deviation
Leadership (Grouped)	340	4	5	4,46	,499
Strategic Thinking (Grouped)	340	4	5	4,64	,481
Resources (Grouped)	340	3	5	4,12	,541
Communication (Grouped)	340	4	5	4,77	,423
People Development (Grouped)	340	4	5	4,40	,491
Creativity (Grouped)	340	4	5	4,19	,391
Valid N (by list)	340				

When reviewing the results obtained in the application of the instrument to teachers in relation to Leadership, presented in Table 5., it was catalogued as very adequate, since they consider that the tutor encourages them to develop innovative processes, to achieve quality in the activities, promoting the personal development of the team in the teaching accompaniment. According to the result, it coincides with what was proposed by [24], who point out that the leader is the support of the team, which empowers people to develop their concerns, initiative and creativity; encourages responsibility, teamwork, personal development and especially is the craftsman of the creation of a spirit of belonging that unites the collaborators to decide the measures to be taken.

According to the answers given by the teachers, strategic thinking is considered to be very adequate, since it obtained an average of 4.64, which indicates that the directors, together with the tutor, formulate the actions that allow development linked to teacher accompaniment, that the tutors carry out a strategic diagnosis to identify the weaknesses that teachers present in their educational practice, and that the strategies used in accompaniment are applied considering the academic-administrative needs that the institution presents. Results shared by [9] who emphasize that the advisor or tutor must possess certain conditions to develop strategic thinking: human quality, because it is an analytical and intuitive process, common sense, prospective vision, strategic decisions and proactivity.

In relation to resources, they are considered adequate, according to the average obtained. When observing the averages in the items that analyzed this indicator, it is established that the institution does

provide resources, but perhaps not enough to achieve the objectives established in the teaching accompaniment, that it has the human resources to carry it out and that it selects the personnel to provide this accompaniment. These ideas were shared with [24], who expressed that material and human resources are essential elements in any institution. In the case of the material resources in the accompaniment, we refer to the need for the educational institution to provide the necessary resources to achieve the objectives established in the educational accompaniment plan,, because if not, the activities would not achieve the efficiency and effectiveness necessary for the implementation of the various educational actions concerned.

According to the average obtained, the communication is considered to be very adequate, so it can be concluded that teachers are allowed to express their ideas freely, with respect, and that they are provided with updated information related to the advances that are being experienced in educational matters. These results coincide with those of [7], [6] who propose that the process of communication as a means of understanding should allow teachers to freely express their ideas with respect.

Thus, the advisor must be as transparent as possible without hiding information from the subjects in order to increase the level of credibility in what is being said and done, creating an environment of trust and learning.

On the other hand, the teachers consider adequate according to the average obtained from the indicator: development of people, which shows that teacher accompaniment promotes personal growth, which must be strengthened in the strategies that allow them to achieve integral development. Observing these results, we should consider what has been expressed by [1], [12] who point out that the human development of teachers should be expressed within a plan of action with diverse dimensions with integral understanding, generating favorable conditions where active participation is encouraged, favoring creativity as a result of personal initiative.

Finally, it is evident from the average obtained that creativity is considered adequate, since a large proportion of teachers indicate that they do not use new teaching methods so that teachers can improve their educational practice. Likewise, they consider that the search for new teaching strategies should be stimulated and the use of new technologies should be promoted.

*Table 6. Cramer chi-square and V tests for the variables Principles of quality and processes of teacher accompaniment in the educational institutions of the city of Montería*

	Value	Mexico City	Asymptotic (bilateral) significance
Pearson's Chi-square	100,840 <sup>a,m</sup>	2	,000
Reason for plausibility	105,653	2	,000
V by Cramer	,545		,000
N of valid cases	340		

a. 0 boxes (0.0%) have expected a count less than 5. The expected minimum count is 10.80.

In Table 6., it is noted that the level of significance considered for this research was (0.05) and the asymptotic significance of the study among the variables: Principles of Quality and Accompanying Processes resulted (0.000). Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, that is, if a relationship exists between the principles of quality and the processes of teaching accompaniment in official Colombian educational institutions. Likewise, this relationship according to the V Cramer is 0.545 (Strong) according to the presented scale of interpretation of data.

#### 4. Conclusion

It was possible to demonstrate that there is a relationship between the principles of quality and the processes of teaching accompaniment in the official educational institutions of Montería. In that sense, the processes of accompaniment of teachers in the city of Montería, resulted as moderately adequate in relation to their growth to their specific area and in the academic administrative processes, but also indicate whether good interpersonal relationships are established. In relation to mediation, the respondents placed it in a category of adequate, specifying that they could improve those processes to achieve appropriate spaces such as the exchange of ideas, which would allow them to reorient their educational practice.

As for the reflective processes, they were considered adequate, pointing out that the accompaniment processes lead to reflective processes that allow giving meaning to the teaching task and equally manifest that they respect the values of each individual. As for the planning process, it is also framed in an adequate category and it is carried out considering the quality criteria established within the law of education.

Also, the coordination process is located in the corresponding category indicating that the tutor and the teachers work together so that the activities are carried out satisfactorily, they also indicate that unforeseen events are resolved as they arise. The control process is framed in the moderately adequate

category, noting that they do not show the results achieved in the teaching accompaniment and the institution uses few control mechanisms.

Finally, the principles of quality for teaching accompaniment in the city of Monteria in relation to the principle of leadership, were framed in a category of very appropriate, noting that the tutor encourages them to develop innovative processes, achieve quality in the activities and promotes personal development of the group. As for the principle of strategic thinking, it was considered a very adequate category, pointing out that the tutors make a strategic diagnosis to identify the weaknesses presented by the teachers in their educational practice and the strategies used in the accompaniment are adjusted to the needs of the academic-administrative needs.

The resource principle, placed in an appropriate category, indicates that the institution does not provide sufficient resources for the achievement of the objectives established in the teaching accompaniment. The principle of communication, situated in a very appropriate category, expresses that the teachers freely express their approach with respect and are provided with updated information. The principle of development of people is placed in a suitable category, concluding that teaching accompaniment encourages personal growth. The focus of creativity was placed in an appropriate category, since it considers that it stimulates the search for teaching strategies and promotes the use of new technologies.

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